



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

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LEICESTERSHIRE LOCAL AUTHORITY

Market Harborough CE Primary School
Fairfield Road
Market Harborough
Leicestershire
LE16 9QH

Inspection Dates: 9th and 15th June 2009

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



SIAS Report Form

Name and address of school:	Market Harborough CE Primary School Fairfield Road Market Harborough Leicestershire LE17 9QH
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	9 th and 15 th June 2009
Date of last inspection:	6 th and 7 th September 2006
School's Unique Ref. No:	120144
Name of Head teacher;	Ms Sue Bovill
Inspector's name (with N.S. No):	Mr. David Dunmore (No 308)
Context	
Market Harborough CE Primary School is a large school with 369 pupils on roll, between the ages of 4 and 11 years. Almost all the children are from white British backgrounds, with 9% of pupils attending from the Traveller community. The number of families claiming free school meals is below average. The number of pupils with learning difficulties and/or disabilities is above average. The headteacher took up her post in April 2009.	
Summary Judgment	
The distinctiveness and effectiveness of Market Harborough CE Controlled Primary as a Church of England school are satisfactory	
The school provides a positive and inclusive learning environment, based on Christian values, supported by strong links with local churches. Pupils demonstrate consideration for others and actively support those less fortunate in the wider community.	
Established strengths	
<ul style="list-style-type: none">• A warm, friendly and very attractive learning environment, underpinned by Christian values.• A highly inclusive ethos in which pupils, staff and parents are valued and special.• Polite and well-behaved pupils who demonstrate good attitudes to learning and consideration and care for others.• Close and mutually supportive links with local churches, parents and the community.	
Focus for development	
<ul style="list-style-type: none">• Make explicit and celebrate in school documentation the clear Christian ethos and distinctive Christian character.• Develop an effective programme for the formal monitoring and evaluation of collective worship involving pupils, staff and foundation governors• Extend opportunities for the children to contribute actively to school worship.	

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

Market Harborough Primary School is a very welcoming school with a strong Christian ethos. Christian values of love, truth, consideration for others are evident in the very positive and supportive relationships between staff and pupils and in many aspects of the work of the school. In the entrance area a cross, candle and sculpture of a mother and child, exemplifying the love and support provided by the school, alongside a display of children's prayers, affirm that this is a Christian school. Governors are actively involved in all aspects of the school's life, supporting the Christian ethos and the strong links with the parish church and other Christian churches. The school is aware of the need to make more explicit in its vision, aims and other documentation, the Christian foundation and the key Christian values which inform its work. Pupils are happy to come to school and work with teachers who are 'really nice,' 'give good comments on your work' and 'use learning games to make it fun.' The school has effective praise and reward systems supported by a weekly 'Achievement Assembly,' which values good work and positive attitudes. Behaviour is good and older pupils are encouraged to help the younger children at lunchtime. Pupils with learning difficulties and those who have missed key parts of their education are well supported by experienced staff, enabling them and their parents' needs to be appropriately met. The School Council and Green Team enable the children to have a voice in improving their school, for example in establishing a nature area where pupils have the opportunity to care for the environment. Through the welcoming of newcomers to the school, the sponsoring of a child in Ethiopia and the work of the fair trade team in ensuring that fair trade products are used throughout the school, pupils demonstrate positive attitudes towards community cohesion. Parents speak very highly of the school, valuing the welcome given to everyone, the caring atmosphere and the invitations to 'very enjoyable church services each term.'

The impact of collective worship on the school community is satisfactory

The school has a clear pattern of daily acts of worship which play an important part in school life and are valued by staff and children. The headteacher plans a programme of termly acts of worship, drawing upon diocesan themes and linked to the social and emotional aspects of learning. Visiting clergy support these themes and the Christian values exemplified by them. Key stage acts of worship enable pupils to gain an understanding appropriate to their age and related to their own lives. Songs are chosen to stimulate children's enjoyment and understanding. Prayers written by pupils and the Lord's Prayer, together with times for reflection, help to enhance all aspects of spiritual development. Bible stories and stories exemplifying Christian values are sensitively linked to pupils' own lives. The children are respectful and attentive and respond well, with thoughtful answers to questions. The singing is joyful and enthusiastic. Pupils talk confidently about their worship together, 'It helps us to understand about religion and about God.' They enjoy the weekly visits by clergy, the very popular Bible Club, the Y6 Nichols Cup project organised with local clergy and the termly church services with their parents. Colourful, attractive displays of children's work, answering key questions like 'Who is Jesus?' and 'What the Lord's Prayer means to me,' support Christian teaching. Regular opportunities for staff and governors to talk with children about their daily worship have not taken place and this needs to be introduced to gain a clearer understanding about its impact and to generate new ideas and approaches for the future.

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

The new headteacher has a clear vision and is providing effective leadership for this church school. The Christian foundation and the values that underpin it are supported by governors, the incumbent and local clergy and a dedicated staff team. Pupils feel safe, well cared for and valued. Their spiritual, moral, social and cultural development is good. All staff feel valued and their contribution greatly appreciated. The need for more focused visits by governors to monitor and evaluate collective worship has been identified in order to move the school forward. The comprehensive self-evaluation document completed over the last year has enabled school leaders and governors to have a clear view of the school's strengths and how they can be effective in leading it through in the future.