



The National Society Statutory Inspection of Anglican Schools  
(Carried out under Section 48 of the Education Act 2005)

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# Church Hill Junior Church of England Primary School

## Inspection Report

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<b>Address of School:</b>	Church Hill Road Thurmaston Leicester LE4 8DE
<b>Telephone Number:</b>	0116 2692509
<b>Email Address:</b>	theoffice@churchhill-jun.leics.sch.uk
<b>School Category:</b>	Voluntary Controlled
<b>Unique Reference Number:</b>	120165
<b>Type of School:</b>	Junior
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Inspection Date:</b>	26 <sup>th</sup> September 2011 & 4 <sup>th</sup> October 2011
<b>Reporting Inspector (and No):</b>	Brenda Davies (661)
<b>Appropriate Authority:</b>	The Governing Body
<b>Chair of Governors:</b>	Margaret Gray
<b>Headteacher:</b>	Shereen Kirk
<b>Pupils on school roll:</b>	256

## **Church Hill Church of England (Controlled) Junior School**

Church Hill Road  
Thurmaston  
Leicester  
LE4 8DE

### **Diocese: Leicester**

Local authority: Leicestershire

Dates of inspection: 26<sup>th</sup> September 2011 & 4<sup>th</sup> October 2011

Date of last inspection: 3<sup>rd</sup> & 13<sup>th</sup> December 2007

School's unique reference number: 120165

Headteacher: Shereen Kirk

Inspector's name and number: Brenda Davies (661)

### **School context**

This average sized junior school is situated in the urban village of Thurmaston near the border with Leicester city. There are 256 pupils on roll with the majority being of White British heritage. An above average percentage of pupils are from minority ethnic groups and speak English as an additional language. The proportion of pupils with special educational needs is slightly above average.

### **The distinctiveness and effectiveness of Church Hill CE (Controlled) Junior School as a Church of England school are outstanding**

The school is fully committed to its Christian foundation. All staff work cooperatively together with governors and pupils in a cohesive and mutually supportive environment. The Christian ethos of the school permeates all activities and strategies. There are positive links with the local Anglican church, other local Christian churches and the wider community.

### **Established strengths**

- The headteacher provides strong leadership and a clear vision for the school, rooted in Christian beliefs and values.
- The wholly inclusive ethos of the school means that all children and adults know they are valued as individuals; they feel safe, secure and confident.
- Parents are fully supportive of the work of the school and of its Christian foundation.

### **Focus for development**

- Develop further opportunities for pupils to actively participate in planning and participating in acts of collective worship.
- Ensure that the element of worship is recognised by pupils and staff in all assemblies.
- Secure the centrality of praise by ensuring that all children have increased opportunities to sing hymns and spiritual songs as part of daily acts of collective worship.

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

Church Hill Junior School has an exceptionally warm and welcoming atmosphere in which pupils and adults feel included and nurtured as individuals within a Christian community. Pupils are polite, caring and supportive of one another. All spoke enthusiastically of their school; 'We look after each other' and 'We can learn from our mistakes' were typical comments from pupils who appreciate the care and individual attention they receive from adults in school. Pupils make good academic progress. Staff at all levels and parents confirmed the school's 'supportive family atmosphere' and spoke of the 'Christian values and love' that underpin the ethos of the school. Parents and pupils showed confidence in school systems that ensure 'problems always get sorted out quickly and fairly'. Parents feel welcome and they know that their views are listened to. The strong Christian ethos is evident through

displays and artefacts in public areas and in all classrooms. There are focal points in the hall including a permanent cross and a Christian values display. The RE and Collective Worship Leader has linked Social and Emotional Aspects of Learning with teaching about Christian values, developing a very effective approach to teaching social moral and spiritual understanding. Pupils spoke confidently and with secure knowledge about a variety of Anglican celebrations and traditions. They were able to recognise and explain symbolism within the Christian faith. They recognised symbols and spoke with confidence about other world religions, reflecting sensitively on the beliefs of others learned through special days in school and through visits to places of worship. Staff, pupils and parents spoke of the deep respect that the school teaches for all faiths, whilst firmly upholding the school's distinctive Christian character. Awareness of cultural issues is being developed through links with a school in Ethiopia and through involvement in the Leicester Council of Faiths. Pupils' social, moral, spiritual and cultural development is outstanding.

### **The impact of collective worship on the school community is good**

Collective worship is well planned and follows themes linked to Christian values and the Christian calendar. All teachers lead acts of collective worship. Most teachers and some support staff attend daily worship. Pupils enter and leave calmly to music chosen by the worship leader. The experience is made accessible to pupils by projected images linked to the theme. A candle and cross provides a focal point; the candle being lit during times of reflection and prayer. Pupils were keen to 'talk with a partner' at appropriate points in worship and said this helped them to 'think things through'. Pupils had the opportunity to sing as they were leaving the acts of worship observed. Singing was weak, with few pupils joining in or recognising their singing as being an active part of worship. During a period of sabbatical, the vicar's role in school is being well supported by a Lay Reader and a Foundation Governor. They lead worship in school regularly and offer pastoral support to staff and pupils. Services are held in church for some of the major Christian festivals. Parents have stated that they would like more opportunity to attend these, the size of the church being the limiting factor. A weekly Achievement Assembly affirms pupils' personal worth, however pupils do not always recognise the element of worship in these events. Pupils have expressed a desire to take a more active part in organising and participating in acts of worship; this is reflected in the school development plan. The school has developed good systems to monitor the impact of collective worship, seeking and acting on the views of pupils, staff and visitors.

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

The headteacher, supported by staff, governors and members of the church, provides outstanding leadership. She is fully committed to the provision of excellence for all, within a nurturing Christian environment that supports, enables and inspires pupils and staff to develop their full potential. Governors and the leadership team have used the self evaluation toolkit very effectively to establish an accurate judgement of the schools strengths and areas for development as a church school. Outcomes are reflected as priorities on the school development plan. The RE and Collective Worship leader is skilled, knowledgeable and passionate about her role. She has clear plans in place to develop her subjects in line with the outcomes of her accurate monitoring. She provides strong support for staff development which is welcomed by all involved. Together with the headteacher, she produces and maintains a wealth of pictorial and written evidence celebrating the strength of the school's Christian character. Parents are happy with the school and know that their views are listened to and acted on where possible. Parents are fully committed to the school's Christian foundation. 'We chose this school because we want our children to learn Christian values' and 'Christian values are good for my faith too' were typical comments from parents who hold the Christian foundation of this school in high esteem.