



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

St Edward's CE Primary School
Dovecote
Castle Donington
Derbyshire
DE74 2LH

Inspection Date: 12th and 15th January 2009

Section 48 Inspector: Mr. David Dunmore (No 308)



SIAS Report Form

Name and address of school:	St Edward's CE Primary School Dovecote Castle Donington Derbyshire DE74 2LH
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	12 th and 15 th January 2009
Date of last inspection:	10 th and 12 th May 2006
School's Unique Ref. No:	120122
Name of Head teacher;	Mrs Mary Robinson
Inspector's name (with N.S. No):	Mr. David Dunmore (No 308)
Context	
St Edward's is a village primary school located in Castle Donington. There are 150 pupils on roll between the ages of 4 and 10. Almost all the children are from white British backgrounds and the numbers of families claiming free school meals is below average	
Summary Judgment	
The distinctiveness and effectiveness of St Edward's CE Primary as a Church of England school are satisfactory	
The school provides a supportive learning environment based on Christian values, in which all the pupils are valued and encouraged to achieve their potential	
Established strengths	
<ul style="list-style-type: none">• A caring and positive learning environment where pupils feel valued and secure.• A headteacher and dedicated staff team who work for the benefit of all the pupils.• Close and supportive links with local churches, parents and the community.	
Focus for development	
<ul style="list-style-type: none">• Make explicit, proclaim and celebrate the school's distinctive Christian character.• Provide support to Foundation Governors to empower them to bring a Christian focus to the school and governing body• Seek guidance from the Diocesan Board of Education to raise the profile of the school's distinctive Christian character and to effectively monitor and evaluate the collective worship.	

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

The school is a welcoming and caring community in which the headteacher and her staff work to ensure good relationships and a supportive learning environment. Values and beliefs based upon Christian principles, for example, love, truth, and gratitude are implicit in many aspects of the work of the school. Pupils feel safe and are happy to come to school with “teachers who listen” encourage “us to keep trying”, “and “help us with our work.” Pupils with learning difficulties are well supported by experienced and dedicated staff, enabling them and their parents’ needs to be appropriately met. Children are motivated to work hard by a range of praise and award systems and a celebration assembly takes place every week. Half-termly celebrations are attended by parents. The School’s mission, vision and aims promote high achievement, personal development and responsibility. The prospectus and other key documentation is not explicit about Christian values nor about the Christian foundation of the school. Moreover, its distinctive Christian character is not reflected in visual displays within the school. These remain issues to be addressed from the school’s last inspection. The School Council enables the children to have a voice in improving their school, for example new playground equipment. Older pupils, as Sports Leaders, are beginning to support others by initiating outdoor games. A range of after-school activities are enjoyed by pupils, including sport clubs, chess, and recorders which contribute to a rich and varied curriculum. The children are proud of their achievements to help those less fortunate and Yr. 5 pupils used their own skills to produce a school newspaper which raised £50 for Water Aid for Africa. Parents appreciate “the time all the staff have for the children” and speak highly of the school’s openness to outside views and their support for families.

The impact of collective worship on the school community is satisfactory

Daily worship forms an integral part of school life. The headteacher has recently introduced a termly programme of whole school worship themes linked to the social and emotional aspects of learning, supported by recommended diocesan topics. Class assemblies enable year groups to reflect on what they have learnt, and their own experiences, at a level appropriate to their understanding. Stories exemplifying Christian values like forgiveness, and reconciliation are linked to pupils’ own lives. Singing and prayer play an important part in enhancing the children’s enjoyment and understanding of Christian worship. The lighting of a candle, which the children enjoy, introduces a quiet time for reflection, before the Lord’s prayer or school prayer, which is sometimes complimented by one written by the children from their own “prayer tree”. Acts of worship delivered twice a term by the incumbent and a local Methodist minister link the worship theme with well chosen Bible stories. Pupils talk with interest about “all being together” for assembly, “listening to Bible stories with Rev. Andrew and Rev Dennis”, “praying to Jesus” and “God listens to us”. The children clearly enjoy “the quiet time”. There is no formal programme for monitoring and evaluating the impact of collective worship and governors are therefore unaware of the impact collective worship has within the school. Again, this is an issue which remains to be addressed from the last inspection. At Christmas and Easter children and staff plan special services in church, supported by the Incumbent, in which they are actively involved in drama, music and choral groups. The services are very well attended and valued by parents and friends.

The effectiveness of the leadership and management of the school, as a church school is Inadequate

The headteacher and staff have worked hard to raise standards and achievement through improved monitoring of pupils’ academic performance, individual target setting and focused teaching initiatives, for example “The Big Write”. All of these developments are contributing to ongoing school improvement. The school environment enables pupils to feel safe and happy and to make satisfactory progress. Governors play an important role in decision making and providing support for the headteacher and her staff. St Edward’s has only recently begun the process, identified in the last inspection, of understanding, articulating and promoting a clearer understanding of what constitutes its distinctiveness as a church school, and therefore insufficient progress has been made and the work remains to be completed. An important component of this work will enable the school to make a judgment about the impact of collective worship on the children and how this might be improved. The school’s partnership with the village church and Methodist and Baptist churches is good.