



**Statutory Inspection of Anglican Schools**  
**Under Section 48 of the Education Act 2005**

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE EDUCATION AUTHORITY

Diseworth CE Primary  
Grimesgate  
Diseworth  
Derbyshire  
DE74 2QD

**Inspection Dates: May 14<sup>th</sup> & June 5<sup>th</sup> 2007**

**Section 48 Inspector: Mrs Sheila Grice**



## SIAS Report Form

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|---|--|
| <b>Name and address of school:</b>  | Diseworth CE Primary School<br>Grimesgate<br>Diseworth<br>Derbyshire<br>DE74 2QD |
| <b>Type of school</b>   | Primary  |
| <b>Status:</b>  | Voluntary Controlled   |
| <b>Diocese:</b>   | Leicester  |
| <b>LA:</b>  | Leicestershire   |
| <b>Dates of inspection:</b>   | 16.05.07 + 05.06.07  |
| <b>Date of last inspection:</b>   | 03.06.03 + 04.06.03  |
| <b>School's Unique Ref No:</b>  | 120127   |
| <b>Name of Head teacher;</b>  | Mrs Alison Woffindin   |
| <b>Inspector's name (with N.S. No):</b>   | Mrs Sheila Grice (165)   |
| <b>Context</b>  |  |
| Diseworth CE Primary is a small rural village school with 47 children on roll. About half of the children attending the school live in the village, those not living in the village travel in from surrounding villages or from Castle Donington. The school does not have a year six cohort. The school is set in beautiful grounds including a wildlife area that the children can use.                           |  |
| <b>Summary Judgment</b>   |  |
| <b>The distinctiveness and effectiveness of this school as a Church of England school are satisfactory</b>  |  |
| Diseworth Church of England school has a commitment to the care of the individual. It provides an ethos in which all children are valued and encouraged to achieve their full potential. Relationships throughout school are very good and children are well catered for. There are positive links with the local church and the school is an integral part of the village community.                               |  |
| <b>Established strengths</b>  |  |
| <ul style="list-style-type: none"><li>• Children have positive attitudes to school and are very well behaved</li><li>• Personal and social development of children is good</li><li>• Good links exist with the church and the local community</li><li>• Very good relationships exist between staff, children and parents</li></ul>   |  |
| <b>Focus for development</b>  |  |
| <ul style="list-style-type: none"><li>• To make collective worship part of the school's self-evaluation and development in order to determine the impact of collective worship</li><li>• To explore different ways to develop children's spiritual and cultural awareness</li><li>• To consider becoming more explicit about the Christian character of the school through the aims and mission statement</li></ul> |  |

**The school, through its distinctive Christian character, is good at meeting the needs of all learners.**

Relationships at Diseworth CE Primary school, between staff and learners are very good and children feel valued and special and they are well cared for. Children are treated as individuals, respecting differences. Pastoral systems are used effectively and staff are sensitive to the needs of all children. Children achieve well and strengths and talents are celebrated regularly during assemblies. Children's social and moral development is good and children have a strong sense of right and wrong. Although children's spiritual development is planned for in religious education lessons there are no planned opportunities identified across the curriculum at present. The school has identified staff training in major faiths an area requiring development. Children enjoy coming to school and consider school to be 'fun'. The children are proud of their achievements to help others through charity fund raising and they appreciate the fact that individual children can initiate suggestions e.g. a sponsored silence earlier in the year. The school council enables the children to have a voice in improving their environment and the children in school council talked proudly about the fact that they had money to spend and chose to buy a rebound net for the playground. Through church and village events, the children are also able to make a contribution to the local community e.g. Scarecrow Festival, Sunflower Project and an art project with East Midlands Airport.

**The impact of collective worship on the school is satisfactory.**

The school is committed to a daily act of worship, which forms an integral part of school life, enriches the school community and is inclusive for all children. Collective worship follows a clearly planned theme using a mix of diocesan guidelines alongside other appropriate themes. Careful planning ensures a range of subjects is covered during the year. The headteacher, staff and representatives from the local church lead assemblies. A recent development has been letting older children lead assemblies on a regular basis. This is proving to be very popular with the children. A monthly act of worship is held at the local church and children's work is regularly displayed in church e.g. The Easter story and peace. Children are actively involved in the worship and speak positively about the assemblies. Music, prayer, time for reflection and a candle are regularly used to enhance worship. The children appreciate a candle being used and one said the candle was a good idea because "when the candle goes out the light goes into you, and that means you can shine too". The school is sensitive to the beliefs and traditions of those of other faiths and of none and makes some provision for these in planning its acts of worship. However, at present there is no formal monitoring of the impact of Collective Worship and this was an area for development identified at the last inspection.

**How effective is the religious education\***

Religious education is not inspected in Church of England voluntary controlled schools

**The leadership and management of the school, as a church school is satisfactory.**

The school's ethos is clearly stated in a range of documentation and policies. Although Christian values are implicit in the life of the school, the written aims do not explicitly refer to Christianity or the influence of Christian values on school life. Relationships within the school and with parents are good. The headteacher, with the support of governors, is working with staff to bring about improvement. A recent review of religious education has led to improvements planned for the teaching of R.E. The self-evaluation toolkit has been used effectively to identify strengths and areas for development and the school is well placed to bring about improvement. Parents state that the school has a positive ethos and is a successful part of the community The school has productive and supportive links with the local church community and the Foundation Governors provide support and encouragement to the school.