



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

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE LOCAL AUTHORITY

Viscount Beaumont's CE (Aided) Primary School  
Ashby Road  
Coleorton  
Leicestershire  
LE69 8FD

**Inspection Date: 9<sup>th</sup> June 2010**

**Section 48 Inspector: Mrs Gail Forryan (No: 211)**



## SIAS Report Form

<b>Name and address of school:</b>	Viscount Beaumont's CE Primary School Ashby Road Coleorton Leicestershire LE67 8FD
<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>	9 <sup>th</sup> June 2010
<b>Date of last inspection:</b>	4 <sup>th</sup> & 5 <sup>th</sup> October 2006
<b>School's Unique Ref. No:</b>	120194
<b>Name of Headteacher:</b>	Mrs Carolyn Stephenson
<b>Inspector's name (with N.S. No):</b>	Mrs Gail Forryan (No. 211)
<b>Context</b>	
<p>Viscount Beaumont's Primary School is a small village school with 81 children on roll. Almost all of the children are from white British backgrounds with the proportion of children identified with special educational needs and/or disabilities below the national average. The school has been through a period of instability in leadership since the previous inspection with the current headteacher in post from January 2010.</p>	
<b>Summary Judgment</b>	
<b>The distinctiveness and effectiveness of Viscount Beaumont's CE Primary as a Church of England school are good.</b>	
<p>Viscount Beaumont's Primary School is a good church school with the newly appointed headteacher quickly identifying the strengths and areas for improvement of the school as a church school. The strong links with the local church and clergy provide effective support for the school's Christian foundation.</p>	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• Strong commitment to the school's Christian foundation with values that permeate the school's mission and practice.</li><li>• Good leadership by the newly appointed headteacher supported by hard working staff and governors.</li><li>• Good relationships within a family ethos producing well behaved and mature learners.</li><li>• Strong links with local church, clergy and parents.</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Develop assessment ,monitoring and evaluation procedures to raise and achieve high standards.</li><li>• Broaden the children's understanding of cultural and multi-faith differences by ensuring that there are opportunities for children to visit places of worship of faiths other than Christianity.</li><li>• Ensure that foundation governors have regular formal opportunity to report on the church school status to the governing body.</li></ul>	

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

Christian values of love, forgiveness and respect are embedded in nurturing the development of all children's qualities and achievements. The school's mission statement and documentation is clear in promoting its Christian foundation with "the child at the heart". The new mission statement was created when the recently appointed headteacher invited parents and governors to meet with staff to discuss the school's strengths and areas for development. It was seen as an effective day in enabling all stakeholders to be aware of their role in driving forward improvements and to think about the school's distinctiveness as a church school. Displays around the school reflect Christian dimensions including baptism, Easter projects and the Lord's Prayer. All classrooms have a reflection or prayer area with a cross and bibles. Spiritual, moral and social education is a strength of the school leading to thoughtful and mature learners. The school is committed to furthering community cohesion to ensure children are prepared for life in a global society. The school has rightly identified that they need to ensure that children have a well developed knowledge and understanding of other faiths and cultures. The school provides curriculum enhancement in a variety of ways including clubs and activities. A positive link with the local church is the Church Club which is led by the clergy and members of the congregation. Children are encouraged to take on responsibility through the school council and charitable service.

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

Collective worship is a special time for children and staff. Acts of worship are well planned using the suggested diocesan themes. An act of worship observed during the inspection was presented in a thoughtful and enjoyable way. The bible story of Moses and the ten plagues effectively illustrated the theme of how we can be a force for good. The children were actively involved in the story telling and joined in enthusiastically with the actions and sound effects. They were given time to share their thoughts and feelings with talking partners. Children value the experience and enjoy answering questions, singing and helping. Worship reflects the liturgy of the Anglican service with children joining in with opening and closing responses and the lighting of the three candles. Parents are invited to the weekly celebration assemblies and services held in the church for the main Christian festivals. Parents commented that they liked the fact that celebration assemblies have been resumed; it makes them feel more comfortable about being involved with the school. The local clergy come into school weekly to lead worship and are valued members of the school community. The children talk about the fun and enjoyment of these occasions. Visual notification of prayer is evident in the hall and around school, for example there is a prayer tree in the main corridor. Children say that prayer makes them feel calm and gives them time to reflect.

**The effectiveness of the religious education is satisfactory.**

Children and the staff team enjoy religious education and see it as an important part of the curriculum. Lessons are planned using the diocesan scheme of work. The scheme has recently been reintroduced to ensure greater importance is given to key religions so that the children can develop a wider knowledge and understanding of other faiths. A focus for development from the previous inspection to ensure that children visit places of worship other than Christianity has not been met. The newly appointed RE co-ordinator has an action plan to rectify this and ensure that staff training develops expertise to deliver multi-faith teaching and learning. RE resources have recently been audited and new artifact boxes and books have been purchased. Where RE lessons are good, there is careful planning and preparation with clearly defined learning objectives, pace and expectations which engages the children's attention. The children have a good understanding of Christianity, Christian values and symbols though are less secure in other faiths. In a lesson children could readily recognise the feelings of jealousy in the bible story of Joseph and his multi-coloured coat. The younger children in the school were working collaboratively to produce a book of the creation story. They were fully involved and keen to share their work with each other. Effective use of the local church and chapel are made to enhance the children's learning.

Year 5 children visited St John's Chapel and were given first hand experiences in studying the special names and objects in a religious building. In all lessons observed the children were on task and well behaved. The school has identified that the focus for development from the previous inspection ensuring assessment and monitoring procedures are put into place has not been fully met. The children are making progress broadly in line with national expectations but the school needs to put into place rigorous assessment and monitoring and evaluation procedures to raise expectations and standards.

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

The school has been through a period of instability in leadership and management over the past three years. This has taken its toll on the school's standards and achievements. The present headteacher has been in post since January 2010 and has quickly implemented policies and practice to ensure the school has a more purposeful and clearer sense of direction. She has ensured that the role of leadership has become more defined and a leadership team is now in place. There are first steps in distributive leadership and growing leaders at all levels. Morale has improved considerably and staff speak of feeling more settled and valued. Parents have noticed the atmosphere around school is more positive and are pleased that the school is on a firmer setting. The governors have worked hard to ensure that the Christian ethos has been maintained throughout this unsettled period. They are now in the position to formally report on the school's distinctiveness as a Church of England school. Self evaluation is secure in identifying areas for future improvement including the need to develop community cohesion, multi-faith education and rigorous assessment and monitoring and evaluation procedures. The children are happy at school and say that "there are friendly people here, both children and grown ups".