



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

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE LOCAL AUTHORITY

Loughborough CE (Aided) Primary School  
William Street  
Loughborough  
Leics.  
LE11 3BY

**Inspection Date: 20<sup>th</sup> May 2010**

**Section 48 Inspector: Mrs Marian Driver (No: 116)**



## SIAS Report Form

<b>Name and address of school:</b>	Loughborough CE (aided) Primary School William Street Loughborough Leics. LE11 3BY
<b>Type of school</b>	Primary
<b>Status:</b>	Voluntary Aided
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire (or Leicester)
<b>Date of inspection:</b>	20 <sup>th</sup> May 2010
<b>Date of last inspection:</b>	3 <sup>rd</sup> and 5 <sup>th</sup> October 2006
<b>School's Unique Ref. No:</b>	120233
<b>Name of Head teacher;</b>	Mrs Wendy Wakefield
<b>Inspector's name (with N.S. No):</b>	Mrs Marian Driver (No. 116)

  

<b>Context</b>
<p>Loughborough Church of England Primary school has 214 pupils on roll. Almost a quarter of the pupils are of different ethnic origin. The school has close links with All Saints and Emmanuel churches in Loughborough also Methodist, Baptist and Free church. The new headteacher started at the school in April 2010 following a period of two terms during which the school made significant improvement under the leadership of an executive headteacher. Considerable progress has been made during this academic year.</p>

  

<b>Summary Judgment</b>
<b>The distinctiveness and effectiveness of Loughborough CE Primary as a Church of England school are satisfactory.</b>
<p>Loughborough CE Primary school provides an example of a Christian community in which each individual is valued and included. Relationships across the school are good based upon clear Christian principles of a 'Values Curriculum' where pupils care for each other and look out for each other.</p>

  

<b>Established strengths</b>
<ul style="list-style-type: none"><li>• Strong Christian ethos supported by staff, governors and parents</li><li>• Effective links and regular participation from a variety of local churches</li><li>• Well behaved enthusiastic pupils aware of the needs of others</li><li>• Good working atmosphere with good relationships between pupils and adults</li></ul>

  

<b>Focus for development</b>
<ul style="list-style-type: none"><li>• Establish a structure to involve staff, governors and pupils in the monitoring and evaluation of the impact of collective worship</li><li>• Extend pupils' understanding of global links by arranging visits to different places of worship and by furthering links with other schools</li><li>• In RE teaching, use a variety of teaching activities to aid assessment</li><li>• Continue the training and development of RE teaching and monitoring</li></ul>

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

The distinctive Christian ethos of the school is explicit in school documentation and evident in the behaviour and attitude of pupils. The attractive use of religious resources and displays in each class including the attractive Pentecost display in the foyer reinforces the importance of Christianity. Pupils and parents are aware of the different Christian values taught through the 'values curriculum' which is well established in the school and supports the Christian ethos and spiritual moral social and cultural education. Each month pupils have opportunities through collective worship and "the social emotional aspects of learning" to explore meanings and make links to daily life. Pupils interact well with each other and with adults. Parents, who meet regularly in school, pray for the school and the community. The open book used to record requests for prayer is used regularly in worship and in the prayer group. Parents are enthusiastic in their support for the school and feel that the school 'backs up a lot of what is done at home and what happens at church'. Parents talk of the 'safe environment' where pupils, aware that their peers may not attend church, feel comfortable in sharing their experiences of their own faith. Prayers are a very normal part of the day used before lunch, in collective worship, for church services and in time of need or request. Pupils say, 'it is nice to know you can speak to God to ask for help and feel connected'. Pupils feel valued and involved in school decisions. The school council meets regularly and is involved in fundraising for charities e.g. Sport Relief, Christian Aid walk. Some pupils feel that they have a 'perfect life' and when fundraising for Haiti were surprised at the jobs that similar aged children had to do. Pupils show an awareness of others who have less money and God's wish for sharing. They feel really proud and happy to do challenges to raise money. Parents, staff and pupils are very much aware of the distinctiveness of this church school and strive to improve it.

**The impact of collective worship on the school community is satisfactory**

There is a regular pattern of daily worship led by members of staff, children and clergy. The school benefits from the input of clergy from a variety of different types of churches. There are strong links with two Anglican churches, the Methodist, Baptist and free church. All staff attend collective worship and themes are based upon the 'values curriculum' with links to the diocesan themes of worship. From the collective worship observed, pupils enter the hall in a respectful manner, mindful of the music playing and the visiting clergy. They sing well and engage respectfully in prayer which provides good opportunities for spiritual development. The Lord's prayer is known by the pupils and the actions used means that the very youngest pupils can be involved and begin to understand the meaning of the words. Collective worship reinforced the value being studied that month, namely 'tolerance', enabling pupils to explore the value and understand more about it. The pupils listened well and were engaged with the story told. They were encouraged to explore a moral dilemma related to 'tolerating the actions of others' and pupils readily volunteered ideas to answer, 'What would you do?' The school appreciated the stillness commanded by the choir as they sensitively sang 'I look around me' which complimented the message of the story and ended the worship. Pupils talk of how much they enjoy being involved in preparing and organising class assemblies especially when they get to 'act things out'. Parents are invited to attend assemblies and church services enabling the community to worship together. Pupils go to church to celebrate Christian festivals and take an active part in organising services. A pupil compared the church service to school worship and said the church service felt quite different. She said it, 'felt more honoured, seemed like more in his presence'. Staff have begun to evaluate worship Pupils are interested to hear about life in other countries; for example a visiting speaker from the Phillipines who fully engaged the pupils and a comment read, 'children loved this! and asked thoughtful questions.' Governors, although some regularly attend collective worship, have yet to become involved with the monitoring and evaluation of the impact of collective worship.

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

RE is seen as an important part of the curriculum in this church school. The RE co-ordinator is working enthusiastically with other staff to bring about improvements since the last inspection. The quality of the displays in each classroom, enable pupils to gain a better understanding of the taught topic eg. baptism artefacts illustrate the process involved. A good range of resources and displays in the school highlight the importance of RE and help to develop the spiritual and cultural understanding of the pupils. Learning is carefully planned and shows that teachers are aware of the learning objectives and are well prepared with associated resources. Subject knowledge is good and shared enthusiastically with pupils. Pupils have a basic understanding of Christianity and through their study show an appreciation of people's different cultures. Links have been made with a multi cultural school in Leicester and pupils have benefited from shared Diwali days. In one lesson observed, pupils were made aware of learning objectives and these were referred to regularly throughout the lesson often to check understanding. Where learning is most effective, groups of pupils work together, to share ideas and record answers to questions in a collaborative way. Questioning by the teacher is deep and makes pupils think about issues. Pupils show knowledge about other faiths and are eager to share ideas with class members often making comparisons between other faiths and Christianity. Behaviour is good because pupils are interested and engaged. In another lesson observed, much use was made of the different faith backgrounds of the pupils who are able to contribute information about their own faith which makes the learning more meaningful. Talk partners are used effectively to share ideas and pupils are aware that although they belong to a Christian school, it is important to respect other faiths. Lack of differentiation in the writing task means that pupils are not challenged or encouraged to be creative. Assessment opportunities are developing and assessment is used at the end of a taught unit to record progress and understanding. Some peer assessment is taking place but this is not consistent across all lessons. Scrutiny of work shows that standards in religious education are satisfactory as attainment is on a par with that in other subjects and most children make progress in learning. Pupils enjoy RE, one child saying it was important to study different religions because, 'when we get older we won't fight over whose religion is better'. There is no evidence of monitoring of RE by the co-ordinator or governors which was a focus for development in the last inspection.

### **The effectiveness of the leadership and management of the school, as a church school are satisfactory.**

Christian values are implicit in the life of the school and the headteacher supported by the governors have a clear Christian vision for the school. In the short time the headteacher has been in post she has shown how committed she is to the distinctive Christian ethos and one parent said, 'ever since day one, faith is seen across life and reflected in the school'. The headteacher is supportive of existing practices and has met with the clergy of some local churches to discuss ideas for the school's development plan. She enthusiastically encourages the parent prayer group who meet in the school and one member feels 'It is important to have a school where faith is upheld'. She has created a very positive and inclusive working atmosphere where staff feel valued. One staff member when asked if she enjoyed working at the school said, 'I love it' Governors are invited in to collective worship and volunteer during the school day but have had little input into self evaluation. Due to changes of leadership in the last few years the governors have put their energies into supporting the school through its difficulties and have not been able to take an active part in reviewing and evaluating RE and collective worship. The headteacher and staff are now in a position to move forward, supported by enthusiastic clergy and dedicated governors.