

## National Society Statutory Inspection of Anglican Schools Report

### Litton Church of England Voluntary Aided Primary School

Litton,  
Nr Buxton  
Derbyshire  
SK17 8QU  
**Diocese: Derby**

LA: Derbyshire

Dates of inspection: March 23<sup>rd</sup> 2006

Date of last inspection: November 1999

School's Unique reference number: 112886

Headteacher: Mrs Jude Boyd

Inspector's name and number: Margaret Ralph 272

#### School context

Litton Voluntary Aided Primary School is a small rural school situated in North Derbyshire and attracting pupils from Litton and surrounding villages. Pupils are of white British heritage and the area is above average in terms of social and economic features, with fewer than average pupils being eligible for free school meals. The percentage of pupils with special educational needs is lower than in most schools.

#### Summary Judgement

Litton Primary School is achieving good progress as a Church of England School. Pupils have a very strong sense of care and loyalty to each other and have genuine respect for and trust in the adults who work with them. The school has high expectations of its staff and pupils which are reflected in strong motivation to achieve well and a good understanding of moral values and principles. Relationships between the school, village and the parish are very strong and mutually supportive

#### Established strengths

- The Christian ethos of the school which is strong and evident. It is underpinned by the strength of respect, compassion, loyalty and self-worth seen in learners and the adults working with them.
- The very good relationships between all who work in the school and the parent body, who are strongly supportive of the school.
- The pride the children have in their school and the village community, exemplified in the way they care for their surroundings and each other.

#### Focus for development

- Strengthen the role of the Foundation Governors which is under-developed and does not monitor and evaluate the impact of the school as an Anglican church school.
- Develop learners' awareness and understanding of their place in the Christian and Anglican church locally, nationally and as part of the worldwide church.
- Strengthen the public awareness of the school as an Anglican school within the village and the Tideswell Parish.

#### How well does the school, through its distinctive Christian character, meet the needs of all learners?

The school, through its distinctive Christian character, is good at meeting the needs of all learners. The Christian ethos of the school is good and its distinctive character influences all aspects of school life, enabling the needs of every learner to be met effectively. It also results in a school community which is strongly aware of its centrality to the village and of the responsibility of every individual to care for each other and to sustain the close links and supportive networks of village life. Children with special needs feel valued and are well integrated into school life, being relaxed, confident and happy. The school consults regularly with parents, and pupils have a voice through the school council. Parents evenings are well supported. Parents reported that they value the school's efforts to develop a conscience and a strong sense of care and compassion in their children. Pupils are developing their understanding of world poverty and the value of giving through their support of a child in the Sudan and the Bishop's Harvest Appeal. Many parents are fully aware of and appreciate the Christian foundation of the school, but this is not sufficiently evident in the prospectus. Opportunities are also missed to celebrate the many Christian values that the school so successfully embodies, with the wider Tideswell parish.

#### What is the impact of collective worship on the school community?

The impact of Collective Worship on the school community is good. The impact of collective worship on the school community is good and is central to the Christian witness of the school. The whole school gathers for collective worship, daily, and learners value the opportunity to reflect and pray together. Good use is made of music, Christian symbols and artefacts to engage interest and attention. The pupils sing with enthusiasm and are attentive, thoughtful and keen to share their ideas and beliefs in response to discussion about the theme for the week. Parents recognise the importance of worship and value the opportunities they have to attend. The acts of worship are well planned and involve the regular participation of other members of staff and visitors and the incumbent, who is well known to the school community. Pupils would welcome more opportunities to take responsibility for leading aspects of worship. The number of acts of worship which take place in the parish church are steadily increasing and are well supported by parents and the village community, who are warmly welcomed. Pupils place a high value on worship and are perceptive in their comments eg. "when we are all together and all thinking about the same thing it feels powerful ..... If I am feeling worried about something I think about it when we have reflection time, and then I feel calmer and I think God is helping me." They also value celebration assemblies when they can share successes with each other and their parents. Pupils find their visits to learn about the "Cathedral of the Peak" in Tideswell fascinating and a great contrast to the simplicity of the daughter church in Litton, which they know well. Their understanding of their place in the Anglican church worldwide is limited, but they are keen to learn more about this.

#### **How effective is the religious education?**

The effectiveness of Religious Education in the school is good. The quality of religious education is good. The headteacher brings strong subject knowledge and understanding to the subject and has ensured that the scheme of work for each key stage builds on and develops pupils' learning. Pupils have a good knowledge of many bible stories and are very interested in the work they have done in KS2 on Islam and Judaism. They enjoy their RE lessons and are enthusiastic about the opportunities they have for role play and discussion. For example in a re-enactment of the bringing of Christ before Pilate they could explain the attitudes and feelings of the different groups within the crowd, as well as understanding the dilemma facing the disciples. Their writing shows their growing ability to analyse their own feelings and understand those of people less fortunate than themselves. Lessons are stimulating and good use is made of art, drama, ICT and a growing range of resources to enliven lessons and make appropriate links with other subject areas. The school is situated in an area which is mono-cultural and a link to an inner city multicultural school together with visits to the school and the local mosque have aroused a great deal of interest and helped to widen the pupils' understanding of other cultures and world faiths.

#### **How effective are the leadership and management of the school as a church school?**

The leadership and management of the school as a church school is good overall. Leadership and management of Litton school is good overall and contributes significantly to the success of the school. There has been a period of upheaval since the last inspection but under the strong leadership of its current headteacher the school is continuing to develop and enrich its spiritual and cultural life and affirm its identity as a church school. The strength of real community spirit and compassion ensures that every child feels secure and safe and has the confidence to bring any problems to its teachers. Younger children value the friendship and guidance of older pupils who are keen to be responsible for making their introduction to school life happy and trouble free. Attitudes and behaviour are very good and stem from the high expectations of the headteacher and her staff. In this very small school the headteacher is also RE and worship coordinator. In consultation with staff and Governors she has introduced a detailed scheme of work and assessment which ensures that the children have a wide ranging and stimulating RE curriculum. The Chair and Vice Chair, who is also the incumbent, provide strong and effective support for the headteacher and are regular visitors to the school. As yet, the foundation governors have little involvement in monitoring the impact of the school as a church school. Recently, a link governor for RE and worship has been established and the school improvement plan has identified the need for training to support Foundation

Governors in a better understanding of their role.

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