



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

**DIOCESE OF LEICESTER**

LEICESTER LOCAL AUTHORITY

St John the Baptist CE (Aided) Primary School  
East Avenue  
Clarendon Park  
Leicester  
LE2 1TE

**Inspection Date: 11 and 20 January 2010**

**Section 48 Inspector: Mrs. Diane Wright (No: 169)**



## SIAS Report Form

<b>Name and address of school:</b>	St John The Baptist CE Primary School East Avenue Clarendon Park Leicester LE2 1TE
<b>Type of school</b>	Primary
<b>Status:</b>	Voluntary Aided
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicester
<b>Date of inspection:</b>	11 and 20 January 2010
<b>Date of last inspection:</b>	11 - 13 June 2007
<b>School's Unique Ref. No:</b>	120230
<b>Name of Head teacher;</b>	Mr. Andrew Marshall
<b>Inspector's name (with N.S. No):</b>	Mrs. Diane Wright (169)
<b>Context</b>	
St John The Baptist primary school is large city primary school and as an Aided school draws pupils from across the city and the surrounding area. About half the pupils are of White British heritage and there is an increasing proportion of pupils from other ethnic backgrounds and other religious groups.	
<b>Summary Judgment</b>	
<b>The distinctiveness and effectiveness of St John The Baptist CE Primary as a Church of England school are good.</b>	
This school is fully committed to its Christian foundation and its ethos reflects this. The curriculum is based on Christian values underpinned by collective worship and religious education. The school recognises its diverse catchment and pupils from all groups thrive.	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• Clear Christian vision and commitment to its Christian foundation by the headteacher and leadership team with strong support from the governors and church</li><li>• Provision of good quality inclusive education where pupils are valued, respected and feel special</li><li>• Collective worship is of a high standard and valued by pupils and adults</li><li>• Effective spiritual, moral , social and cultural development in a Christian context, whilst respecting those of other faith backgrounds</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Involve Foundation governors in the monitoring and evaluation of collective worship</li><li>• Introduce the regular assessment tasks to enhance the monitoring of RE</li><li>• Involve the governing body in the ongoing self evaluation of the school as a church school.</li></ul>	

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

The Christian ethos is integral to school life and all aspects are underpinned by the belief that God loves everyone as an individual and all are equal in his eyes. There are good quality displays relating to Christianity and other world faiths and ethnic groups. Relationships across the school are excellent, a reflection of the ethos. Spiritual, moral, social and cultural development is very good and well supported by collective worship. Pupils of all cultures and faiths feel valued and special and confidently express their views and opinions. Pupils with disabilities and difficulties are well supported and make good progress. A pupil when asked what he would say to someone new joining the school said "This is a loving caring school and it's very open and you'll make friends and no one will put you down." Achievement is recognised regularly in collective worship. Parents speak of the school as being a special place where children thrive and enjoy their learning. Members of the school council are enthusiastic and proud of their role, in particular as play and dinnertime buddies and in fundraising to establish a peace garden in the Key Stage 2 playground. Links with a rural primary, a shared visit to Launde Abbey with a different city primary, and ongoing support to charities in India and Uganda bring an awareness of the needs of differing communities. Pupils were especially proud of their very successful small change appeal to support relief work in Haiti. A range of extra curricular provision, residential and day visits, sporting opportunities, clubs and links with the community all provide valuable learning opportunities.

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

The school is committed to the provision of high quality collective worship, enriching the whole school community. There is a clear programme of collective worship, linked to the "SEAL" resources and diocesan themes with flexibility to respond to significant events, led by staff and other worship leaders. Worship is recognisably Christian, but the school is sensitively aware of those who have beliefs and traditions which are from other faiths, ensuring that worship promotes the spiritual and moral development of all pupils. No pupils are withdrawn from collective worship, despite the range of cultures and backgrounds. Pupils value worship and enjoy coming together, as a class, key stage group or whole school, and are keen to contribute ideas and thoughtful comments. Worship is presented in a variety of ways and is enhanced by using an interactive whiteboard to provide visual images, to which pupils respond thoughtfully. Pupils especially enjoy lively interactive worship, particularly when staff and pupils take on roles. As a pupil said, "Sometimes its funny to keep you watching and listening but there is always a good meaning for us." Pupils are familiar with time to reflect and to pray and know the Lord's Prayer and the school prayer. A pupil spoke of using the prayer box when her father was ill and that it was a comfort to her. Reflective walks around the school building and grounds were introduced to Key Stage 1 in autumn 2009 and will be extended to Key Stage 2 in 2010. Worship also takes place in St John's Church at festivals and other services, which are well attended by parents and governors. Each member of staff leading an act of worship, evaluates it themselves or involves a colleague, and comments are included on the planning sheet. The coordinator evaluates worship led by visitors on some occasions. She conducts pupil interviews to assess impact and is extending this whereby a class from each key stage will evaluate a week's worship with their teacher. Involving foundation governors will strengthen the already sound systems for monitoring and evaluation of worship, and enable them to share and discuss their findings with the governing body.

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

RE follows the six core themes provided by the diocesan syllabus and links with the Local Agreed Syllabus for Leicester City. The RE curriculum is inclusive and accessible to pupils of different faiths and none. The quality of teaching and learning is good and enables pupils to achieve a good understanding of Christianity and other major world religions. The coordinator has put a thorough monitoring programme in place across the year which includes pupil interviews, work scrutiny with written feedback, planning scrutiny and lesson

observations. She has a good understanding of pupil achievement, which is in line with the national average. Sets of assessment tasks developed by the coordinator, linked to the scheme of work, are being introduced to further enhance the monitoring of pupil progress in RE and to help pupils identify what they need to do to achieve the next levels. Interactive whiteboards are used effectively in RE, for example in one lesson observed, images appropriate to creation stories generated ideas for discussion and follow up work. At Foundation Stage pictures promoted ideas about the physical and the loving family care a baby needs. A pupil spoke about the baptism ceremony in church. The church is used as a resource at different stages of the RE curriculum. At key stage 2 pupils showed a good understanding of aspects of the Jewish faith and they were privileged to see a recording of a former pupil, at her Bat mitzvah. This was followed by thoughtful paired discussion about her feelings and those of parents on such an important family occasion. Pupils respond well to the different approaches in RE and a scrutiny of books and display showed a range of interesting follow up work. The coordinator, who is also the collective worship coordinator, meets regularly with the rector to review RE and collective worship.

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

The headteacher has a clear Christian vision for the school, providing excellent leadership which is well supported by the staff and governing body. The coordinator for collective worship and RE is enthusiastic and dedicated to her role. Through effective systems for monitoring she has a good understanding of the strengths and areas for development. Ongoing strong support from the headteacher and senior management team will be crucial to her effectiveness. Pupils, staff and parents are well aware of the school's Christian vision and value it highly. Its vision is explicit in all documentation and on the website. Parents are regularly consulted and feel the school is always ready to listen to any concerns they may have. Community links are enhanced by events such as the 2009 Autumn Fair organised by the PTFA with its theme of "Peace". Pupils wrote prayers or thoughts about peace which were then attached to balloons and released into the wider community. There are effective recruitment procedures in place which promote the school's Christian character. Several governors are church members and there are strong links with the parish and other churches. Staff and governors have received training from the diocese. Governors are involved in monitoring many areas of school life, are mindful of the school's status and know that Christian values underpin their decision making. A small staff team with input from the rector has comprehensively evaluated the school as a church school. Ongoing review involving all governors and wider staff contribution will provide valuable evidence and assistance in any future analysis of the school's effectiveness. The school is well placed to continue to develop as a church school.