



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Great Bowden CE (Cont) Primary School
Gunnsbrook Close
Great Bowden
Leicestershire
LE16 7HZ

Inspection Date: 25th March 2010

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



SIAS Report Form

Name and address of school:	Great Bowden CE Primary School Gunnsbrook Close Great Bowden Leicestershire LE16 7HZ
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	25 th March 2010
Date of last inspection:	November 2006
School's Unique Ref. No:	120145
Name of Head teacher;	Mrs Stefanie Edwards
Inspector's name (with N.S. No):	Mrs Gail Forryan (No. 211)
Context	
<p>Great Bowden CE School is a small primary school with 91 children on roll. The school serves the village of Great Bowden and surrounding area around Market Harborough. Almost all of the children are from white British backgrounds, the proportion of children entitled to free school meals is well below average, and the proportion identified by the school as having learning difficulties and/or disabilities is average.</p>	
Summary Judgment	
The distinctiveness and effectiveness of Great Bowden CE Primary as a Church of England school are good.	
<p>Great Bowden CE School is strongly committed to its Christian foundation and core values of inspire, believe, learn and achieve. It lives out its vision in practice, and its distinctive Christian ethos is evident through the good relationships across the school community and the positive links with local churches and the local community.</p>	
Established strengths	
<ul style="list-style-type: none">• Strong commitment to the school's Christian foundation and the Christian values that permeate the school's mission and practice.• Good leadership by the headteacher supported by hard working staff and effective governors.• Good relationships within a family ethos producing good behaviour and mature learners.• Good links and relationships with local churches, clergy and community.	
Focus for development	
<ul style="list-style-type: none">• Strengthen children's participation in prayer by enabling them to write and say their own prayers.• Establish opportunities for prayer through reflective corners and displays in classrooms.• Ensure all stakeholders, particularly the children, are involved with the monitoring and evaluation of worship.	

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

Great Bowden's core Christian values of inspire, believe, learn and achieve 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 aim of 'inspiring people to learn and achieve their dreams'. This new mission and set of explicit values were identified through the "Vision Group" made up of representatives of parents, governors and school staff which meets yearly to reflect on and promote the direction of the school's work. Displays around the school reflect Christian and other faith dimensions including the Lord's Prayer, Islam as part of 'Who is my neighbour' work and what the core values mean to the children. Spiritual, moral, social and cultural education is a strength of the school leading to mature and reflective learners. The school is committed to furthering community cohesion to ensure children are prepared for life in a global society. Years 3 and 4 are taking part in the diocesan community cohesion project, linking with and meeting children from a contrasting and ethnically diverse Leicester city school. The whole school sponsors a child from the Devakumar Goodwill Home in South India. One child said: "It makes me feel good to help someone else." The school provides curriculum enhancement in a variety of ways including clubs and activities. Children are encouraged to take on responsibility through the school council and the two worship teams which are made up of children from all year groups. The worship teams are responsible for setting up the daily acts of worship and on a rota basis are given the responsibility of planning and leading worship once a week. This initiative has greatly enhanced the importance and recognition of the church school status in the eyes of the children.

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

Acts of worship are well planned using the diocesan weekly themes. The school has adapted them this year by focusing on a bible story for the week. The worship observed during the inspection was the story of 'A Man on a Donkey' as part of the Easter story and linking to the theme of humility. Children from the worship teams retold the story which the rest of the school listened to attentively. One child commented later: "Jesus is humble that's why he rides on a donkey." Worship reflects the liturgy of the Anglican service with opening and closing responses led by the children. Singing is regularly enhanced by music played by the talented school orchestra. Parents are invited to the monthly church based worship and services for the major Christian festivals. They appreciate the opportunity of sharing these special times with their children. The local incumbent comes into school to lead worship and is a valued member of the school community. Ministers from other local churches also make welcome visits to the school. The collective worship co-ordinator and foundation governors monitor and evaluate the impact of collective worship and have plans to include the children and wider school community in this process. Visual notification of prayer is evident in the school hall and now needs to be continued into classrooms to ensure children are given opportunities for periods of personal prayer and quiet reflection.

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

Leadership and management by the headteacher and strong governing body provide a clear vision for school development. A team of highly committed staff ably supports the headteacher. The headteacher, staff team and governors have worked hard over the past three years in developing systems, for example the vision group and worship teams, for whole school improvement and these are impacting on the improving standards, progress and achievements being made by the children. Self evaluation is secure in identifying areas for future development including the need to further develop systematic monitoring and evaluation of collective worship. School staff talk about good relationships and support at all levels with a well resourced and pleasant working environment. Parents feel they are fully involved in the life of the school: "The school is like an extended family which helps the children to become more caring, rounded people." The strong emphasis on the creative curriculum, in particular through the work of community cohesion, art and music, gives every child the opportunity to flourish and succeed.