



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

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE LOCAL AUTHORITY

St Andrew's CE (Aided) Primary School  
Dag Lane  
North Kilworth  
Leics.  
LE17 6HD

**Inspection Date: 2<sup>nd</sup> & 11<sup>th</sup> February 2009**

**Section 48 Inspector: Mrs Marian Driver (No: 116)**



## SIAS Report Form

<b>Name and address of school:</b>	St Andrews CE Primary School Dag Lane North Kilworth Lutterworth LE17 6HD
<b>Type of school</b>	Primary
<b>Status:</b>	Voluntary Aided
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Date of inspection:</b>	2 <sup>nd</sup> & 11 <sup>th</sup> February 2009
<b>Date of last inspection:</b>	1 <sup>st</sup> & 9 <sup>th</sup> December 2005
<b>School's Unique Ref. No:</b>	120196
<b>Name of Head teacher;</b>	Mrs Penny Hannant
<b>Inspector's name (with N.S. No):</b>	Mrs Marian Driver (No. 116)
<b>Context</b>	
<p>St. Andrew's CE primary school is a popular small school in the village of North Kilworth. The school founded in 1847 moved to its present site in 1970 and since then has had extensive extension and refurbishment. Pupils come from North Kilworth and surrounding villages. The majority of the pupils are from white British backgrounds. The school has strong links with the Parish Church of St. Andrew's and is an important part of the community in North Kilworth.</p>	
<b>Summary Judgment</b>	
<b>The distinctiveness and effectiveness of St Andrew's CE Primary as a Church of England school are good</b>	
<p>St. Andrew's is a very effective church school with well developed community links. Pupils achieve well and are happy and secure. They are encouraged to be good citizens.</p>	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• Clear Christian ethos</li><li>• Strong developed links with the Parish Church of St. Andrew's and village community</li><li>• Excellent Personal Social Health Education programme encouraging citizenship</li><li>• Distinctive Christian school evident by RE displays in the school and all the classrooms</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Provide further practical experiences of different religions so that pupils talk knowledgeably about other faiths</li><li>• Provide opportunities for the RE co-ordinator to develop ideas for increasing the Visitors and visits, the ordering of resources, and to monitor the impact of the development plan.</li></ul>	

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

St. Andrew's has a caring, friendly atmosphere. Christian values of love, respect and forgiveness are fostered in the school, pupils behave well and are polite. Older pupils hold hands with younger ones as they walk to church and often help them to do other things such as reading. Pupils really enjoy coming to school and are challenged by the 'journey of knowledge' award system where they can work towards stripes for friendship, community, responsibility, physical and musical achievements. Parents are well aware of the church status of the school and feel the Christian values are clearly shown by the school. Parents are encouraged to attend school church services because they are so engaging and enjoyable. They feel valued as their opinions are often sought through questionnaires and discussions. The school's distinctive Christian character is clearly shown throughout the school. There are many visual reminders both inside and outside the school, for example the large wooden cross on the roof. Inside there is a worship area in the hall, a display table in the corridor and also display areas in classrooms. Pupils are encouraged to raise problems through the worry box which peer mediators respond to. Screen savers on the computers in the suite give a continuous display of the stations of the cross art work in the Cathedral to which St. Andrews contributed. The well established school council makes a valued contribution to areas such as environment, health and safety, and school improvement. Money is raised for a wide range of charities and pupils state they are helping those "who are less fortunate than us". The school makes good provision for all the learners and offers a wide range of additional activities to enrich the curriculum. Cultural awareness is promoted through a range of exciting opportunities including expressive arts, visitors from other faiths and of visits to places worship. Further visits will enable the cultural understanding to be advanced. Provision for gifted and talented musicians is well developed and attracts pupils from many schools in the Lutterworth area. For children with special educational needs, increased links with support services, co-ordination gym for balance, technologies and differentiated support from the school has had a positive impact on progress.

**The impact of collective worship on the school community is good.**

All teaching staff take turns to plan worship using the suggested weekly themes from the diocese. Themes used within collective worship encourage pupils to become positive members of the school community. Pupils listen attentively and enjoy taking an active part in worship. The whole school act of worship observed during the inspection was engaging and pupils were interested in the visual images of the rain forest and the objects used to demonstrate 'presents from God's world'. On both collective worship times pupils entered the hall accompanied by live pupil musicians playing a range of instruments. Pupils sing well and enthusiastically. Pupils write their own prayers and examples of prayer books are to be found in all the classrooms. We can pray "when something is wrong or when we are unhappy" said one pupil. The use of prayer at lunchtime and at other times, and the use of own prayers in collective worship shows the importance of prayer in the life of the school. Year 6 have started to attend the village monthly weekday Anglican communion service and have the opportunity to have a blessing or receive training towards possible confirmation. Parents are invited to the major Christian festivals in church. The incumbent leads a whole school assembly fortnightly. She aims to provide a quality experience for the pupils which is well received and they say, "she makes it fun to learn RE". A recent questionnaire to pupils shows that the majority enjoy assemblies and also enjoy being involved themselves. The majority of pupils think about some aspect of assembly or prayer when at home.

### **The effectiveness of the religious education is good.**

RE lessons are planned following the diocesan syllabus and QCA schemes of work and standards. Assessments are made following the teaching of units and show that the majority of the learners make good progress in religious education. Much of the work is practical and is creatively recorded. Monitoring of religious education lessons by the co-ordinator show lessons to be good and standards to be above average. The co-ordinator, though new to the post, is enthusiastic and has many creative ideas for future developments. The key stage 1 lesson observed was very practical involving young pupils in making decisions for a healthy living cake. Questioning by the teacher revealed that pupils were aware of many differences. "They have different DNA", said one child. Difficult concepts such as respect and tolerance were explored and actions were given to help pupils remember their meaning. The story of the selfish crocodile helped the pupils to understand the idea of God's world being available for all and then the two final ingredients 'share' and 'care' were added to the cake. Pupils were engaged in a variety of practical activities with supporting adults exploring different religions and the friendship award. They demonstrated the importance of sharing by saying that, "if people didn't share they wouldn't have enough to eat". In a key stage 2 lesson, links were made to previous learning about the 5 K's relating to Sikhism. Pupils were encouraged to link up the pictures, definition and explanation about each of these. This brought about some questioning from the pupils that the teacher was happy to explore. The planned visit to a Gurdwara was received with excitement and the teacher reminded the pupils about the rituals to be undertaken and the need to be respectful. When asked how pupils should behave at the Gurdwara, one child said, "do not be silly and respect their God". A work sheet featuring a close passage activity summarizing the history of Sikhism was completed followed by an extension activity comparing Sikhism and Christianity. Technology was used effectively in both lessons making use of the interactive whiteboards. The introduction of the Christian symbols and class prayers in the classrooms is successful in encouraging a more visual Christian ethos within the classrooms. The 'Live Life, Love Lent' programme promoted by the school using ideas from the published scheme were used in different ways and brought about involvement by some pupils for the whole period of Lent. Many pupils produced attractive diaries with photos and drawings recording the 'really good things' they were encouraged to do during Lent.

### **The effectiveness of the leadership and management of the school, as a church school is outstanding.**

The headteacher and governors work strategically to develop the Christian character of the school. Christian values are implicit in the life and work of the school and the Christian foundation of the school is clearly stated in public documents. The headteacher has initiated a wide range of improvements which allow pupils to develop both personally and spiritually. Spiritual, moral, social and cultural development is good. Relationships in this Christian community are good and are evident in the good working ethos of the staff and by the way in which pupils and staff treat each other with respect and consideration. It is a very friendly, caring place. A very effective foundation governors committee meets once a term to discuss ethos, behaviour and objectives featured in the detailed action plan. Areas detailed in the plan feature the development of Christian ethos, feeling valued and special, involving pupils more in worship and in the life of the church and in improving standards in RE. Foundation governors have clear commitment to these detailed action plans, they contribute to self evaluation and monitor the provision and impact of collective worship and areas detailed in the plan. The incumbent is an active member of the governing body and works creatively to enrich the Christian ethos of the school. She successfully links the school and the church in the community. Parents state that, 'they feel part of what is going on in the school and the church'. A holiday club offered to four schools in this area takes place at this school which pupils can access. Parents, staff and pupils are valued and this is reinforced through elements of the 'Journey of Life' citizenship programme which the school promotes.