



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

Croft Church of England Primary School

Inspection Report

Address of School:	Croft CE Primary School Brookes Avenue, Croft, Leicester LE9 3GJ
Telephone Number:	01455 282643
School's email Address:	office@croft.leics.sch.uk
School Category:	Voluntary Controlled
Unique Reference Number:	120125
Type of School:	Primary
Diocese:	Leicester
Local Authority:	Leicestershire
Inspection Date:	16 th January 2012
Reporting Inspector (and No):	Mrs Julie Wright (215)
Appropriate Authority:	The Governing Body
Chair of Governors:	Mr Andy Greasley
Headteacher:	Mr Adrian Gyles
Pupils on school roll:	104

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LE9 3GJ

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Local authority: Leicestershire
Dates of inspection: 16th January, 2012
Date of last inspection: 20th March, 2009
School's unique reference number: 120125
Headteacher: Mr Adrian Gyles
Inspector's name and number: Mrs Julie Wright (215)

School context

Croft Church of England Primary School is a smaller than average village school at the heart of its community. Virtually all pupils are white British and the proportion with special educational needs is about average. A small proportion of parents choose the school because of its Christian foundation. The Governors are also responsible for a morning pre school of 20 children.

The distinctiveness and effectiveness of Croft CE Primary School as a Church of England school are good

Croft CE Primary School has a strong Christian ethos and mission which is recognised and valued by staff, pupils, governors and parents. This is because everything that the school does is underpinned by a strong and compelling Christian commitment and the belief that 'children learn what they live' and are at the centre of the decision making process. The strong and inclusive leadership of the headteacher is a particular strength of the school as a Church of England Primary School.

Established strengths

- The committed Christian leadership of the headteacher.
- Display work in all areas of the school that proudly proclaims the Christian character and enhances the ethos of the school.
- A strong system of rewards and celebrations rooted firmly in Christian principles and values.

Focus for development

- Formalise evaluation systems for collective worship, especially when seeking the views of pupils, so that children are more involved in its planning and delivery.
- Develop a process to seek the views of learners and carers over aspects relating to the school's Christian character.
- Ensure that governors take a more proactive role in the evaluation of the school's Christian distinctiveness.

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

At Croft CE Primary School all are included and special, with every learner making progress within a caring Christian environment, where all achievements are valued and celebrated. Every child really does matter and achieves because of a creative curriculum which promotes learners spiritual, moral, social and cultural development. Adults know children well and plan work which is effectively matched to childrens' needs and caters for their different learning styles and skills. Pupils and parents are proud of their school and can explain what is special about attending a Church of England Primary School. 'It is like being part of God's family' said a member of the school council. Pupils relish and rise to the challenges that life at Croft CE Primary School offers and are great ambassadors for

the school. Pupils have recently suggested improvements to play equipment and ideas for a new school garden. They demonstrate fierce loyalty and a strong sense of morality over 'what is right and what is wrong'. Strong, supportive relationships and the promotion of Christian values, for example, care, trust and respect are particular features, which permeate all aspects of life at the school. Attractive displays of symbols of Christianity, quotations from the Bible, children's work about Noah's Ark and Epiphany, can be seen throughout the school. Children are aware of those who are less fortunate and they choose the focus for charitable fundraising, for example, the Samaritans, the Shoe Box Appeal and Children in Need. Members of the parent council speak highly of the school and all that it has achieved in recent years, particularly valuing the strong Christian ethos. They are keen to be involved even more in the Christian life of the school. Parents speak particularly highly of the school's links with the parish church and the regular 'procession of witness' to the church in order to celebrate the major Christian festivals. Special mention was made of the donkey that took part in the Easter service.

The impact of collective worship on the school community is good

The headteacher has worked hard to ensure that collective worship occupies a place of central importance in the Christian life of the school. All staff are proactive in leading worship and each individual act of worship is planned and evaluated by the worship leader. The growing enthusiasm and confidence demonstrated by staff enhances the experience of worship for the children and provides an effective mechanism for the development of their spirituality and deeper understanding of the practices of Anglican faith and tradition. A cross and lighted candle provide a focus for prayers during worship. This is further enhanced by the use of familiar calls to worship such as 'The Lord be with you'. The addition of increased time for reflection would enhance children's spirituality yet further. Children sing hymns and religious songs with enthusiasm and the use of music supports the involvement in worship by the whole school community. Diocesan themes are used for planning worship, but foundation governors need to be more actively involved in the formal evaluation of the impact of worship on pupils. A large majority of children value collective worship and see it as 'a special time for us in the school day'. In one act of worship observed, the teacher talked sensitively with the children about Christian values and one child was nominated for special mention. Pupils would be sad if they did not have the chance to meet together to 'talk to God' and are keen to be given a formal method of recording their suggestions to improve worship. They are confident that this suggestion will be taken seriously by the head teacher and worship co-ordinator. Acts of worship are made relevant to the children's life experiences by careful linking with themes from the Social and Emotional Aspects of Learning (SEAL). This careful planning is instrumental in the pupils' well-developed spiritual, moral, social and cultural development.

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

The strong and inclusive leadership of the well established headteacher, committed staff team and knowledgeable chair of governors ensure that leadership is strong and inclusive at many levels. The powerful Christian ethos and vision is owned and lived by staff, pupils, governors and parents, meaning that behaviour and consideration for others is excellent throughout the school. All key school policies and documentation are rooted in Christian beliefs and values with the mission statement a visible and constant part of school life. A well thought out and evidence based self evaluation of the school, as a Church school, has been drawn up jointly by senior staff. This now needs to be shared with the governing body, with foundation governors taking a more proactive role in evaluating the school's distinctiveness and succession planning for the future. This would be further reinforced by the development of a process to seek the views of parents and carers over aspects relating to the school's Christian character. The close relationships between church and school are valued and celebrated with classes and the whole school making regular visits to the local church to enhance and deepen learning experiences. However, the school recognises that community cohesion could be developed still further by introducing the children to the different branches of the Anglican faith and tradition, as well as to the practices of other world faiths. In short, Croft CE is a very special place, with which staff, pupils, governors and parents feel privileged to be a part.