



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The Methodist Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

Long Whatton Church of England Primary School

The Green
Long Whatton
Loughborough
Leicestershire
LE12 5DB

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: October 7th 2014

Date of last inspection: December 7th 2009

School's unique reference number: 120142

Headteacher: Simon Perkins

Inspector's name and number: Stephen Gleave 798

School context

Long Whatton Church of England Primary School is a small village school located in a rural area. Pupils join the school at 4+ and leave aged 10+ at the end of year 5. Almost all the 65 pupils on roll are white British. Forty per cent of pupils come from outside the village. Pupils join the school generally achieving within the age related expectations and by the time they leave standards are above national expectations. The numbers of pupils on the SEN register or in receipt of pupil premium funding is well below the national average. The school is organised into three teaching groups each covering a key stage.

The distinctiveness and effectiveness of Long Whatton Church of England Primary as a Church of England school are good.

- The school successfully promotes a Christian family atmosphere which embraces school, church and local community.
- Collective worship is highly valued by pupils and is a key part of the school day.
- The school is effectively led and managed as a church school by both the headteacher and governors who ensure that all are aware of its church foundation.

Areas to improve

- Provide a clear structure to the Religious Education curriculum particularly in the study of other religions. This will enhance the Christian Character of the school and build upon the memorable events which now take place.
- Introduce a structured programme of monitoring and evaluation of collective worship so as to inform improvement planning.

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

A strong Christian ethos permeates every aspect of school life. As a result relationships amongst all in the school community are strong and pupils feel safe and cared for so that their attendance is better than the national average. Christian values such as trust, endurance and service provide a firm base for all pupils, including the most vulnerable, to thrive both academically and spiritually. There are very strong links between the school, local churches and community. Pupils deliver Harvest gifts in person to people in the village which is a positive experience for all. The Christian values of Honesty, Love, Compassion, Tolerance, Justice, Endeavour and Citizenship are displayed prominently around the school and pupils have added their comments showing how these are demonstrated in their everyday lives. One pupil wrote on a sticker, "Honesty means no lies" and another wrote, "Endeavour is trying hard and not giving up." Pupils are able to make the link between the values and teachings from the Bible and apply these in their daily lives, although they are less sure of how these relate to the teachings of other religions. Pupils of all abilities gain much from a very wide range of experiences both through curricular and extra-curricular activities, particularly outdoors. They make great use of the school grounds and Forest School. All this contributes to their spiritual, moral, and social development being good. This is characterized by the distinctively Christian values which are particularly influenced by collective worship and by the way behaviour is promoted through biblical teaching. It is clear that all members of the school community genuinely care for the well-being of one another both physically and spiritually. The religious education curriculum contains some memorable events which contribute positively to children's spiritual, moral, social and cultural development and the Christian distinctiveness of the school. It is, however, insufficiently structured and includes insufficient reference to other faiths.

The impact of collective worship on the school community is good

Collective worship is a central part of the school day which is greatly valued by all. In addition to staff, worship is led by the incumbent and also by a Baptist leader, on a weekly basis. The content is co-ordinated to avoid duplication. Major festivals such as Harvest, Christmas and Easter are celebrated in the church and are very well supported by parents and the community. Pupils speak enthusiastically about all the worship making such comments as, "It teaches you about life" and "It teaches you how to be a better person." They enjoy the times when drama is used to bring Bible stories to life. This helps to develop their understanding of Jesus Christ and in turn, also makes a valuable contribution to the learners' understanding of Christian theological concepts and beliefs. However, they are still unclear of the significance of the Trinity. Worship is often linked to Christian values such as Justice and Tolerance. Pupils understand why a candle is lit during worship and they join in enthusiastically with hymns and prayers. They all know the Lord's Prayer and the Candle Prayer. Parents report that worship often stimulates conversations at home about the worship that day. Pupils understand that prayer is talking with God. They value prayer and reflection in collective worship and they also say prayers together at lunchtime. There are prayers written by pupils on display in the hall which are examples of their participation in prayer. Some pupils would appreciate more opportunities for prayer and reflection at other times. Learners understand the importance of worship, however, there are currently insufficient opportunities for children to plan, lead and evaluate collective worship. More regular monitoring by all stakeholders would help to identify where improvements could be made and also influence the planning of worship in the future.

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

The school benefits from a vision shared by all stakeholders based on clear Christian values for the school. This has a positive influence on standards of achievement, which are above

national levels and the well-being of the pupils. Strategic planning based on the school's Christian vision, involving staff and governors results in a fully inclusive school. Parents are welcomed and the school community is treated as a Christian family for the benefit of all. The school is very well supported during the school day by parents, governors and by volunteers on a regular basis. Leaders have carried out a detailed self-evaluation of Long Whatton as a church school and have put well considered plans in place for its future development. There are strong partnerships with local churches, local schools and the wider community which have a clear benefit for pupils. Statutory requirements for religious education and collective worship are met. Issues for development from the previous inspection have been largely addressed but there is more to be done particularly in monitoring and evaluation. Some opportunities are provided for the identification and development of staff and governors as leaders in church schools. The incumbent and the Baptist Church are both effective in promoting the Christian character of the school and their contribution is greatly valued by staff, parents and children.

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