



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Arnesby CE (cont) Primary School
Mill Hill Road
Arnesby
Leicester
LE8 3WG

Inspection Date: 14 and 29 October 2008

Section 48 Inspector: Mr D G Jones (No: 166)



SIAS Report Form

Name and address of school:	Arnesby CE Primary School Mill Hill Road Arnesby, Leicester, LE8 3WG
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	14 and 29 October 2008
Date of last inspection:	27 and 31 January 2006
School's Unique Ref. No:	120109
Name of Head teacher;	Mrs D Miller
Inspector's name (with N.S. No):	Mr D G Jones (No. 166)

Context

The school serves the two rural villages of Arnesby and Shearsby to the south of Leicester, but 20% of pupils also come from 10 other villages in the area. The school is federated with Mowsley CE Primary School. There are 56 pupils on roll aged 4+ to 11, and none are of a faith other than Christianity.

Summary Judgment

The distinctiveness and effectiveness of Arnesby CE Primary as a Church of England school are good.

The school is firmly committed to its Christian foundation and with excellent and easy relationships amongst pupils and staff, creating a school that is popular with pupils and parents and celebrates its Christian faith not only in worship but in many aspects of community life, it shows all the best features of a small school,

Established strengths

- excellent relationships and behaviour and an atmosphere of courtesy and consideration;
- strong commitment to its Christian foundation;
- strong links with local churches and ministers (anglican and baptist) and with the community;
- well planned and enjoyable collective worship of good quality, contributing to spiritual and moral development.

Focus for development

- develop proposals to enable classes to lead worship periodically;
- ensure that collective worship is reviewed formally by governors at least annually;
- develop proposals to link with another school with pupils of many cultures and faiths, to enrich the experience of pupils;
- review policies and prospectus to describe the special Christian character of the school and its wholly Christian collective worship.

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

The school takes its Christian foundation very seriously and its Christian values are lived out in the daily life of the school. Pupils and staff care for one another and there is an atmosphere of consideration and courtesy. Pupils feel that this is a good school to be at and they are proud of it. Achievement is high and is celebrated. There are very strong links with the Anglican and Baptist churches and their ministers, as shown through both ministers leading collective worship regularly, pupils visiting both churches and holding special services in them. The Anglican parish newsletter contains an item about the school each month. There are strong links with the community too, as pupils distribute harvest produce to the elderly, welcome guests to a Christmas coffee morning and perform at the village May Fair, and all this is greatly appreciated. A collection of prayers written by pupils is available and shows evidence of spiritual development: one reflects on the life of St. Paul, 'Help us to recognise the hero inside us – let him come out like a butterfly comes out of her cocoon'. Visits are made to the places of worship of other faiths and these are invaluable in enhancing pupils' understanding of other cultures and faiths. Proposals are also being considered to link with another school which has pupils of other faiths.

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

Acts of worship are well planned and follow themes suggested in diocesan guidelines which include Christian festivals, biblical and other stories and the Christian values exemplified by them and by the teachings of Jesus. Christian songs are well known and are sung well and with pleasure although there is a shortage of song books. Despite the restrictions of accommodation in a small school in which a double classroom has to be re-organised for worship, a focal point is created with a candle and cross and displays including a picture, the Lord's Prayer and folders of pupils' work on the major faiths. The lighting of the candle and the playing of quiet, suitable music creates a significant atmosphere and the feeling that the room is now a place of worship. This intimate atmosphere adds spiritual depth to the experience. Stories are told in an interesting way using various aids and involving pupils, who enjoy the opportunity to participate in the presentation. There is a very good response to the many questions giving opportunities for pupil involvement. Pupils feel that the values taught influence their lives. Prayers written by pupils are contained in a folder and are often read by pupils at the end of worship. The Lord's Prayer is said often and some leaders introduce their own prayers. There is also a book of graces written by pupils and one of these or a school grace is said before lunch. Achievement is celebrated on one day each week with all staff present. Each teacher leads worship during the week. Worship also takes place in the churches on special occasions including a special communion service. This helps pupils to appreciate another facet of Anglican tradition. The headteacher and worship leader evaluate acts of worship, and it would be helpful if worship were discussed and reviewed formally by governors at least annually.

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

The headteacher offers strong leadership having a clear view of the importance of the Christian status of the school and the Christian values it promotes in the development of pupils and in the many links with the community that are encouraged. She effectively involves others in important decisions. The school has recently entered into a federation with another school and this process has made considerable demands on the Head and governors. This change has been successful and there is now a new governing body with a new chair which has to address the needs of a federated church school. Some governors make a significant contribution to the life of the school, have valuable skills and experience and links with the church. They are well equipped to take responsibility for the development and proclamation of the school's Christian status and introduce formal evaluation and review of collective worship and Christian ethos. The school council is encouraged to play an important part in the development of policy (such as school rules and links with other schools) and this task is approached in a mature and effective manner.