



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

Snarestone Church of England Primary School

Inspection Report

Address of School:	Main Street Snarestone Swadlincote Derbyshire DE12 7DB
Telephone Number:	01530 270598
Email Address:	headteacher@snarestone.leics.sch.uk
School Category:	Voluntary Aided
Unique Reference Number:	120199
Type of School:	Primary
Diocese:	Leicester
Local Authority:	Leicestershire
Inspection Date:	13 th December 2010
Reporting Inspector (and No):	Brenda Davies (611)
Appropriate Authority:	The Governing Body
Chair of Governors:	Deborah Evans
Headteacher:	David Maksymiw (acting)
Pupils on school roll:	50

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Main Street
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Swadlincote
Derbyshire
DE12 7DB

Diocese: Leicester

Local authority: Leicestershire
Dates of inspection: 13th December 2010
Date of last inspection: 8th October 2007
School's unique reference number: 120119
Headteacher: David Maksymiw (acting)
Inspector's name and number: Brenda Davies (661)

School context

This small primary school serves a rural area north west of Leicestershire, drawing pupils of mainly White British heritage from Snarestone and surrounding villages. Numbers have decreased significantly in recent years. The school is developing stronger links with the local Anglican Church following a lengthy period of interregnum. The substantive headteacher has recently resigned. An experienced acting headteacher has been in post for five weeks.

The distinctiveness and effectiveness of Snarestone CE Primary as a Church of England school are satisfactory

The school provides a safe, caring and inclusive environment based on Christian values where pupils are given responsibility and are taught to respect others and themselves. Pupils are valued and are encouraged to achieve their potential. Relationships within school are strong and recent developments have resulted in the strengthening of links with governors, the local church and the wider community.

Established strengths

- A caring and positive learning environment in which pupils feel valued and secure.
- An experienced acting headteacher and dedicated staff team who are working effectively together for the benefit of all the pupils.
- Well planned and enjoyable collective worship contributing to good spiritual and moral development.

Focus for development

- Develop a programme of monitoring, evaluation and assessment of religious education, collective worship and the school as a church school.
- Strengthen the role of foundation governors in monitoring and developing the distinctiveness of this church school.
- Create opportunities for pupils to encounter people of other faiths, to visit a variety of places of worship and to establish links with a school in a multicultural area of Britain.

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

Values and beliefs based upon Christian principles such as love, truth and justice are implicit in many aspects of the life of the school. The promotion of Christian values is explicit within the aims of the school. The distinctive Christian character of the school is reflected through permanently displayed symbols of the Christian faith and through pupils' seasonal prayers and illustrations of 'what makes us special in the eyes of God'. Pupils feel safe and are happy to come to school. There is an orderly atmosphere and pupils' behaviour is good overall.

Recent improvements ensure that any behaviour causing concern is dealt with swiftly and fairly by the acting headteacher, in consultation with pupils involved and their parents. Pupils talk with enthusiasm about their learning and most make at least satisfactory progress relative to their starting points. Pupils with additional needs are well supported by experienced and dedicated staff. An active school council enables pupils to have a voice in improving their school and in raising funds for special projects and charitable causes. The development of creativity within the curriculum promotes rich learning experiences for all pupils. Recent additional opportunities for extended learning beyond the school day are welcomed by pupils and parents and further enrich the overall experiences of those involved. Pupils have not had the opportunity to meet with people of other faiths or to visit a variety of places of worship. Progress in cultural development is therefore weak, although spiritual, moral and social development is good. Parents speak with enthusiasm about recent changes, such as their open invitation to the weekly achievement assembly, which has made them feel welcomed into the school family. A long period of interregnum during which links with the local church were severely weakened has recently come to an end. Staff, church representatives and foundation governors are now working together productively to develop and promote the Christian character of the school.

The impact of collective worship on the school community is satisfactory

Daily collective worship attended by all teachers and pupils forms an integral part of school life and makes a valuable contribution to pupils' spiritual and moral development. The acting headteacher and senior teacher lead whole school worship in the hall where a large wall mounted cross and a table with a candle provide focal points. Collective worship is also led by teachers in classrooms once each week. Use is made of technology to project pictures and song words onto a screen. Themes are planned a term in advance using Diocesan guidance. Christian songs are known and sung with enthusiasm and enjoyment. A candle is lit to introduce a short time for reflection following which children join in prayers said by the worship leader. Most children know the Lord's prayer. Prayers are also said before lunch and at the end of the day. Seasonal prayers written by children are displayed in the hall. Pupils have expressed their wish to participate in and lead acts of worship more frequently. A new vicar has been recently appointed and is keen to lead regular worship in school and to develop closer links between school and church. A record of collective worship has been kept during this term; however, there are no records from the previous year. There is no evidence of staff or governor evaluation of the impact of any acts of collective worship, therefore governors are currently unaware of the impact that collective worship has within the school.

The effectiveness of the religious education is satisfactory

Religious education is taught effectively by both class teachers and by an established supply teacher who is very enthusiastic and knowledgeable about the subject. The school follows themes recommended in the Diocesan syllabus for religious education. Pupils can recall and explain the significance of a range of bible stories, Christian beliefs and traditions. Resources to support all themes within religious education are plentiful, varied and of good quality. No pupils, staff or governors at the school are of other faiths. Teaching of religious education supports pupils' knowledge and understanding of some elements of other faiths. Pupils express a curiosity to meet people of other faiths, to learn more about them and to visit a range of places of worship. A simple system of assessment in religious education has been introduced this term and is proving to be useful as a means to plan next steps for individual pupils and lessons. Teachers' expectations of pupil learning are high; however, standards of attainment in religious education remain similar to those in core national curriculum subjects. The acting headteacher is responsible for the leadership and management of religious education. There is no evidence of monitoring and evaluation of standards of teaching and learning in religious education by the previous headteacher. This is an urgent area for development of which the governing body have become acutely aware. Plans are now in place for the acting headteacher and the governing body to rapidly rectify this situation.

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

This school has experienced difficulties associated with a period of long term illness of the substantive headteacher. During this time whole school leadership of the school as a church school, including school self evaluation by leadership and governance, was of an inadequate

standard. At the time of inspection, formal self evaluation of the school as a church school was not available. The outstanding leadership of the recently appointed acting headteacher has rapidly encouraged, challenged and enabled governors, staff, parents and the wider community to begin to celebrate the school's strengths. The assessment of areas for development and the significant changes in practice that have already been made have had a positive impact on the school as a church school. This has given all stakeholders optimism for the future. Governors are now fully aware of their joint responsibility to challenge, support and work positively with the acting headteacher to steer the school strongly and decisively towards improving standards and strengthening self evaluation and review processes. The governing body and staff are committed to the school's Christian ethos and they welcome involvement in initiatives to strengthen this aspect of school life. Staff and governors are keen to take full advantage of training and networking opportunities provided by the Diocese. It is encouraging to see the newly appointed vicar becoming actively involved in the life of the school and links between school and church strengthening. There is firm evidence that the relationship between the school, parents and the wider community is developing positively. There is currently a good capacity to improve.