



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



National Society Statutory Inspection of Anglican and Methodist Schools Report

Snarestone Church of England Primary School

Main Street
Snarestone
Derbyshire
DE12 7DB

Diocese: Leicester

Local authority: Leicestershire

Dates of inspection: 13th November 2014

Date of last inspection: December 2010

School's unique reference number: 120199

Headteacher: Mrs Sally Hunt

Inspector's name and number: Mr D G Jones No. 166

School context

Snarestone Church of England Primary school is a small rural school in North West Leicestershire and serves Snarestone and surrounding villages with many pupils attending out of the catchment area. The numbers on roll have increased from 42 in 2010 to 79 currently. All pupils are of white British heritage. A below average number of pupils is eligible for additional government spending.

The distinctiveness and effectiveness of Snarestone as a Church of England school are good

- The school's aims and values are carefully based on the Christian gospel and the staff, governors and pupils are committed to them.
- High standards are expected and achieved in learning and behaviour.
- There is an able governing body which plays an important role in monitoring and encouraging.
- There are strong links with the church and vicar.
- Collective worship and religious education are of a very high standard and contribute to spiritual and moral development.

Areas to improve

- Identify values that are specifically Christian.
- Embed new assessment system to further strengthen the monitoring and evaluating of religious education.
- Build on the strength and confidence of the governing body.

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

The school places great emphasis on Christian values and these are displayed in each classroom. Pupils are conscious of the impact of these on their lives, and this is endorsed by parents. They contribute to pupils' excellent behaviour and their care for each other (some acting as buddies or mentors) and respect shown to those with different beliefs. Attainment and achievement for all groups are of a high standard. Results cannot readily be compared with national standards because numbers are so small, but there is a vigorous programme of monitoring and a detailed tracking system which shows clearly how well pupils are progressing. Spiritual and moral development is very good and reflects the emphasis given to Christian values and the quality of collective worship and religious education. There is an excellent link with the church and the vicar, and members of the congregation make an outstanding contribution and are greatly appreciated by pupils. Pupils have had the opportunity to visit places of worship of the Sikh, Hindu, Muslim and Jewish communities in Leicester and spoke at length about their impressions. The vicar recently visited the diocesan link diocese in Tanzania and has been able to share that experience with pupils. Prayer plays an important part in school life and pupils readily write and read prayers. Each class prays at lunch time and at the end of the day. Parents have a high regard for the school and the achievement and behaviour of pupils. One parent commented on the high standards of care, skill and determination which had enabled a young person with autism to go forward to a main stream school with confidence.

The impact of collective worship on the school community as a whole is outstanding

Collective worship is planned each half term based largely on themes suggested by the diocese and the school's values. It has a strong focus on Christianity and pupils are encouraged to think carefully about their own lives and those around them at home and in the community. They are very conscious of the influence of this teaching and experience on their own lives. Pupils are encouraged to create their own prayers and to lead prayers in class at lunch time and the end of the school day. The head and senior teachers lead worship each week, the vicar leads monthly as does a church community group. Open the Book is offered monthly and is very popular with pupils, as is Ashby Youth for Christ, who lead worship termly. All the staff attend. Pupils enjoy participating in and leading worship. They sing Christian songs with gusto and enjoyment. The worship observed, led by the vicar, followed the weekly theme of remembrance and pupils responded to many pictures with memories, some humorous, some profound and spiritual. The vicar's recollection of odds and ends in memory of her faith brought great hilarity from younger pupils and led to the Jewish passover and the Christian communion. Worship takes place in church at festivals and pupils enjoy the experience as do the many parents who attend. Governors play an important part in monitoring collective worship and each act is evaluated and recorded. The behaviour of pupils during collective worship is exemplary and the music played as they enter is suitable to create a quiet peaceful atmosphere.

The effectiveness of Religious Education is outstanding

The school follows the diocesan syllabus and ensures that highly effective assessment is maintained with termly tracking of learning, progress and achievement. Differentiation is ensured and there is strong support for statemented pupils. Liaison is maintained with a Jehovah's Witness family to enable their wishes to be respected while including the pupil in as much of the curriculum as possible. All teaching is good or outstanding. During the inspection, the vicar joined one class to consider their questions about God. These were wide ranging and profound and were all answered with honesty and sincerity. Another class compared the Jewish Shema and the Lord's Prayer. This was carried out at a fast pace and included a valuable video of the Shema being sung. Younger pupils explored the calling of the disciples and the nature of Jesus as a Good Shepherd. All teaching was related to the age of the pupils with differentiation for ability within each class. The lesson for older pupils was demanding and stimulating and they responded with depth of thought, spiritual understanding and questioning

minds. Religious education has a high profile in the school with each class having at least one hour discrete lesson each week, and with religious education being integrated into other subjects wherever links would be relevant. The syllabus provides for the study of other religions as well as Christianity and this is enhanced by a programme of visits to places of worship which has considerably improved pupils' understanding of other faiths. Efforts have been made to establish links abroad but this has not proved possible, but would be invaluable. The school's focus on values is important for religious education and for other subjects. Staff take full advantage of training available from the diocese and this is evident in their work. Parents appreciate the opportunities offered to pupils to learn about and experience the Christian faith whilst also encountering other faiths and cultures.

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

The headteacher has a clear vision for the school as a Christian school and this is reflected in school values. This is shared by the staff who work closely with the head in this small school. The mission statement commits them to ensure that pupils 'participate, excel and are proud of their achievements'. The governors are fully behind these values and the drive for high standards, and the pupils are certainly proud of their achievements. Staff and governors monitor performance and achievement thoroughly and support one another. Many governors are parents and links with the parent body are very good. A good response is made to questionnaires which are issued to parents and are very positive. Staff and governors have attended appropriate diocesan training courses. Strategic planning for religious education and collective worship is based on school evaluation and inspection reports and priorities are identified, implemented and monitored through the School Improvement Plan. There is good liaison with the other schools in the partnership to which the school belongs and it is valuable in comparing standards between schools. The vicar makes an outstanding contribution not only as a governor, but also in religious education and worship. The school council makes a valuable contribution to development, especially in relation to outside links and charitable giving. The chair of the governors is fairly new in post but has made a significant contribution and there is potential for the governing body to develop as an outstanding contributor to the leadership of the school.