



Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2005

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LEICESTERSHIRE EDUCATION AUTHORITY

Ashby-de-la-Zouch Church of England Primary School
Burton Road
Ashby-de-la-Zouch
Leicestershire
LE65 2LL

Inspection Date: 1st February 2010

Section 48 Inspector: Paul Stone



SIAS Report Form

Name and address of school:	Ashby-de-la-Zouch Church of England Primary School Burton Road Ashby-de-la-Zouch Leicestershire LE65 2LL
Type of school	Primary
Status:	Controlled
Diocese:	Leicester
LA:	Leicestershire
Date of inspection:	1 st February 2010
Date of last inspection:	26 th and 29 th March 2007
School's Unique Ref. No:	120190
Name of Head teacher;	Elizabeth Powell
Inspector's name:	Paul Stone
Context	
Ashby-de-la-Zouch CE school is an average size and is situated in the centre of the market town drawing its children from a large area. The majority of children are from a white British background. The overall figure of children with SEN is close to the national average.	
Summary Judgment	
The distinctiveness and effectiveness of this school as a Church of England school is outstanding.	
This is an excellent church school with a Christ-centred ethos pervading every aspect of its life. Children and parents are extremely proud of their school and are equally proud of their Christian faith and ethos. The school and parish work hand in hand at the heart of the Christian Mission. It is an inclusive school which celebrates all aspects of the "Grace" to provide the very best possible outcomes for children. The school has made significant progress since the last inspection.	
Established strengths	
<ul style="list-style-type: none">• A vibrant Christian faith seen in every aspect of school life• The commitment and dedication of the headteacher in partnership with the parish church• A highly dedicated staff team• Collective Worship that stimulates and inspires all members of the school community.	
Focus for development	
<ul style="list-style-type: none">• Further develop the role of the foundation governors to support the school in its self-evaluation and its drive to move forward.• Develop more opportunities for children to lead collective worship and express their faith directly• Develop a peace garden to further support opportunities for reflection	

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

This is a school where all children thrive and succeed. They are encouraged to do this by the Christian atmosphere of caring for and about each other which is so clearly evident in its daily life. The impressive School Council represent their peers very well and speak confidently and knowledgeably about their school. They know theirs is a church school and that Christianity underpins how it functions. "Being a Christian is not about being cool but showing what you believe in and doing the right things," was a view, expressed by a member of the school council, summing up the school's pervading ethos. It is an ethos firmly based upon Christian values where everyone is included, encouraged and supported. The support the school receives from its church community provides 'something extra' and is characterised by regular pupil involvement in church activities with a clear educational purpose and parishioners willingly helping in school. Pupils therefore know that theirs is a church school and that an extra level of support is provided for them. Relationships, and consequently behaviour in school, are excellent and staff knowledge of individual pupils has an outstanding affect upon the Christian care provided for all of them. The Church and school join as a community in providing support for all adults; staff and parents alike receive support. A parent explained, "This is a school for everyone and support from the church is not an afterthought but is what makes our school special"

The impact of collective worship on the school community is outstanding

Collective Worship is central to the life of the school. It is well-monitored and evaluated, including input from learners. This has resulted in significant developments and changes since the last SIAS inspection. Children explained that collective worship is "an exciting time and teachers try hard to include us." Worship reflects imaginatively the range of Anglican worship and employs verbal and non-verbal means to encourage children to reflect, to praise, to pray and to contribute their own views. Pupils' responses are handled sensitively and positively. Worship is regularly engaging, affecting, imaginative, uplifting and totally involving. Pupils talk enthusiastically about worship they could remember and why. Collective worship is well-resourced and extremely well-planned. It reflects that which arises naturally within the life of the school as well as celebrating important events and times within the Christian year. The church is regularly used with important services of the school taking place there through the year. Pupils regularly attend holiday bible club at Easter and during the summer. The parish priest regularly leads worship at the school and organises other visitors to lead collective worship of other denominations. There is a close liaison between school and parish and worship in both are seen holistically. As a result the impact of collective worship on the spiritual and moral development of children is consistently effective.

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

The school is led by an inspirational headteacher who is committed not just to the school, but to the community it serves. The School is characterised by visionary and skilled leadership of the head, including spiritual leadership. She has built an inclusive and encouraging culture that is underpinned by the Christian vision of the importance of everyone in the community sharing their talents. This empowerment, based on a shared clear Christian understanding of leadership, enables the school to continue to move forward. All pupils succeed so well as the result of this culture backed up reflective strategies to continue school developments in all areas. Governance is active and increasingly effective in monitoring and in strategic approaches as well as being involved generally with the life of the school. The very effective partnership with the local church and its incumbent is a model of excellent practice. The partnership has generated so many positive effects, reinforcing and extending the Christian character of the school in imaginative, open and exciting ways. It is an outstanding example of school-church links. Governors stated that school achieves so well because the headteacher places children's achievement at the heart of all her decisions and that the promotion of Christian values supports all initiatives within the school.