



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### St Cuthbert's Church of England Primary School.

The Chase  
Great Glen  
Leicester  
LE8 9EQ

**Previous SIAMS grade:** Good

**This inspection grade:** Good

**Diocese:** Leicester

Local authority: Leicestershire

Dates of inspection: 6 March 2015

Date of last inspection: January 2010

School's unique reference number: 120131

Headteacher: Anne Burbidge.

Inspector's name and number: Kathryn Allsopp

Quality assurance: Lyn Field 151

#### School context

St Cuthbert's Church of England school serves the village of Great Glen and the surrounding smaller villages. The headteacher has been in post since 2009. There are currently 235 learners on roll, who are mainly from a White British background. The proportion of disadvantaged learners and those with SEN is below the national average. The school is growing and an extension will be added this academic year. A new vicar is working with the school following a long vacancy.

#### The distinctiveness and effectiveness of St Cuthbert's Church of England Primary School as a Church of England school are good

- The strong leadership of the headteacher is based upon Christian values and ensures all learners achieve academically and personally.
- The provision for collective worship and religious education (RE) has a clear impact on the good relationships that exist between all members of the school community.
- The rich curriculum, which includes RE, prayer, reflection, music and art contribute to the learners' spiritual, moral, social and cultural development enabling them to express their feelings and ideas clearly.
- Learners demonstrate cultural understanding and respect as a result of RE and links with schools in Leicester and Bangladesh.

#### Areas to improve

- Ensure the school's Christian distinctiveness, based upon a clear theological grounding, is understood by all members of the community.
- Use the 'Worship Workshop' to enable learners to play a more instrumental role in the planning and delivery of collective worship.
- Involve leaders at all levels in ensuring that the whole curriculum is informed by the school's Christian values.

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

St Cuthbert's is a harmonious school where relationships are strong and learners proudly state there is 'peace in our school'. The headteacher passionately states that the school is there to 'make a difference to the learners, in all areas of their lives'. She also describes her hope that as the learners get older they will build upon the firm foundations provided by the school. Christian values have been chosen by leaders and staff to be relevant to the learners now and in their future lives and the school reward system is built upon them. As a result learners are able to describe the way that Christian values affect their decisions at school and beyond the school day. Behaviour is good and children treat each other with respect and care. Attendance is very good because of the supportive approach shown towards all families based upon a clear understanding of each child's unique needs. Pupil premium funding is used to ensure academic progress and access to the enriched curriculum. As a result, attainment is good and all pupils make good progress as a result of continual self-evaluation. Parents clearly state 'every child matters' here.

Learners are confident and independent. They lead many initiatives. A very good example of this was a group of year 4 pupils who had organised competitions to raise money for the 'Mary's Meals' charity. Learners benefit from a rich curriculum with many enrichment activities including a strong emphasis on the arts. Learners regularly take part in art, drama, musical and engineering activities on a local and national level. The vibrant displays around the school celebrate their achievement and also prompt them to think deeply. A good example of this was a display on endurance where learners were asked to write how they would respond in a difficult situation. This together with collective worship and RE contribute to the spiritual development of all learners enabling them to describe their feelings and ideas clearly. The school enjoys good relationships with all members of the school community. Parents value the care and concern shown for each child and for the whole community. There is wide recognition that there is 'something special about a church school'. However, exactly how the Christian values make an impact is not clearly understood.

Learners enjoy RE and standards are good. They are able to describe the church year and stories from the Bible. They demonstrate cultural awareness and respect as a result of work on different religions and also visits to different places of worship. They state confidently we should be 'friends with everyone whatever religion'. The school has developed links with a school in Leicester and one in Bangladesh. It models cultural awareness and respect by displaying learners' artwork from Bangladesh alongside its own.

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

Pupils and staff describe collective worship as important, stating it is the 'only time we are all together'. Worship is Christian in nature and is based upon the Diocesan Board of Education's themes together with special events from the Christian calendar. All members of staff, the local incumbent and classes lead worship. Learners engage fully in worship; they listen attentively and participate when invited. Learners explain that during assembly they learn 'how to behave and how to get along'. Bible stories are used effectively alongside other moral stories to guide learners. Learners recall Bible stories and explain that the parable of the wise and foolish builders teaches us to 'be wise and to make the right decisions'. They are able to give examples of the Christian values they see in different Bible stories. They demonstrate concern for others and there are many examples of charity work such as raising money for the local hospice. Learners recognise the importance of prayer describing it as a 'message to God'. During worship, prayers are said including the Lord's Prayer. Learners sometimes write their own prayers and describe them as a way of saying thank you to God, asking for his help or saying sorry. They can describe the life of Jesus and understand his importance to Christians saying, 'he's God's son'. They are not familiar with the term 'Trinity' but are able to describe God as Father, Jesus as Son and the 'Spirit all around us'. Children take responsibility for preparing the hall for worship. They have a good understanding of the liturgical colours used to signify different times in the Christian calendar and know that they are used in church.

Learners are able to describe the main Christian festivals. Learners are excited about the new 'Worship Workshop' which will enable them to take more responsibility for worship. Parents say they enjoy joining pupils at the Harvest and the cradle services at St Cuthbert's church. Some pupils also join the church congregation at their Christingle service. Governors attend collective worship in school and at church regularly. Staff and governors both carry out monitoring of worship formally and informally. The monitoring is used to inform future planning and to ensure that the provision is improved. An example of this is the increased use of drama, music, power point and increased pupil participation to make worship creative and enjoyable.

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

The headteacher's vision is based upon Christian values and all staff and governors support this. However, not all members of the school community can articulate the biblical connection. Governors state 'it is important for children to feel valued' then 'they have the confidence to achieve'. The headteacher provides strong leadership and has evaluated the school's Christian distinctiveness accurately with staff and governors. She ensures that all staff are good teachers committed to the development of each child in its widest sense. The headteacher is the co-ordinator for collective worship and ensures that provision is relevant to the learners. The newly appointed RE co-ordinator has benefited from professional development with the Diocese. She has also worked with co-ordinators from other church schools sharing good practice. As a result she has a clear understanding of the strengths and the areas for improvement. Collective worship and RE meet statutory requirements. They are both contributing to learners' understanding of Christian values but as yet this does not extend to all areas of the curriculum.

Staff work hard to build strong supportive relationships with parents. Parents feel involved and well informed. They appreciate the way in which the school 'reaches out into the community' such as working to improve the local play area. Parents value the church services and assemblies they are invited to. There are strong links between the school and St Cuthbert's church. Foundation governors maintained close links with the school during a period without an incumbent. The school was involved in the appointment of the new incumbent. She has already made strong links with the school and is working with senior leaders, governors and learners to develop all aspects of its Christian distinctiveness. A very good example of this is the worship workshop, which prepares learners to plan and lead worship.