



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

DIOCESE OF LEICESTER

LEICESTERSHIRE LOCAL AUTHORITY

Swithland St Leonard's CE Primary School
Main Street
Swithland
Loughborough
Leics.
LE12 8TQ

Inspection Date: 26th November 2007

Section 48 Inspector: Mrs Sheila Grice (No: 165)



SIAS Report Form

Name and address of school:	Swithland St Leonard's CE Primary School Main Street, Swithland Loughborough Leicestershire LE12 8TQ
Type of school	Primary
Status:	Voluntary Controlled
Diocese:	Leicester
Local Authority:	Leicestershire
Dates of inspection:	November 26 th 2007
Date of last inspection:	June 2004
School's Unique Ref. No:	120163
Name of Head teacher;	Mrs Carolyn Beaton
Inspector's name (with N.S. No):	Mrs Sheila Grice (No. 165)
Context	
<p>This popular small village school is located in Swithland with 86 children on roll and 90% come from outside the village. Attainment on entry is variable, though generally in line with local expectations, but by the time children leave they have made excellent progress and attain well above national standards. The current head teacher has been in post since August 2006.</p>	
Summary Judgment	
The distinctiveness and effectiveness of Swithland St Leonard's CE Primary as a Church of England school are good.	
<p>The school is a very successful Church of England school where Christian values permeate all aspects of school life. The relatively new Headteacher ensures that all children and adults are valued through the policy of 'Every Child matters and so does every Adult'. There is an atmosphere of mutual respect where achievements and success are celebrated. There are good relationships across the school, which has a strong family ethos.</p>	
Established strengths	
<ul style="list-style-type: none">• The clear Christian vision and expertise of the Headteacher and staff• High levels of care, support and guidance.• The positive links with the local church and the wider Christian community.• Children's behaviour is very good and standards are exceptionally high.	
Focus for development	
<ul style="list-style-type: none">• To build on the existing good practice in school by developing the formal evaluation of Collective Worship on a regular basis, involving Foundation Governors.• Develop children's participation in regular worship through prayers, readings and drama.• Training to further enhance the quality of collective worship.	

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

The school is exceptional in nourishing, encouraging and challenging learners who are confident in expressing views and opinions which are clearly rooted in Christian teachings. There is a culture of valuing each individual; children speak of being well cared for and they feel listened to. One child described the school 'more like home, we are rooted here and feel safe in good soil'. They particularly like the special mentions book used during Friday's celebration assembly. The Christian ethos of the school is embedded in school life; and adults within the school provide very good role models. Staff show genuine care and concern and children speak of 'loads of support and praise and people are kind here'. There is a strong emphasis on spiritual, moral, social and cultural development of children and policies and principles clearly reflect the Christian foundation of the school. Children have an excellent awareness of different faiths and cultures and they were very positive about the multi-cultural week held last May. The school has well-established links with the local churches and community. Children enjoy special services that are held in the church and they particularly like visitors leading worship. The school regularly supports local and national charities and the children appreciate being able to choose the charity to support and how they wish to support it; for example the "trainer day" for R.N.L.I.

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

The school is committed to the provision of high quality collective worship that enriches the lives of the whole school community. It is clear that worship plays an important part in the life of the school and it enables the school community to worship and pray together. The permanent display in the hall reflects the importance of collective worship. The collective worship policy has been reviewed since the last inspection and now clearly reflects the current good practice. All teaching staff take turns to plan acts of worship broadly based upon weekly themes provided by the diocese, although the school does adapt these to meet the needs of their learners. The vicar leads collective worship in school and in the local church; children benefit from this close liaison. There is a balance throughout the year that reflects the broad spectrum of Anglican traditions. In the acts of worship observed, children entered the hall quietly, listened very attentively throughout and enthusiastically joined in to answer questions. Singing and prayer played an important part in the worship. The singing was particularly enthusiastic! Children feel that assemblies help them to learn more and listen better. In order to build on the existing good practice the school should also consider effective ways of formally monitoring the impact of collective worship on learners.

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

The quality of leadership and management provided by the head is good and contributes significantly to the success of the school. The religious education coordinator, who is also the Collective Worship coordinator, also provides good leadership. Children and adults speak confidently about the school's Christian vision, which is evident in all public documentation. The school's development plan clearly identifies priorities for improvement, which include involving children more in the prayers used in collective worship. Training on collective worship has also been identified as an area for further development with the aim of providing inspirational worship. The school has made very good use of the National Society's self evaluation toolkit, which provides good evidence to support their judgements. The foundation governors are actively involved in school life and this role could be further developed through their involvement in monitoring the overall effectiveness of this as a Church of England School. Parents are regularly consulted over their views, both formally and informally, and the school responds to concerns raised. The leadership is effective in promoting and developing a distinctive Christian vision for education and the school is well placed to continue to develop as a church school.