



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

St Bartholomew's CE (Controlled) Primary School
Willowcroft, Warwick Avenue
Quorn
Loughborough
Leics.
LE12 8HQ

Inspection Date: 5th and 8th February 2008

Section 48 Inspector: Mrs Susan Bracey (No: 163)



SIAS Report Form

Name and address of school:	St Bartholomew's CE Primary School Willowcroft, Warwick Avenue Quorn Loughborough Leicestershire LE12 8HQ
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	5th and 8th February 2008
Date of last inspection:	12th and 13th November 2003
School's Unique Ref. No:	120153
Name of Head teacher;	Mrs Vivienne James
Inspector's name (with N.S. No):	Mrs Susan Bracey (No. 163)
Context	
St Bartholomew's CE School is a larger than average primary school with 335 children on roll, the majority of whom live in the village of Quorn and come from white British backgrounds. The number of children eligible for free school meals is below average. Attendance rates are good. There are close links with the Anglican church in the village.	
Summary Judgment	
The distinctiveness and effectiveness of St Bartholomew's CE Primary as a Church of England school are good.	
St Bartholomew's is an effective Church of England school providing a strong Christian ethos in which all children can flourish both educationally and spiritually. Cultural diversity is celebrated and relationships across the school and with the local community are good. Close links with the local church and the "SOAR" group provides strong support for the school's Anglican foundation.	
Established strengths	
<ul style="list-style-type: none">• Christian values permeate all aspects of school life, enhanced by consistent practices throughout the school.• Music is used effectively to develop and enhance the children's spirituality.• The commitment and hard work of the co-ordinator for religious education and collective worship supports the Christian ethos within the school and helps maintain effective links with the wider church.	
Focus for development	
<ul style="list-style-type: none">• Develop opportunities to involve parents in collective worship and the spiritual life of the school.• Involve foundation governors in the evaluation of collective worship and other aspects of school life which contribute to the school's Christian distinctiveness.	

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

Christian values are central to school life at St Bartholomew's and are clearly stated in a range of documentation for adults, as well as in the rich displays throughout the school for children. Pupils of all abilities feel valued and can confidently articulate the CARE (Co-operation, awareness, respect and enjoyment) code of conduct which translates these values into practice. Children enjoy school, feel valued and make good progress. The school council, buddy system and charity work successfully develop thoughtfulness and care for others. Cultural and religious diversity is celebrated as children can identify with the "St Bart's Family" on display in all classrooms. Spiritual development is good with opportunities for prayer throughout the day. Each classroom has a reflective area containing a cross, candle and bible and children use these for times of quiet thought, known to the children as "lighting a candle in the mind". Good links with the local church and with the diocese enhance this provision, with children clearly enjoying these activities. Children enjoy school and value the supportive environment it provides. Parents recognise and value the Christian distinctiveness of the school.

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

There is a clear pattern of daily acts of worship led by members of staff, children or representatives from the local church which enhance the Christian character of the school. Worship is a valued part of school life and is of high quality. The impact of worship is reinforced by high quality displays in the hall and use of symbols such as a candle, cross and bible. Levels of pupil participation are high and this increases their enjoyment of the worship. Music is used with great effect to support the spiritual aspects of worship and children frequently cite this as a favourite part of the worship. Careful thought is given to the choice of recorded music or music played by the school's band and time is spent looking in depth at the words of songs and hymns that are sung. The worship regularly includes elements of Anglican practice such as the use of liturgical colours and the celebration of Christian festivals in church. Opportunities to involve parents are underdeveloped. There is little evidence of the involvement of the foundation governors in the evaluation of worship and so opportunities to improve provision further are missed. The co-ordinator of collective worship works hard and effectively to support staff as they lead worship and she liaises with outside providers.

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

The headteacher, supported by the local clergy, shows a strong and effective commitment to promoting Christian values within the school. This is evident in the school's mission statement, development plan and completed toolkit. Clear guidelines and consistent procedures are in place across the school which ensure that these principles are translated into effective practice. The headteacher leads by example. Pupils and parents are supportive of the Christian values which permeate school life and feel that their views are taken into account. The co-ordinator for religious education and collective worship ensures that work planned is carried out and supported, providing information and training as necessary. She also works effectively to liaise with outside groups and the diocese. Whilst foundation governors are clearly supportive of the work of the school their evaluation of it lacks rigour.