



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Long Clawson Church of England Voluntary Controlled Primary School

School Lane  
Long Clawson  
Melton Mowbray  
Leicestershire  
LE14 4PB

**Previous SIAMS grade: Good**  
**Current inspection grade: Good**

**Diocese: Leicester**

Local authority: Leicestershire  
Dates of inspection: 7 May 2015  
Date of last inspection: 26 April 2010  
School's unique reference number: 120141  
Headteacher: Cath Sinclair  
Inspector's name and number: Diane Wright (169)

#### School context

This smaller than average primary school in the Vale of Belvoir draws pupils of almost exclusively White British heritage from the village of Long Clawson, with 8% out of catchment, though this number is decreasing as the local population is growing. There are 105 pupils on roll and the school is over-subscribed in most year groups. The proportion of pupils with special educational needs is below the national average. At 22% the proportion of disadvantaged pupils supported by the pupil premium (additional funding for disadvantaged pupils) is a little below the national average.

#### The distinctiveness and effectiveness of Long Clawson as a Church of England school are good

- Christian values underpin the daily life of the school
- A commitment to meeting the individual needs of pupils, driven by the Christian ethos results in strong academic standards and good progress for all pupils
- Pupils are polite, very well behaved and have a positive attitude to all aspects of the life of this distinctively Christian school
- There are excellent relationships between all members of the school community, a reflection of the Christian ethos

#### Areas to improve

- Establish a systematic monitoring and evaluation process involving staff, pupils, parents and governors to provide a robust review of the impact of Christian vision and values and collective worship on the work of the school, and use the outcomes to plan future development and inform the self evaluation process
- Review school documentation and the school website in order to make the Christian character of the school more explicit

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

The school is very welcoming with a strong Christian ethos. Christian symbols and displays relating to Religious Education (RE) in all areas of the building reflect that Christian values are important here. Progress across the school is good for all groups of pupils, because well targeted high quality additional support meets the needs of individuals. Pupils talk with enthusiasm about their learning and work hard to achieve their best. All aspects of school life are informed by Christian values which contribute to the outstanding behaviour, good pupil progress and the spiritual, moral, social and cultural development of pupils, though there is no indication of this in the behaviour management policy. A parent spoke of the strong rapport between pupils and staff, and their respect for each other. Christian values are modelled by adults and pupils respond well to their expectations. They show care and respect for each other and older pupils help the youngest pupils at playtimes and with managing their food at lunchtimes. The celebration assembly each Friday recognises kindness and good deeds as well as achievement. Pupils are also named as stars in the Book of the Week in recognition of their achievements, which are shared with parents through newsletters and the website. Pupils gain much from the wide range of experiences through both curricular and extra-curricular activities. This, along with their understanding of other cultures and faiths contributes very well to their spiritual, moral, social and cultural development. RE is given high priority in the curriculum and pupils enjoy it. They could recall areas of work covered and are able to apply their learning in their every day lives, contributing strongly to the Christian character of the school. Parents recognise and speak very highly of the school's happy, safe, Christian atmosphere and value the care shown by adults.

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

Collective worship has a central place in the life of the school when pupils and staff come together. There is a well planned programme based on Diocesan themes which are rooted in Christian beliefs and values, with the opportunity to respond to emerging needs or events. Full account is taken of the Christian calendar. All teaching staff are involved in leading collective worship and pupils benefit from the variety this brings. Both the Methodist and Baptist ministers lead worship regularly, but the incumbent has left so there is a period of interregnum. Whole school worship takes place in Garton Hall a short distance away from the main buildings, so staff and pupils walk there together. Year 6 pupils prepare the Hall by setting up the worship table with appropriate liturgical colours, bible, cross and candle, organising ICT requirements and music as an act of service to the school community. Pupils enjoy taking on roles during worship, bringing Bible stories to life. They understand the importance of gathering together to think about God, pray and reflect. Raising the profile of prayer throughout the school is part of the current development plan. Pupils now know and regularly use prayers at lunch time and at the end of the school day, as well as during worship. Worship is presented in a variety of ways including the use of an overhead projector and screen to provide stimulating and thought provoking images appropriate to the worship theme. A lighted candle is used as a focal point during prayers and reflection time. A pupil said 'You feel quiet and relaxed when you are thinking about what you have heard'. Christian festivals are celebrated in St. Remigius Church so pupils have some awareness of Anglican traditions and practice. Parents enjoy the special occasions when they and other members of the community are invited to join celebrations in church. Pupils have some understanding of the Trinity but this is not fully developed. They know that Jesus was the son of God and of his importance in the lives of Christians. Teaching staff regularly evaluate worship informally, the coordinator monitors worship leadership and there has also been some limited governor monitoring, all of which have led to improvements in the quality of worship provided. However, the school now requires a systematic monitoring and evaluation process involving staff, pupils, parents and governors to provide a robust regular review of the effectiveness and impact of collective worship, to identify areas for further improvement.

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

The headteacher, in partnership with the staff team and with governor support, has led the school well through a period of development as a church school, promoting the Christian foundation more clearly. This has led to the introduction of a cross, candle and Bible in all classrooms as a focal point for worship and the school's vision statement and children's charter being displayed prominently in all areas. The RE and collective worship coordinator is now strongly supported in her leadership role and this has led to improvements in the planning, monitoring and delivery of worship and RE. The status of RE and collective worship has also been raised by its inclusion in the development plan and this has led to action plans to make further improvements. The acquisition of the disused Methodist hall by the Garton Trust and its subsequent refurbishment, overseen by the headteacher, has provided a good setting for worship and other activities. The commitment to Christian principles has had a positive effect on standards of achievement and the well being of the whole school community. School documentation and the website do not reflect the Christian vision and values which are clearly present in the every day life of the school. Statutory requirements for collective worship and RE are fully met. There are strong links with parents, the church and the local community which have a clear benefit to pupils. A parent said the village is very proud of its school and the contribution it makes to village life. Parents speak positively of the school and the values it promotes. They are welcomed and say that staff are very approachable and always responsive to their concerns, a reflection of the Christian ethos. Partnership with local churches makes a good contribution to school life. Recently appointed governors have not yet accessed Diocesan training to enable them to fulfil their roles effectively and contribute fully to monitoring and evaluation. However, the senior teacher is attending the Aspiring Leaders course organised by Leicestershire Primary Heads. All the areas identified as focus for development in the previous inspection have been addressed. However the current systems for monitoring and evaluation do not make sufficient use of a thorough analysis of feedback gathered from all stakeholders in order to plan future improvements.