



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

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LEICESTERSHIRE LOCAL AUTHORITY

Sir John Moore CE (Aided) Primary School
Top Street,
Appleby Magna
Swadlincote,
Derbyshire.
DE12 7AH

Inspection Date: September 23rd/ 29th, 2009

Section 48 Inspector: Mrs Julie Wright (No: 215)



SIAS Report Form

Name and address of school:	Sir John Moore CE Primary School Top Street, Swadlincote, Derbyshire DE12 7AH
Type of school	Primary
Status:	Voluntary Aided
Diocese:	Leicester
Local Authority:	Leicestershire
Date of inspection:	23 rd / 29 th September 2009
Date of last inspection:	15 th /16 th June, 2006
School's Unique Ref. No:	120192
Name of Head teacher;	Mrs Judith Boston
Inspector's name (with N.S. No):	Mrs. Julie Wright. (No. 215)
Context	
Sir John Moore CE School is a smaller than average village primary school serving Appleby Magna and surrounding villages. The school is popular and oversubscribed and is a first choice for many parents because of its Church of England status. The school is housed in a grade 1 listed building which is over 300 years old. The school makes good use of its historical foundation and well kept grounds to enhance the educational experiences of the children.	
Summary Judgment	
The distinctiveness and effectiveness of Sir John Moore CE Primary as a Church of England school are outstanding.	
Sir John Moore CE Primary School has a particularly strong Christian ethos and vision which is recognised and valued by all stakeholders, with the whole school community demonstrating outstanding capacity to achieve this vision. 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'. The inspirational leadership of the head teacher is a particular strength of the school as a Church of England Primary School.	
Established strengths	
<ul style="list-style-type: none">• Strong, visionary and determined leadership of an established Christian head teacher• Christian values are explicit in all of the school's work and are effectively communicated• Every opportunity is exploited to enhance and deepen the children's understanding of the Anglican faith and tradition• Outstanding levels of Spiritual development	
Focus for development	
<ul style="list-style-type: none">• Development of a process to seek the views of learners and carers over aspects relating to the school's Christian character.• Develop staff expertise and confidence when assessing higher level work in Religious Education• Plan for more opportunities for reflection during religious education lessons to develop children's spirituality.	

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

At Sir John Moore CE Primary School all are included and valued with every learner making outstanding progress within a truly Christian environment where all achievements are valued and celebrated. Every child really does matter and achieves because of an effective and creative curriculum which actively promotes learner's spiritual and moral development. Because of this learner's spiritual moral social and cultural development is outstanding. Membership of the school's Philosophy Club is key to this outstanding achievement. Children feel confident to debate the 'difficult questions' such as "What is God?" and to tackle difficult issues such as the recent case concerning 'Baby P'. Adults know children extremely well and plan work which is effectively matched to children's needs catering for their different learning styles and skills. Pupils are rightly proud of their school and can explain what is special about attending this Church of England Primary School, 'It is like being part of God's family tree' said a member of the school council. They relish and rise to the challenges that life at Sir John Moore CE offers and are great ambassadors for the school, speaking with fondness about the school's mission to promote the "4 C's" (Caring Christian Confident Children) and the many and varied opportunities that are on offer. Parents too are rightly pleased with the education the school offers and a large number choose the school specifically because of its strong Christian foundation. Strong, supportive relationships are a particular feature which permeates all aspects of life at Sir John Moore CE and every opportunity is made to enhance and deepen children's spiritual development to its maximum potential. Excellent use has been made of diocesan training programmes to further develop the school's distinctiveness with a particular feature of the school's excellence seen in the stunning religious education displays which arose from a recent RE day focused on the Stations of the Cross as well as in the reflection corners which are a well used and valued feature of all classrooms. The school's contribution to Community Cohesion is of high quality: links with schools in France and Japan are key to developing their levels of achievement and learners speak confidently and passionately about their recent work with the Parish Council to reduce the incidences of dog fouling in the village.

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

Collective worship is central to life at Sir John Moore CE and has a deep and spiritual impact on all members of the school community. Individual acts of worship are carefully planned and evaluated and range from being lively and interactive to being quietly and spiritually moving. Children particularly value the worship that takes place in the school's spiritual outdoor space, "Rebecca's Garden." Diocesan themes are used and as well as attending monthly parent's assemblies, governors are actively involved with staff and children in the formal evaluation of the impact of worship on the life of the school. Their carefully constructed visit reports give useful and effective direction which is acted upon by staff to further enhance this already considerable impact. Children value collective worship and would be sad if they did not have the chance to meet together to 'Talk to God' and reflect quietly. A particularly powerful feature of collective worship is the time set aside for reflection and the way in which these reflections are used to form the basis of prayer: the role of prayer is particularly strong in the school and all children know the Lord's prayer, the Grace and the school's own prayer which was written by children and the head teacher. The impact of collective worship is greatly enhanced by the use of visitors in school and the understanding of the Anglican faith and tradition is deepened by the striking use of a formal greeting, "May God be with you," which marks the start of the time for worship. This action has great spiritual significance for children and was a feature of all worship observed at the time of the inspection. Effective links are made from collective worship into the whole curriculum, particularly into RE lessons which help to contextualize and strengthen experiences for all children and are instrumental in developing a strong sense of the Anglican tradition.

The effectiveness of the religious education is good.

Religious education is carefully planned and well taught giving children a deep understanding of Christianity and other world faiths. As well as an demonstrating an indepth knowledge of the Christian faith, learners recognize and value cultural diversity in their immediate and wider environs, for example trips to the Mosque and Synagogue are a planned for and valuable part of the RE curriculum. Teaching is characterised by a lively, interactive approach where children are active learners. Lessons demonstrate a commitment to the delivery of deeply thought provoking lessons, especially in upper key stage 2. (For example in the diaries of Jesus in the Garden of Gethsemane.) In the lessons observed at the time of the inspection the children worked well and with confidence because of excellent adult pupil relationships; high levels of skill and confidence were explicit. Jesus, the bible and core Christian values are at the centre of the learning and high levels of attainment are clearly demonstrated through children's active engagement in the meaningful activity on offer. The inclusive ethos in all classrooms means that every child feels valued and able to achieve through religious education. Standards in religious education are in line with national expectations but do not yet match those of the core subjects of English and mathematics in the school. More training to develop staff confidence in assessing children's work at the higher levels would enhance provision still further as would the detailed planning of specific reflection time within lessons. Careful monitoring and evaluation of religious education by a skillful and dedicated RE co-ordinator means that standards are set to rise further and the capacity for increased and sustained improvement is assured.

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

The quietly inspirational leadership of the long serving head teacher, committed staff team and strong and knowledgeable governing body ensure that leadership is strong and inclusive at all levels. The powerful Christian ethos and vision is owned and lived by all stakeholders, meaning that behaviour and consideration for others is consistently excellent throughout the school with truly Christian values engendered into the fabric and being of the school. All key school policies and documentation are rooted in Christian belief and values with the mission statement a visible and constant part of school life. A well thought out and strongly evidence based self evaluation has been drawn up jointly by the whole staff team and governors. This strong and rigorous self evaluation of the school's distinctiveness has led to the formulation of a sharply focused school improvement plan and accurate identification of priorities, which is evidence of the school's leadership constantly seeking out ways to secure even greater levels of improvement. This would be further enhanced by the development of seeking the views of parents and carers over aspects relating to the school's Christian character. The strong emphasis on relationships throughout the school is evidenced in the way the religious education co-ordinator has been skillfully mentored by the head teacher resulting in her excellent leadership of the subject. 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. For example after a recent pretend 'baptism' service led by the incumbent, two children were subsequently offered for baptism by their parents. Sir John Moore CE is, "a very special place," one which staff, pupils, governors and parents feel privileged to be a part of.