



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

South Kilworth Church of England Primary School

Inspection Report

Address of School:	Walcote Road South Kilworth Lutterworth Leicestershire LE17 6EG
Telephone Number:	01858 575307
Email Address:	office18@southkilworth.leics.sch.uk
School Category:	Voluntary Controlled
Unique Reference Number:	120160
Type of School:	Primary
Diocese:	Leicester
Local Authority:	Leicestershire
Inspection Date:	25 th January 2011
Reporting Inspector (and No):	Mr D G Jones (No:166)
Appropriate Authority:	The Governing Body
Chair of Governors:	Mr David Hinchley
Headteacher:	Mrs Angela Dewes
Pupils on school roll:	73

National Society Statutory Inspection of Anglican Schools Report

South Kilworth CE Primary School

Walcote Road
South Kilworth
Leicestershire
LE17 6EG

Diocese: Leicester

Local authority: Leicestershire
Dates of inspection: 25th January 2011
Date of last inspection: 3rd and 4th March 2008
School's unique reference number: 120160
Headteacher: Mrs Angela Dewes
Inspector's name and number : Mr D G Jones (No. 166)

School context

This is a small school with 73 pupils on roll aged 4 – 11. About half come from outside the school's priority area, some because of the school's Christian foundation. Almost all are from white British backgrounds. The proportion with learning difficulties is below the national average and the number entitled to free school meals is very low.

The distinctiveness and effectiveness of South Kilworth Primary School as a Church of England school are good.

The school is firmly committed to its Christian foundation and Christian values influence the whole of school life. There is a strong relationship with the parish church and wholehearted support from parents.

Established strengths

- Strong Christian ethos supported by all groups involved with the school leading to good spiritual and moral development.
- Enjoyable collective worship of good quality.
- Very well behaved, confident and happy pupils.
- Very strong links with the parish church, parents and the community.

Focus for development

- Develop an effective programme for the formal monitoring and evaluation of collective worship by involving governors.
- Involve governors in the regular self-evaluation of the school as a church school.

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

The school has a very strong Christian ethos and aims 'to help pupils to develop within a happy, caring Christian community'. Pupils talk confidently in support of the Christian character of the school, the strong links with the church and the curate's contribution to the life of the school. They are certain of the influence of the school's ethos, teaching and worship on their spiritual and moral development. Behaviour is indeed very good and relationships are excellent. Some older pupils are designated 'super leaders' and care for younger pupils. There is a welcoming, caring atmosphere within the school. Parents are very supportive and enthusiastic. Pupils' contribution to the community, especially the elderly, is greatly appreciated and they are enthusiastic about the many charities supported by the school. To widen pupils' knowledge and understanding of other cultures and faiths, a link is being established with a school in the city of Leicester and pupils are looking forward to this. They already enjoy a link with a school in China. The school has crosses in every classroom and each class has a collection of pupil prayers. There are many displays related to the Christian story and the work of pupils. Pupils make good use of a 'peace garden'

which offers a quiet sanctuary and also of a willow structure which offers a pleasant retreat in summer. Pupils appreciate the encouragement to achieve high standards in their work and the opportunity to take part in many activities, outings and residential experience. Pupils with learning difficulties are also well supported. Religious education is an important part of the school curriculum and the syllabus and scheme of work are being reviewed to bring together the diocesan and school syllabi. Pupils know Bible stories very well and they are taught in a very practical and effective way which aided learning.

The impact of collective worship on the school community is good

A classroom has to be rearranged daily for collective worship at this small school and this is done sensitively to create a suitable atmosphere. A focus is provided by a small cloth covered table with a cross, a candle and ribbons in the liturgical colour. Pupils come in quietly to music and a candle is lit to signify the start. All the teachers attend and each leads worship in turn. Themes are arranged for the term in advance by the head, the co-ordinator and the curate and cover Bible stories, festivals, saints and the teachings of Jesus. The curate leads worship on a regular basis and visitors attend from time to time to speak to the children. There are many opportunities for pupils to participate and they do so readily. They sing well with obvious enjoyment. A prayer is read by the leader or by a pupil (sometimes from a class book of prayers) and all take part. Pupils say that worship is fun and that the teaching has an effect on their lives. They like to have the opportunity to help at the front and this happens often. The co-ordinator has started convening focus groups to obtain their views on collective worship to influence future development. The responses have been very positive. Worship takes place in the parish church several times each term, including most festivals, and the head and curate have reshaped these occasions to be true acts of worship, using Anglican liturgy where appropriate. Many parents attend and the church is packed. Collective worship makes a significant contribution to pupils' spiritual and moral development. The last report drew attention to the need for regular monitoring and evaluation by the governors but this has still to happen. The policy for collective worship has recently been revised and is good.

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

The headteacher has been in position since the beginning of the school year and the co-ordinator for religious education and worship took up the responsibility at the same time. They and the curate work extremely well together and have developed a number of new initiatives, such as the form of worship in church which is popular with pupils and parents. They have a clear vision of the central importance of Christian values, ethos and worship in the life of the school and this is supported by governors and appreciated by pupils. The headteacher and co-ordinator prepared a valuable self-evaluation that showed a firm commitment and sound practical examples of the development of the school and the achievements of pupils. The governors, however, had not been involved in this evaluation. There are many reports of visits by governors to examine various aspects of the school's work but none relating to collective worship. The governors' role in monitoring and evaluation needs to be strengthened to enhance leadership and management. The co-ordinator has committed herself enthusiastically to her new role, and is taking full advantage of training offered by the diocese and in ensuring that learning is passed to other teachers. The focus groups she has established to discover pupils' views are an excellent step forward. The school has recognised the importance of the pupil voice and a school council is about to be established.