



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

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| <p><b>Newton Flotman Church Of England Voluntary Controlled Primary School</b><br/>School Road,<br/>Newton Flotman,<br/>Norfolk<br/>NR15 1PR</p> <p><b>Previous SIAMS grade:</b> Good</p> <p><b>Current inspection grade:</b> Good</p> <p><b>Diocese:</b><br/>Local authority: Norfolk<br/>Dates of inspection: 21 October 2015<br/>Date of last inspection: 27 &amp; 30 September 2010<br/>School's unique reference number: 121048<br/>Headteacher: Jeremy Johns<br/>Inspector's name and number: Jean Johnson 608</p>  |
| <p style="text-align: center;"><b>School context</b></p> <p>This is a smaller than average primary school with 142 pupils on roll. Almost all pupils are of white British heritage and come from Newton Flotman and two neighbouring villages. The church is close to the school.</p>   |
| <p style="text-align: center;"><b>The distinctiveness and effectiveness of Newton Flotman Primary as a Church of England school are good</b></p> <ul style="list-style-type: none"> <li>- Pupils know, understand and live the school's core Christian values. All stakeholders' involvement in deciding and establishing these values ensured ownership by the whole school community.</li> <li>- The strong and effective partnership with the local church community enhances and strengthens the school's Christian distinctiveness.</li> <li>- The school's Christian ethos is exemplified in the positive relationships between all members of its community, who show respect and care for one another. Parents recognise the positive effect the school's Christian ethos has on their children.</li> </ul> |
| <p style="text-align: center;"><b>Areas to improve</b></p> <ul style="list-style-type: none"> <li>- Ensure that the monitoring of the impact of collective worship and religious education by all stakeholders is systematic and evaluative so that it leads to the continuous improvement of the school as a church school.</li> <li>- Provide more visual foci for reflection throughout the school, particularly in classrooms, to further develop pupils' personal spirituality.</li> <li>- Increase pupil involvement in collective worship by giving them more opportunities to plan and lead worship.</li> </ul>   |

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

All members of the school community, parents, children, staff and governors, have played a part in deciding and establishing the school's core Christian values of 'love, enjoy, accept, respect and nurture (LEARN). Pupils talk about how these values are special to them as this is a church school and how their understanding of what these values mean helps them to know what God and Jesus would want them to do. They care for each other and play together well. The school's Christian values are also highlighted during staff recruitment, ensuring continued support for the Christian ethos of the school.

This strong Christian ethos, informed by the values, is clearly evident in behaviour and attitudes throughout the school. Parents agree that the ethos benefits their children. They talk about how staff reinforce the key values, for example respect, and say that their children are happy and well cared for within the school. The Staff value pupils as individuals and identify pupils who need additional support. As a result, most pupils, including disadvantaged pupils, make expected progress and some make more than expected progress. Attendance is above national averages.

Careful consideration has been given to pupils' spiritual, moral, social and cultural development. Charitable giving has a high priority within the school with donations being given to a variety of charities. At the time of the inspection, pupils were bringing gifts for the 'Operation Christmas Child' shoebox appeal. They enjoyed choosing which box to add their gift to and valued this opportunity to help children in need. Learning about celebrations in other countries, for example the Chinese New Year, together with the active links the school has with an Anglican school in Uganda, gives pupils an appreciation of life in other cultures. They make comparisons between this and their own lives. These links also contribute to pupils' understanding of Christianity as a multi-cultural world faith. Pupils take part in a variety of interesting and thought provoking experiences in whole day religious education (RE) workshops. Older pupils talk about the practical experiences which give them an understanding of the meaning and significance of food and traditions associated with festivals in the Jewish calendar. Younger pupils gained a good understanding of the Easter story through the activities they took part in.

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

The school's Christian values are regularly reinforced within collective worship, ensuring that pupils understand their relevance to their everyday lives. Members of the local church community join with staff to plan and lead collective worship. Planning includes major festivals in the Christian year as well as relevant themes chosen from the Values for Life materials. Special celebrations, for example at Easter and Pentecost, extend pupils' knowledge of local Anglican traditions and practice and have given them a growing understanding of God as Father, Son and Holy Spirit. Pupils talk enthusiastically about taking part in the weekly Open the Book acts of collective worship which are led by members of the local church. They make a significant contribution to pupils' Biblical literacy. Pupils make links between the Bible stories they see acted out and their own lives. They say for example, that the story of David and Jonathan showed them the importance of friendship and loyalty. They also value the Friday 'celebration assembly' where they celebrate both their own and others' achievements: being 'good to each other' as well as 'doing good work'.

Pupils write their own prayers which are used at different times in the school day. They talk about the activities they took part in during prayer week. They say, for example, that the prayers they wrote and hung on the prayer tree and the prayer stones helped them to think about God and reflect on how he would want them to make the right choices and help other people. The school now has a permanent prayer space and pupils talk about how they can use this for personal prayer and reflection.

Older pupils prepare the hall for collective worship and support younger pupils. They do not however regularly plan, prepare and lead acts of worship themselves.

Although no regular formal monitoring of collective worship takes place, staff and foundation governors do note the impact worship has on pupils and discuss this informally.

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

The head teacher, staff and governors have a clear Christian vision for the school. Governors work closely with the head teacher on the Christian Character committee to plan developments to the school's Christian distinctiveness. This committee is chaired by the incumbent and is particularly active in the development of the school's vision. They also support its implementation by leading initiatives, for example prayer week, to further develop the school's Christian character. The headteacher and governors have ensured a renewed focus on the school's core Christian values and ensured that they are evident to all stakeholders. They are prominently displayed in the school entrance, on the school's web site and in the leaflet given to all new parents which answers the question 'What is great about being a church school?' Their positive impact on pupils and school life in general can be seen throughout the school and has been monitored and evaluated by governors. The new school logo, designed by a pupil, makes clear the school's church foundation.

The school works closely with the local church community. As well as leading weekly acts of collective worship, members volunteer within the school and also support particular events for example at Easter. They act as role models for pupils, exemplifying Christian service. The annual leavers' service, attended by a number of parents, takes place in the local church and pupils are presented with a Bible which they say will help them to remember their time at a church school. The school premises are used by the local church for example for the monthly Café Church, ensuring that it is seen as a church school by the community in general.

The RE subject leader has introduced an enquiry based approach to the subject and supported all staff in implementing this for their classes. She has been supported in this by the local incumbent and the Diocese. RE is incorporated in the curriculum map and teaching has been blocked to promote deeper pupil engagement with key questions. The subject leader has monitored outcomes recorded in books and had informal discussions with staff. However she has not yet carried out other monitoring activities to fully evaluate the impact of the changes to the curriculum on pupils.

The Christian Character committee, through its close involvement with the school, has gained an understanding of its strengths and weaknesses as a church school. However their monitoring is not yet sufficiently systematic or evaluative to be fully effective in supporting continuous improvement to the Christian distinctiveness of the school.

SIAMS report October 2015 Newton Flotman VC Primary School, Norfolk, NR15 1PR