National Society Statutory Inspection of Anglican Schools Report

Church Langton Church of England Voluntary Aided Primary School

Stonton Lane
Church Langton
Market Harborough
Leicestershire
LE16 7SZ

Diocese:	**Leicester**
Local authority:	Leicestershire
Dates of inspection:	6 March 2013
Date of last inspection:	19 & 20 February 2008
School's unique reference number:	120207
Headteacher:	Mr Stephen Roddy
Inspector's name and number:	Mrs Diane Wright (No 169)

Context

This village school serves the community of Church Langton and surrounding villages, with some pupils from further afield. Pupils are from mainly white British backgrounds. The number of pupils entitled to free school meals is low. Similarly the proportion of pupils with special educational needs is low.

The distinctiveness and effectiveness of Church Langton CE Primary as a Church of England school are good.

The school is fully committed to its Christian foundation and its ethos reflects this. The curriculum is based on Christian values, underpinned by collective worship and religious education. There is an atmosphere of mutual respect where achievement and success are celebrated.

Established strengths

- Clear Christian vision and commitment to its Christian foundation by the headteacher and leadership team, with strong support from the governors and the church
- Well behaved, good mannered pupils who have positive attitudes to school
- Strong links with the church, parents and the community
- Very good relationships across the school

Focus for development

- Continue the development of the monitoring and evaluation of collective worship by conducting pupil interviews
- Ensure the new RE coordinator continues and develops existing good practice

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

The school has a warm welcoming Christian atmosphere in which pupils and adults are valued and respected. Christian values are modelled by adults and pupils respond well to their high expectations. Pupil behaviour is very good and they speak of the friendship they experience at school. A pupil said "All the children are kind here." Parents speak positively of the Christian character of the school and the Christian values, which enable pupils to develop both personally and academically. Many have chosen the school because of its Christian character. Commitment to its foundation is evident in displays and particularly in the focal point in the entrance hall. School achievement is recognised through reward systems and celebration assemblies along with out of school successes. Pupils are confident that any issues can be resolved by talking to staff. Relationships across the school are very good, a reflection of the ethos. Spiritual, moral, social and cultural development is good, and well supported by collective worship and RE. Renewing links with an inner city school would enrich pupil's experiences of other faiths and cultures. Parental views are sought through questionnaires and informal contact. The school council understands its role in improving the school and its resources. Pupils are encouraged to be involved in fundraising for both the school and various charities, ranging from an individual organising a sale of knitted Easter chicks to whole school events for Comic Relief. A wide range of extra curricular provision, residential visits, day visits, and sporting opportunities and clubs provide valuable learning opportunities. The school chaplain has tailored preparation for confirmation to meet the needs of year six pupils. Pupils are encouraged to think about their own faith and beliefs and whether they wish to move forward to confirmation itself. The school has developed its own Eucharist which is celebrated monthly in church.

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

Worship is an integral part of school life when pupils and staff come together. Diocesan themes are used to plan worship and full account is taken of the Christian calendar. All teaching staff are involved in leading collective worship. Pupils value it, enjoy coming together and are keen to contribute ideas and thoughtful comments. Pupils especially enjoy lively and interactive worship with the opportunity to take part. They were able to recall stories from previous worship and talk about current themes. Pupils know the Lord's Prayer. A table with a purple cloth together with a cross and lighted candle provided a focal point for worship in the hall during the inspection. Pupils enter and leave the hall quietly and time for reflection enhances the experience. They spoke about the different and special experience they have when they celebrate in St Peter's Church. A pupil said "When you are in church you feel as though you are in the house of God." Both the priest in charge and the school chaplain lead worship. Annual services in church for major Christian festivals and the leavers' service are well supported by parents and it is appreciated that good advance notice is given. Friday achievement assemblies are well attended by parents. Visits to the church have enabled pupils to have a greater understanding of the building itself and the symbolism of the Anglican tradition. There are processes in place for the monitoring and evaluation of collective worship by the coordinator, governors, parents and pupils through their class reflective journal. The school has identified the need for pupil interviews by governors and teachers to provide additional evidence on the impact of collective worship.

The effectiveness of the religious education is good

RE follows the Diocesan Syllabus with some support from QCA guidelines. There is good time allocation at both key stages and staff are well assisted by teaching assistants during lessons. The quality of teaching and learning is good and enables pupils to achieve a good understanding of Christianity and some other major world religions. Visits to other places of worship are in place for key stage two pupils and this enhances their understanding of other faiths. There is a thorough monitoring programme in place across the year which includes work scrutiny, planning scrutiny and lesson observations, all with feedback. The pupil tracking system used by the coordinator enables her to have a very good understanding of attainment across the school and clearly identifies pupils needing additional support. Good use is made of class and paired discussions during RE. ICT is effectively used to support RE. In one lesson observed about Rosa Parks, the black American woman who initiated the bus boycott, effective use was made of an iPad

application. It enabled pupils to record questions for the three main characters (the man on the bus, the bus driver and Rosa Parks) and their replies. In another lesson during a discussion on Mothering Sunday, a pupil made insightful comments about how we should think about and pray for children without a mother. Pupils respond well to the different approaches in RE and book sampling showed a range of interesting follow up work. Visits to the church also enhance learning. The RE coordinator has recently been promoted to headship, so the school leadership needs to ensure that the established good practice continues and develops. RE is monitored by the curriculum development committee on behalf of the governing body.

The effectiveness of the leadership and management of the school is good. There is a clear Christian vision and commitment to its Christian foundation by the recently appointed headteacher and the leadership team, with strong support from the governors and church. The vision is explicit in documentation and on the website. The school benefits considerably from the involvement of the priest in charge and the school chaplain. Communication with parents is good with regular newsletters and an informative website. Parents value the "meet and greet" from a member of staff at the start of the day and feel staff are approachable and responsive to their needs. Parent views are sought through questionnaires and informal contact. Staff and governors are involved with the evaluation process which gives them a clear understanding of the school and enables them to identify any areas which need further development. All governors are involved in monitoring the Christian character of the school. There are effective recruitment procedures in place which promote the school's Christian character. The leadership team value the support they have received from the Diocese. Community links are enhanced by the social and fund raising programme organised by Friends of Langton. All areas identified for action in the last Section 48 inspection have been addressed.