



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

# **DIOCESE OF LEICESTER**

LEICESTERSHIRE LOCAL AUTHORITY

Church Langton CE (Aided) Primary School  
Stonton Road  
Church Langton  
Market Harborough  
LE16 7SZ

**Inspection Date: 19<sup>th</sup> & 25<sup>th</sup> February 2008**

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



## SIAS Report Form

<b>Name and address of school:</b>	Church Langton CE (Aided) Primary School Stonton Road Church Langton Market Harborough LE16 7SZ
<b>Type of school</b>	Primary
<b>Status:</b>	Voluntary Aided
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicestershire
<b>Date of inspection:</b>	19 <sup>th</sup> & 25 <sup>th</sup> February 2008
<b>Date of last inspection:</b>	1 <sup>st</sup> – 3 <sup>rd</sup> December 2003
<b>School's Unique Ref. No:</b>	120207
<b>Name of Head teacher;</b>	Mr Michael Bailey
<b>Inspector's name (with N.S. No):</b>	Mrs Gail Forryan (No. 211)
<b>Context</b>	
Church Langton School serves the community of Church Langton and surrounding villages. Most children are of White British heritage, a very small proportion of children are entitled to free school meals, and the proportion identified by the school as having learning difficulties and/or disabilities is well below average.	
<b>Summary Judgment</b>	
<b>The distinctiveness and effectiveness of Church Langton CE (Aided) Primary as a Church of England school are good.</b>	
Church Langton School is strongly committed to its Christian foundation. It lives out its vision in practice, and its distinctive Christian ethos is evident throughout the school. Relationships across the school are very good and there are positive links with the local church and community.	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• Leadership and management of the headteacher.</li><li>• A strong inclusive ethos in which all are valued and special.</li><li>• Effective collective worship and links with St Peter's church which fully develop children's spiritual awareness.</li><li>• Very good relationships at all levels.</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Improve procedures for collecting and collating evidence to improve monitoring and evaluation of the quality and impact of worship.</li><li>• Further develop the children's understanding of Anglican faith and practice by looking at different styles and approaches.</li><li>• Continue to develop the assessment of RE.</li></ul>	

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

The school has a caring Christian ethos where children are able to learn Christian values and to learn about Christianity. This is reinforced by the headteacher who has a clear personal belief. The school is inclusive where all are valued and special. Parents speak positively of the Christian character of the school and how it prepares their children for life when they go onto secondary school. The school council, "super leaders" and assembly helpers demonstrate good opportunities to take on responsibility within the school community. The children show a good degree of service towards the wider world through charitable support, e.g. Water Aid and Samaritans Purse for Christmas gift boxes. Children say they are treated fairly by all members of the wider staff team and that their problems are always sorted out and at playtimes there is always someone to go to. High academic expectations are founded upon individual children's needs and strengths with systems being in place to award each child's achievements and to celebrate success. The school provides curriculum enrichment in a variety of ways including a creative curriculum which encompasses the multicultural dimension, and a comprehensive range of extra-curricular activities. The displays and focal points in the entrance hall and classrooms provide a very good visual reinforcement of the Christian ethos. These include a cross carved from an old beam of the bell tower, a 3-dimensional prayer tree and each classroom having a biblical picture surrounded by a spiritual display, e.g. sharing, working together and a joy cross bridging friendship. The children in Year 5 are prepared for receiving communion before confirmation, which most receive, and many are confirmed in Year 6. The school has developed its own Eucharist which is celebrated monthly in the church and attended by years 5 and 6, appropriate staff and parents. The children and parents talk about how taking part is special and holy.

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

Acts of worship are well planned, cover a range of Christian values and themes, and are presented in a thoughtful way with clear links to religious education and church services. The children say it is a time to sit down, clear their minds and to think about God and feelings away from the bustle of other school life. The recently appointed incumbent is already showing good support for the school by leading assemblies on the meaning of The Lord's Prayer through Maximus Mouse stories. During acts of worship observed there were opportunities to witness the children engaging in a story about 'our daily bread' and to think about special places and journeys of pilgrimages. A table covered with a coloured cloth of the church's season together with a cross and a candle provide a focal point for worship in the hall. The children entered quietly to music and were attentive throughout. They sang enthusiastically and were keen to answer questions and contribute ideas demonstrating mature, thoughtful attitudes. Periods of stillness and reflection enhanced the experience which was rounded off with a prayer and the reciting of the Lord's Prayer. Visits to the church are made for special services at major Christian festivals and for the Leavers Service. The school participates in Education Sunday at Leicester Cathedral. Collective worship is a focal point of the school day and plays a significant part in the children's personal development. The school has identified that the need to improve monitoring and evaluation of the impact of worship on the school community.

**The effectiveness of the religious education is good.**

Children and the staff team enjoy religious education and see it as an important part of the curriculum. Where RE lessons are good there is careful planning and preparation with clearly defined learning objectives, pace and expectations which engage the children's attention. A variety of approaches are used which are well matched to the children's ages and experiences. The children have a good understanding of Christianity and other major world religions. In a lesson finding the similarities and differences between Hinduism and Christianity the children demonstrated a high level of respect and knowledge of the two

religions. In a lesson to identify ways in which they belonged to differing groups, pupils in key stage 1 spoke of uniforms, families and the wider Christian family. They were fully involved and could relate with examples from their own experiences inspired by the very good presentation by the classteacher. The children are making progress in line with national expectations. RE is well resourced with a good selection of faith artifact boxes, books, bibles, videos and DVDs. The headteacher is an effective RE co-ordinator and has recognised the need to develop assessment procedures for the subject.

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

Leadership and management by the Headteacher and governing body provide a clear vision for school development. All are committed to a high quality provision for the children. The use of the diocesan toolkit is secure in identifying areas for future development and improvement though less clear in some areas on the impact of evidence collected. The toolkit has identified, for example, that the school needs to further develop the children's understanding of the Anglican faith and practice by looking at different styles and approaches. The chair of governors and the newly appointed incumbent are a welcome presence in the school and they work closely with the Headteacher. The governing body is united in the support for the school's Christian foundation and in developing further the school's own Eucharist, communion before confirmation and confirmation of interested children. School staff speak of good relationships at all levels with a well maintained and pleasant working environment. Parents feel they are fully involved in the life of the school and speak highly about the children being happy and safe. They are consulted about their views by means of questionnaires and open evenings. Responses are carefully analysed and acted upon. Parents feel they are welcome into the school and offer help as volunteers and as members of the parents association. The spiritual, moral, social and cultural education of the children is a strong feature of the school. The school is developing a quiet, reflective and spiritual garden within an enclosed, underused courtyard which will be seen as an exciting addition to the life of this distinctive Church of England School.



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