

## National Society Statutory Inspection of Anglican Schools Report

### **Saint Leonard's Church of England Aided Primary School,**

Syerscote Lane,  
Wigginton,  
Tamworth  
Staffordshire.  
B79 9DX

#### **Diocese: Lichfield**

Local authority: Staffordshire

Dates of inspection: December 7th

Date of last inspection: October 1<sup>st</sup> 2001

School's unique reference number: 124345

Headteacher: Mrs E.M. Kilgallon

Inspector's name and number: Mr Huw Williams : 348

#### **School context**

Saint Leonard's Church of England Aided Primary School is a popular school situated close to Tamworth. The majority of the children are from White British heritage. Additional teaching accommodation has been provided with the arrival of a 'mobile classroom'. The newly acquired field has provided much needed outdoor sports facilities.

#### **Summary Judgement**

##### **The distinctiveness and effectiveness of Saint Leonard's as a Church of England school are good.**

At the centre of the school's drive to raise standards are the Christian values of love and concern for all. These values have resulted in very good relationships between all members of the school community.

#### **Established strengths**

- The important part worship plays in the life of the school, which has a positive influence on the pupils' spiritual and moral development. .
- The strong and productive relationship between the school and the church.
- The children's personal development and good behaviour, consistently supported throughout the school by all staff.
- The support for the school and the confidence expressed in it by Governors, parents and the wider community.

#### **Focus for development**

- Develop a shared understanding within staff and governors of what is meant by spiritual development across the curriculum and how this can be consistently fostered in children.
- Extend the variety of worship settings and style so that pupils can be more personally involved.

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

The Headteacher supported by the church, governors and staff, is establishing a positive learning environment where Christian values and attitudes are affirmed through its practice. The good relationships within the school contribute to the creation of a strong caring ethos. Parents value this and commented '*school has become home for the children*' and '*the school's Christian values help my children treat others in a way they would like to be treated.*' Pupils speak well of the school, where they feel secure and happy. They acknowledge the importance of and appreciate the work of the school council. Parents are confident in the

structures for help and support within the school. Pupils' behaviour is good. Pupils have a good understanding of what is right and wrong and recognize the significance of rules. The pupils enjoy the learning experiences provided and work well together showing good support for those in difficulty. They are well aware that they belong to a church school and that this supports its caring ethos. There is a genuine support for each other stemming from the older children's responsible attitude towards the younger children. Children's achievements both academic and non academic are promptly recognised and rewarded. Children are keen to share when they had been 'star of the day'. In support of this internal and external achievements are celebrated at an assembly once a week. The school's Christian distinctiveness is seen clearly in Christian symbols around the school. In addition the advent and nativity displays were of a very high quality. A Christian symbol outside the school would further endorse the school's distinctiveness. A strong family ethos within the school helps to encourage in the children a strong sense of identity and security. Relationships in the school and the wider community are good, reflecting the ethos and values of the school. Governors provide very good support. Staff are excellent role models for the children.

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

Worship is very important in the life of the school. This is verified by the children's enthusiasm for it and their ability to remember details of favourite assemblies. Its significance would be further enhanced with the acknowledgement of the differences between worship and assembly. Collective worship is well planned and organised and a good variety of themes are delivered by a range of leaders. The evaluation of collective worship by staff and other stake holders would ensure consistently high quality worship programme. The vicar plays an important and exemplary role in worship and his contribution to the school, ably supported by colleagues, is invaluable. His story on 'Norman the narrow boat' captivated his audience and they were attentive and responded appropriately and with great enthusiasm. The Anglican worship at the school is strengthened by the excellent termly Eucharist service. Children are involved in the writing of 'the bidding' and 'sorry prayers'. Children and the community attend the church for all the major festivals. Staff regularly attend whole school worship and this enhances the family ethos of the school. Pupils are aware of the distinctive nature of worship and enter and exit the hall in a quiet and respectful way. Pupils are not at present involved in leading worship and this is an area for development. Children are keen to talk about their Christian faith and made such comments as '*Jesus is the light of the world,*' '*Jesus died for us*' and in the good class worship the reception child said it's the '*new birth story*' in the discussion on the nativity. Worship in the local church on special occasions provides a time for the whole community to share in celebration. Relevant understanding of Anglican rituals aided by appropriate prayers and symbols used in worship.

### **The effectiveness of the religious education is satisfactory**

Religious Education is recognised as an essential component of the whole school curriculum. The high status the subject recognises importance to the well being of the pupils. This is actively and positively supported by governors, staff and parents. Teaching and learning was seen to be good. The recently appointed religious education co-ordinator, who is now teaching the subject across the school, has re-energised teaching and learning. She has renewed and revitalised the religious education scheme and this is having a significant impact upon consistency of provision and teaching. Children's attainment throughout the school is currently assessed as being average. The impact of new and more rigorous assessment and evaluation procedures is already having a positive impact on attainment. This was seen in the responses to a discussion with year six children on 'what is sin' they commented '*feelings on the inside not showing on the outside,*' '*sin is about betraying people.*' Children participate well in class prayers those said before lunch and at the end of the day. A group of year two children sang the end of the day prayer quite beautifully. There is also an established display area for prayer in the classrooms. However creating a quiet space in the classrooms and the school grounds would be an additional support for the children's spiritual development. Appropriate consideration is given to the learning of different faiths. Children work willingly and respond readily with enthusiasm and enjoyment to the tasks presented. Relationships in all the classrooms are very good. Pupils' attitudes are very positive and enthusiastic teaching stimulates their interest.

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

The Headteacher, staff and Governors work closely together to promote a Christian vision for the school. They strongly support the school's church foundation and value the Christian ethos as an important aspect in promoting the school within the community. The Mission statement has a prominent place within the school prospectus. Its claim to provide a 'stimulating and caring Christian environment,' is well realised in practice. The Headteacher, the Religious Education coordinator and the vicar have a clear vision for this school as a Christian school working in partnership with the local parish church. The vicar, with the support of colleagues, enhances the worship experiences of the children. The Foundation Governors' role in monitoring and evaluating the worship life of the school is yet to be fully developed. The children have excellent experiences of services at the church. Planning review relating to these services, especially the Eucharist service, is included in the school improvement plan. The children are eager to share their views with others. Pupils had some awareness of the distinctiveness of the school and were able to explain their school badge. Parents consulted during the inspection were highly supportive of the school. They were pleased with the progress made by their children. They were also happy with the readiness of their children to attend school and also with the level of care they receive. They were also supportive of the school's community involvement and the charitable giving. Adults in the school provide good role models because they support the ethos of the school. Religious Education is well managed and resourced. The school building and grounds are well maintained and have been adapted to meet the changing needs of the school community.

SIAS report December 2006 Saint Leonard's Church of England Aided Primary School – Syerscote Lane – Wigginton– Tamworth - Staffordshire. B79 9DX