

National Society Statutory Inspection of Anglican Schools Report

Manorfield Church of England Voluntary Controlled Primary School

Station Road
Stoney Stanton
Leicester
LE9 4LU

Diocese: Leicester

Local Authority: Leicestershire

Dates of inspection: 21 and 22 January 2008

Date of last inspection: 7 and 8 May 1998

School's Unique Ref. No: 120161

Name of Head teacher; Mr S Palmer

Inspector's name (with N.S. No): Mr D G Jones (No. 166)

Context

The school is situated in a large village to the south west of Leicestershire and most of the pupils come from the village. There are 325 pupils on roll aged 4 – 11.

The distinctiveness and effectiveness of Manorfield CE Primary as a Church of England school are satisfactory.

The school provides a caring environment where pupils are given responsibility and taught to respect others. Spiritual development is good and collective worship gives an experience of Christian values.

Established strengths

- Well planned and enjoyable collective worship, contributing to good spiritual and moral development;
- Friendly and supportive atmosphere with strong care and concern for pupils.

Focus for development.

Strengthen links with the parish church and endeavour to secure church representatives on the governing body;

Monitor and evaluate collective worship and the school's Christian character;

Strengthen pupils' experience of other faiths and cultures;

Review the prospectus and appropriate policies to emphasise the school's Christian character and the influence of Christian values.

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

The school aims include the development of cultural, social, moral and spiritual awareness, and some prayers written by pupils express their spiritual feelings well, for example, when speaking of God: 'Let us feel the warmth of your love burn inside us; Let forgiveness flood out to each and everyone of us ... Be that guiding star above me, a smooth path before me for ever and ever.' The implications of the school's Christian foundation for its whole life and character is not developed in the prospectus and appropriate policies but learners are aware that this is a church school and there are several good displays around the school relating to faith. Pupils visit the parish church to learn about the building and its symbols and are welcomed and guided by the Reader. Learners feel valued and appreciate the school and its

teachers and the caring environment. Achievements are celebrated regularly in celebration assemblies and this is appreciated. A school council enthusiastically takes an interest in improving facilities such as the playground equipment and fund raising for charities like Barnardos. Parents' views are sought by questionnaire and show high satisfaction with a school that is welcoming and where pupils respect others and are helpful and behave well. Unfortunately questions are not included about the school's Christian commitment and practice. Residential experience and visits are offered to pupils and outings to places of worship have been arranged in the past but not recently; these would be especially valuable within this community. Cultural development is weak, but spiritual, moral and social development is good.

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

The school worships each day in the hall, either as a whole school or in Key Stages. A small cross on the corner of a dining table is the only focus, but use is made of technology to project pictures onto a large screen. Each teacher takes a turn in leading Key Stage worship. Older pupils also organise and present worship. A teacher or assistant from each class is present for worship. Worship takes place in the parish church on major festivals and end of year, with the Rector contributing, and parents attend in large numbers. Pupils appreciate worship in church as offering a special environment. The Rector also leads worship in school once a month, and so does a worker with the local Living Rock Church. The latter's worship was seen and was lively, very attractive to pupils, and drew on personal experience. Leaders often involve pupils in presenting the theme, and this is appreciated by them. Christian songs are well known and are sung well. Pupils are invited to join in prayers said by the teacher. The Lord's Prayer is being learnt during collective worship. Worship themes follow guidelines provided by the Diocese and are prepared by the coordinator together with resources that leaders may wish to use. A brief record is kept of acts of collective worship and a systematic evaluation is being piloted this year. Collective worship makes a valuable contribution to spiritual and moral development.

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

It is encouraging that an Assistant Head, who is also a foundation governor, shared with the Head the preparation of the self-evaluation and to see from it that prayers for the school and the leadership are undertaken by Christian groups in the village. Currently there are no members of the parish church on the governing body, but two members of the Living Rock Church have been appointed, one as foundation governor and one as a parent governor. At present the rector is not involved in the planning or evaluation of religious education or collective worship. The co-ordinator of collective worship and religious education is enthusiastic and thorough and takes full advantage of training and networking opportunities, transferring knowledge gained to other teachers. Governors need to be involved in the evaluation of collective worship and the school's Christian character and ethos and in their development. Stronger links with the parish church need to be developed.