



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Swinford CE (Aided) Primary School
School Lane,
Swinford,
Lutterworth,
Leics.
LE17 6BG

Inspection Date: 11th February 2010

Section 48 Inspector: Mrs. Wendy Martin (No.168)



SIAS Report Form

Name and address of school:	Swinford Church of England Primary School School Lane, Swinford, Lutterworth Leics. LE17 6BG
Type of school	Primary
Status:	Voluntary Aided
Diocese:	Leicester
Local Authority:	Leicestershire
Date of inspection:	11 th February 2010
Date of last inspection:	1 st & 6 th December 2006
School's Unique Ref. No:	120204
Name of Head teacher;	Mrs. Catherine Allison (Acting)
Inspector's name (with N.S. No):	Mrs. Wendy Martin (No. 168)
Context	
Swinford is a small village primary school, completely rebuilt in 2007, while retaining the original Victorian façade. The school has been without a permanent headteacher since March 2009. An acting headteacher was appointed in October, and the school is currently supported by a leading headteacher and by the local authority school improvement service.	
Summary Judgment	
The distinctiveness and effectiveness of Swinford CE Primary as a Church of England school are good.	
The school is strongly committed to its Christian foundation. It has very effective links with the parish church, and with three other local parishes. It is an integral part of the village community. The school's strong Christian ethos allows each pupil to flourish, and to feel valued and special.	
Established strengths	
<ul style="list-style-type: none">• The acting headteacher provides strong leadership, with a clear vision for the school.• Governors, staff and pupils work together in a mutually supportive Christian ethos.• The newly appointed co-ordinator for collective worship and Religious Education is enthusiastic and committed to her role.	
Focus for development	
<ul style="list-style-type: none">• Provide training for stakeholders in evaluating the school as a church school.• Formalise the monitoring and evaluation of collective worship and Religious Education, by governors, staff and pupils.• Audit and improve resources for the teaching and learning of Christianity and other faiths.• Improve pupils understanding of their place in the national and global community.	

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

Swinford school has a warm welcoming atmosphere in which pupils, staff and parents feel valued and supported as individuals. It is committed to the Christian vision set out in the prospectus, "To nurture responsible and caring individuals in a Christian learning community." This Christian vision supports spiritual awareness, and good progress in moral and social education is evident through pupils responses and displays of work. Pupils are proud of the stained glass windows in the hall, produced by a local craftsman, with every child involved in the design. A pupil referred to crosses, both inside and outside the building, saying that "They tell us we are part of Jesus' family." A governor has produced a spiritual diary, as a permanent school record, and each pupil has a carefully produced record of achievement, built up during their time at Swinford, as a celebration of their successes. Pupils and parents are enthusiastic about the strong links with the parish church, and the vicar is a popular member of the school community. Behaviour is excellent, and parents are confident that any problems can be resolved swiftly and fairly. They are very supportive of the acting headteacher, and recognize the impact she is making on the school. School councillors are proud of their role, and know that their views are respected, with one councillor saying "Because we are children, we can see things from a different point of view." Fund raising in response to a recent natural disaster, and supporting a range of charities gives pupils an insight into the lives of those less fortunate. The choir, trained by a member of the support staff, sings in church, and at a range of local events, reinforcing links with the community. Swinford is developing a link with a school in Nepal, and the acting headteacher has clear strategies for developing community cohesion, with a greater understanding of the wider community.

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

Worship forms an integral part of school life for all pupils and school adults. It follows the diocesan themes, and reflects the Christian calendar. Pupils enjoy worship, and are eager to answer questions, demonstrating a mature, thoughtful attitude. Behaviour is excellent, with pupils entering and leaving quietly to music. The theme for the week is displayed, and a worship table, with flowers, candle and Christian artefacts, positioned in front of the stained glass window, together with periods of stillness and reflection, enhances the spiritual quality of the act of worship. The newly appointed co-ordinator has introduced a prayer board, where pupils request prayers for family members, friends, pets, and people in countries devastated by war or natural disasters. The Lord's Prayer is used regularly. A worship file has been produced, with each act of worship recorded by the worship leader. Staff are beginning to provide short evaluations, though this is not yet used systematically to evaluate impact. An Achievement Assembly is held each week to celebrate the successes of groups and individuals. This is clearly valued by pupils, with one child saying "Our teachers talk about the good things we do, and make us feel special. Because we are a small school, they know us all really well." A recent survey of pupils indicated that they would like more opportunity to plan and lead their own acts of worship. The school is keen to develop this. The vicar regularly leads worship, emphasizing the Anglican foundation of the school. Parents and the village community value the opportunity to attend school worship in the local church, where major Christian festivals such as Harvest, Remembrance, Advent, Christmas and Easter are celebrated. Year 6 pupils plan and lead a Leavers Service, where they are presented with Bibles from the diocese, and their Record of Achievement, celebrating their life and work at Swinford School. A formal programme of monitoring and evaluation by foundation governors, staff and pupils concentrating on the impact of collective worship will further enhance the experience for pupils.

The effectiveness of the religious education is good.

Religious education is well taught across the school. Lessons are carefully planned, using the diocesan syllabus and Q.C.A. schemes of work, through a two year rolling programme. The subject is given equal priority with other core subjects. Pupils are given a clear understanding of Christianity, and they are familiar with a wide range of Bible stories. The vicar regularly takes part in teaching, and the local church is used as a valuable resource. Pupils learn about other major world faiths, and show good understanding of the similarities and differences between Christianity and other faiths. There are effective displays to illustrate other faiths in classrooms. Teaching and learning in the lessons observed was good, with pupils speaking confidently about their activities. Keystage 1 pupils were relating to Jesus as a storyteller, enthusiastically acting out Bible stories for their classmates. Years 3 & 4 were investigating the similarities and differences between Christianity and Hinduism, while Years 5 & 6, with class teacher and the vicar working together, were learning about the symbolism and significance of vestments and colours in the Anglican church. Books of prayers, written by pupils, are displayed in classrooms, and used at the beginning and end of each day. The co-ordinator has begun to audit schemes of work and provision. She has scrutinized pupils' work books, and conducted pupil interviews, so has a clear understanding of her role in improving provision. She is aware of the need to audit and improve resources throughout the school, and will be given release time to formally monitor and evaluate religious education alongside the foundation governors.

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

The acting headteacher, with full support from the governing body, the diocese, and the local authority, is providing very strong leadership. She is committed to a high quality of provision for all pupils. The staff and governors have a clear Christian vision for the school, and after a period of turbulence and staff changes, they have developed clear strategies for evaluating and improving the effectiveness of the school. Parents are regularly consulted, by means of questionnaires, which are carefully analysed, and their views are valued and acted upon. The acting headteacher has used the Self Evaluation Toolkit to identify areas for continued improvement. Currently the foundation governors are not fully involved in monitoring and evaluating the school as a church school and the school are acting upon this identified need, for example although there is currently no formal monitoring and evaluation of collective worship and religious education, the governors have produced a pro-forma, and established a timetable, so that this can take place in the near future, as part of a planned programme. The school is aware of the need to give pupils more understanding of the wider community, and the acting headteacher has a clear view on how this will be achieved, through links with other schools, and a range of visitors invited to talk to pupils.