



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Stokes Church of England Primary School
Queens Road
Blaby
Leicestershire
LE8 4EG

Inspection Date: 1st & 4th December 2009

Section 48 Inspector: Mrs Gail Forryan (No: 211)



SIAS Report Form

Name and address of school:	Stokes CE Primary School Queens Road Blaby Leicestershire LE8 4EG
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	1 st and 4 th December 2009
Date of last inspection:	4 th and 7 th June 2007
School's Unique Ref. No:	120116
Name of Head teacher;	Mr Chris Meadows
Inspector's name (with N.S. No):	Mrs Gail Forryan (No. 211)

Context
Stokes Primary School is larger than average and is situated in the urban village of Blaby. There are 350 children on roll with the vast majority being white British. The proportion with special educational needs and/or disabilities is low. The school is housed in two carefully managed buildings with a wide walkway between, set in extensive grounds.

Summary Judgment
The distinctiveness and effectiveness of Stokes CE Primary as a Church of England school are good.
Stokes Primary School is a good school which is committed to its Christian foundation. The Christian ethos of the school is evident in the way children conduct themselves around the school and particularly within the good standard of behaviour and manners. Relationships across the school are good and there are strong links with local churches and the community.

Established strengths
<ul style="list-style-type: none">• Good leadership by the headteacher supported by hard working staff and governors.• A friendly, calm and respectful atmosphere which produces good behaviour and mature learners.• Good links and relationships with local churches and clergy.• Loyalty and support of the parents.

Focus for development
<ul style="list-style-type: none">• Instigate a monitoring and evaluation system for collective worship by staff, governors and children.• Ensure that foundation governors have regular formal opportunity to report on the church school status to the governing body.• Include a short period of quiet stillness during reflection time in collective worship and give children the opportunity of saying their own prayers.

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

Stokes school's mission statement and aims reflect the Christian ethos of the school. It has a warm, welcoming atmosphere with children and adults valued as individuals. As one parent stated: "There is always a happy hum around the school." Since the last inspection the school has worked hard in ensuring that the focus for development for strengthening the use of display to convey the school as a church school has been met. There are displays illustrating the spiritual and cultural dimensions with, for example, a beautiful millennium quilt made by village groups to reflect the life of the village, displays for Christingle, creation including Hindu creation stories, remembrance and the Christmas story. Spiritual, social, moral and cultural education is a strength of the school with mature and reflective learners. The school has recently introduced a house system with the four houses being named after people linked with the local All Saints Church. Children are encouraged to take on responsibility through the School Council, Eco Club and charitable service. They talked about their feelings of pride and personal experiences in supporting the charity work for families and children with terminal illnesses. An exciting initiative to the work in community cohesion has been introduced through the Connecting Classrooms Project sponsored by the British Council. This reflects the school's commitment to the international dimension across the curriculum to ensure children are prepared for life in a global society.

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

Acts of worship are well planned following a programme which encompasses bible stories, Diocesan themes, celebration of children's achievements and successes, and major Christian festivals. Assemblies observed during the inspection were presented in a thoughtful and enjoyable way. The children were attentive, well behaved and enjoyed the opportunities for child participation and sharing of ideas. During the first assembly they were able to reflect on the message that Advent is a period of waiting for Jesus' birth, and during another, about the good news of God's special gift to mankind. Visiting clergy from different churches are appreciated and valued for their support of the school and the worship they deliver. Their support adds to the spiritual dimension of collective worship. A lighted candle is used as a focal point with other Christian artefacts being introduced as appropriate. Prayer is led by the adult leading worship. The impact of music within worship is good; children sing and play musical instruments with enthusiasm and skill. Services and performances are well supported by parents. Through the good self evaluation process and use of the dedicated toolkit, the school has rightly identified it wants to develop a monitoring and evaluation system to be used by all stakeholders.

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

Leadership and management by the headteacher, senior leadership team and governing body provide a clear vision for school development. The governing body is in a period of restructuring and now has the opportunity of ensuring that the monitoring and evaluation of the school as an Anglican school, by its foundation governors, is embedded into its work. The headteacher, staff team and governors have worked hard over the past two years in developing systems for whole school improvement and these are beginning to impact on the improving standards and progress being made by the children. The use of the diocesan toolkit is secure in providing effective and accurate self-evaluation ensuring that the impact of spiritual, moral, social and cultural education is high on the school's agenda. School staff talk about good relationships and support at all levels with a well resourced and pleasant working environment. Parents feel they are fully involved in the life of the school and appreciate the good accessibility to staff, support and care of their children, and feedback on their views gathered through questionnaires. The school community based strongly on Christian values like love and friendship enables children to explain how they feel happy and secure at school.