



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

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LEICESTERSHIRE LOCAL AUTHORITY

Tugby Church of England Primary School
Main Street
Tugby
Leicestershire
LE7 9WD

Inspection Date: 16th March and 20th March 2009

Section 48 Inspector: Mr David Dunmore (No 308)



SIAS Report Form

Name and address of school:	Tugby Church of England Controlled Primary School Main Street Tugby Leicestershire LE7 9WD
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	16 th & 20 th March 2009
Date of last inspection:	22 nd February & 3 rd March 2006
School's Unique Ref. No:	120168
Name of Head teacher;	Mr Trevor Wright
Inspector's name (with N.S. No):	Mr David Dunmore (No 308)
Context	
Tugby is a small, rural primary school with 53 pupils on roll. Pupils attend the school from the village and its surrounding area. Almost all the pupils are from White British backgrounds. The number of families claiming free school meals is below average. There are no significant numbers of pupils with either learning difficulties or disabilities.	
Summary Judgment	
The distinctiveness and effectiveness of Tugby CE Controlled Primary as a Church of England school are good	
The school has a supportive and caring Christian ethos with positive and active links with the parish church. It provides an educational experience in which all are valued and encouraged to achieve their potential.	
Established strengths	
<ul style="list-style-type: none">• A headteacher, staff and governors with a strong commitment to the school's Christian foundation.• A warm friendly and supportive learning environment underpinned by Christian values.• Polite and well behaved pupils who demonstrate good attitudes to learning and care and consideration for others.• Close and mutually supportive links with the local church, parents and the community.	
Focus for development	
<ul style="list-style-type: none">• Develop an effective programme for the formal monitoring and evaluation of collective worship involving pupils, staff and foundation governors.• Extend opportunities for the children's active participation in daily acts of worship, including drama and role play.	

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

Tugby school has a strong Christian ethos. A key aim is "to engender a climate of mutual respect, care and tolerance based on Christian values." This is evident in many aspects of the work of the school. A cross in the entrance area, a display about 'Noah' and 'The Christian Calendar', with classroom rules articulating values like kindness, respect, love and truthfulness, affirm that this is a Christian school. Governors are actively involved in all aspects of the school's life, promoting the Christian ethos and strong links with the parish church. The headteacher and staff receive generous support from the incumbent, who enjoys very good relationships with the children. Pupils are happy to come to school and have 'lots of friends'. There is a very positive climate for learning with 'really kind teachers' who 'always listen and help you'. Pupils with learning difficulties receive very good support, enabling them to reach their targets. Pupil achievement is recognized in weekly award assemblies. Praise for good work and care for others helps the children develop positive self-esteem, respect and responsibility for their friends. Behaviour is good, with older pupils demonstrating care for the younger ones. The children commented upon the range of extra-curricular activities; for example, art and craft club, tag rugby, football and swimming, together with the Harvest, Christmas and Easter services in church, which they all enjoy. Pupils describe, with pride and enthusiasm, their 'help for other children' through a range of fundraising activities to support charities like Loros, Red Nose Day and The Shoe Box Appeal. The School Council provides the children with a voice in improving their school. A current focus involving recycling and growing vegetables is 'helping us to be more green.' Parents speak highly of the school, valuing the welcoming, caring atmosphere, support for families and invitations to church services.

The impact of collective worship on the school community is satisfactory

Collective Worship plays an important part in the daily life of the school, led by the headteacher, the teaching staff, the incumbent and members of local churches. Worshipping together provides experiences and variety which the children all value. Following diocesan themes, the weekly programme of biblical and other stories and the Christian values exemplified by them, are carefully interpreted and related to the pupils own lives. Pupils are attentive, respond well to questions and clearly enjoy joining in with the worship. Organizing the music and sometimes writing and reading their own prayers adds to their experience. The children know the words of the Christian songs and join in enthusiastically. The lighting of a candle introduces a time for stillness and quiet reflection before the final prayer. Pupils speak of their enjoyment when 'getting together as a whole school' and 'thinking about the special words in the prayer to see if it means something special to you.' Attendance at stimulating services in church each month and at Harvest, Christmas and Easter, led by the incumbent, also provides children and their parents with further opportunities to affirm the Christian faith and gain a clearer understanding of Christian teaching. Regular opportunities for staff and governors to talk with the children about their daily worship has not taken place and 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 headteacher provides clear and effective leadership of this church school. The Christian foundation and the values that underpin it are strongly supported by governors, the incumbent and a dedicated staff team. There is strong reference to the Christian foundation of the school in its documentation. The headteacher has introduced a new system for tracking pupil progress, both in terms of learning and wider pupil achievements which is helping to evaluate achievement and identify those groups in need of additional support. Pupils feel safe, well cared for and valued. Their spiritual, moral, social and cultural development is good. The involvement of governors in support for the headteacher in liaison and whole school decision-making is satisfactory. The need for a more proactive series of focused visits to monitor and evaluate religious education and collective worship has been identified, to enable governors to fully discharge their responsibilities.