



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

Diocese of Leicester

Leicestershire Local Authority

Harby Church of England Primary School

School Lane
Harby
Melton Mowbray
Leicestershire
LE14 4BZ

Inspection Date: 22nd March 2010

Section 48 Inspector: Mary Ann Davies

National Society Statutory Inspection of Anglican Schools Report

School name and address:	Harby Church of England Primary School School Lane Harby Melton Mowbray LE14 4BZ
Diocese:	Leicester
Local authority:	Leicestershire
Dates of inspection:	22 nd March 2010
Date of last inspection:	16 th and 22 nd November 2007
School's unique reference no:	120132
Headteacher:	Mr Richard Simpkins
Inspector's name:	Mary Ann Davies

School context

Harby Church of England Primary School is a small village school of 74 pupils. It has recently gained a Year 6 cohort for the first time in September 2008. A small number of pupils receive free school meals and a below average number of pupils have Special Education Needs. Children generally come from the village of Harby which is a pleasant, rural village in the Vale of Belvoir. They have driven the development of the school grounds which include quiet, safe and reflective areas.

The distinctiveness and effectiveness of Harby Primary School as a Church of England school are outstanding

Harby Church of England Primary School is an outstanding Church School. The relationships between staff, governors, pupils and the Church are strong and provide a supportive nurturing framework. The children enjoy school and are happy to speak about their activities.

Established strengths

- This is an inclusive school that cares well for all its learners; there are respectful relationships at all levels that underpin the very high quality pastoral support for pupils.
- The strong links with the Church are used for the benefit of pupils and the community.
- Pupils, staff and governors support the distinctive Christian values of the school.
- The Headteacher, staff and governors provide very effective leadership rooted in a shared Christian vision for the school.

Focus for development

- Enable a greater level of spiritual development for staff and governors so that they can support the spiritual development of their pupils.
- Extend opportunities for pupils to take an active role in planning and leading more of the Collective Worship.

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

The care and support that pupils receive at Harby is captured in the way the pupils identified they were cared for. The well-being of each individual is of paramount importance and staff value each of their pupils equally. Pupils enjoy their school and respect their teachers. "We can joke with them" one member of the school council proudly stated. Learners are well supported and make good progress. They see their school as a safe place where their views are listened to and their opinions count. They are given opportunities to direct spending on playground equipment and raise funds for charities independently in imaginative and entertaining ways. Pupils value the rich variety of their school life which includes a large amount of extra curricular opportunities including residential trips. The children's understanding of cultural and multi-faith differences has improved with pupils having opportunities to visit Mosques and links to promote community cohesion with

schools in Leicester City and the Gambia. The established headteacher has a clear vision for the school which is enthusiastically communicated to all stakeholders. This encompasses Christian values in the school as one governor clearly defined, "the pupils are taught to forgive one another" The strong links with the Church are evident in the "Link" newsletter. Pupils have the opportunity to work in the Church on poetry and art work.

The impact of collective worship on the school community is outstanding

Collective worship, which is strongly valued by pupils, has a major impact in the life of the school. The daily act of worship is central to the life of the school. Pupils are respectful and pay close attention to the well planned and sensitively delivered message leading them to understand the importance of prayer at Easter time. Their answers to questions show considerable depth of thought. Pupils are encouraged to contribute their own prayers through the use of a centrally placed prayer box. Staff support pupils in sensitively adapting prayers for inclusion in the service. Prayer pervades the school with examples of Prayers for Haiti being written by all pupils. Worship in school is complimented by regular visits to the church and by visiting lay preachers and the local vicar. Collective worship forms the main support for spiritual, moral, social and cultural development in school. In a recent survey of pupils "93% felt assemblies helped them with their lives" Collective worship is carefully planned and makes an outstanding contribution to the spiritual, moral and social development of pupils.

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

The headteacher leads a dedicated and hardworking team with purposeful and caring leadership. He articulates the Christian values that underpin the school's ethos to adults and children alike and he is well supported by an enthusiastic and committed governing body. The governors provide support for strategic goals and rigorous challenge to the school which knows itself very well. There is high quality evaluation firmly embedded and securely linked to the school improvement plan, which includes realistic plans for the continuing development of religious education and collective worship. Communication between governors and other stakeholders, through a variety of methods is good. Staff are involved in supporting the strategic vision for school improvement. All stakeholders are consulted about their views of the school. A range of questionnaires is used which show that parents' views are valued and actively sought. Pupils are listened to and are confident that the school council gives them an effective voice. They undertake their leadership role in the school with maturity and enthusiasm, highlighting the fairness with which they are treated and the confidence they have in the adults who support them. They identify their teachers as one of the best things about their school.