



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Neatishead Church of England Voluntary Controlled Primary School

School Road  
Neatishead  
Norfolk  
NR12 8XN

**Previous SIAMS grade: Good**

**Current SIAMS grade: Good**

**Diocese: Norwich**

Local authority: Norfolk

Dates of inspection: 18 June 2015

Date of last inspection: 22 June 2010

School's unique reference number: 121090

Headteacher: Karen Dukes

Inspector's name and number: Chris Wilson-Town 686

#### School context

This is a much smaller than average rural primary school with 37 children aged between 4 and 11 years old in two classes. Since the last inspection, the school has federated with another Church of England primary school under the leadership of an Executive Headteacher and a single governing body. There has also been a complete change of teaching team. The school is located in one of the three village parishes it serves. Most festivals and celebrations take place in the nearby church to which children walk.

### The distinctiveness and effectiveness of Neatishead Primary School as a Church of England school are good

#### Established strengths

- Prayer is embedded, valued and respected within the school giving children the confidence to commit their personal thoughts to God and enhance their understanding of Christian spiritual development.
- Religious education (RE) significantly contributes to the school's Christian character and its good spiritual, moral, social and cultural (SMSC) development by enabling children to investigate Christianity and other religions so that they can understand better their own faith and respect that of others.
- Collective worship, securely rooted in Anglicanism and underpinned by the commitment to provide a Biblical context, presents children with worship clearly linked to the

school's Christian values and involving a variety of Christian leaders and settings.

- The excellent leadership of the headteacher has, through Christian fellowship with staff and governors, transformed the school's distinctiveness and effectiveness so that children achieve well in a safe and caring Christian community.

#### **Areas to improve**

- The organisation of collective worship to enable greater opportunities for children to lead and create the celebration of the Christian message and participate in its evaluation so that there is a clearer evidence of how collective worship has enhanced their Christian and spiritual development.
- In partnership with parents and the wider community, give greater focus to how the school's Christian distinctiveness is presented, regarded and valued so that the school leadership can give clearer witness to its influence and impact outside school.

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

Photographs of all children and staff are apples on Jesus Christ the Apple Tree with its roots in the Values for Life. This display encapsulates how the school creates a distinctively Christian learning environment enabling all children to strive for excellence, safe and secure in God's love and care. Bible quotations remind children that good attitudes to learning such as perseverance and creativity are rooted in Christian teaching. Staff model the school's values and share the commitment to nurture every aspect; 'it is important for children to be still and think, prayer provides that'. Parents see its Christian character as providing 'a sense of identity', that children are 'not just taught, they really learn'. Children's good behaviour and relationships are founded by high expectations of care and respect. Circle assemblies provide time for children to talk and think about the school's development, practising stewardship. Children see saying the Grace before lunch, whether in or out of school, as the norm 'because God makes food and we say thank you for this'. Parents confirm this continues at home. RE is enjoyed, 'learning more about God and Jesus', and older children demonstrate good thinking skills 'pilgrimage is a form of escapism from distractions to give an opportunity to reflect and receive God given guidance'. Assessment evidence shows that boys' speaking and listening skills benefit from the discussions taking place in RE, with all children making good progress. Excellent displays on other religions enable children to see what is different and what is the same; 'it is important to learn about other religions so that if children from other cultures come to our school we can make them feel welcome and respect them'. Parents confirm that children 'know more about other faiths and cultures', giving them a good understanding of Christianity as a world religion and Britain's multi-cultural diversity. Sharing experiences with Tariro Orphanage and School, Zimbabwe, helps children see how lives elsewhere are very different and appreciate what they have. Fund-raising activities are related to fairness and generosity.

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

The wooden cross created by a parent from an old post is a powerful exemplification of 'I am the resurrection and the life'. Children understand its relevance; 'the cross reminds us of Jesus and he died for us. It is important because we are a church school'. Collective worship is integral to the school's life whether in school or 'on the beach, to celebrate the God's world'. The school prayer is said regularly 'because it is nice to talk to God about our school', helping to create an atmosphere of joyful reverence. Children's work shows they understand the Lord's Prayer and forgiveness; 'when you're forgiven you feel you are out in the light'. Children enjoy writing prayers. The prayer stations are well-used and follow the worship value. As prayer is accepted and encouraged, children are confident in sharing their thoughts with God and Jesus, knowing that these will be valued and respected by others who read them. 'Thank you for giving me hope' and 'I am very happy to say that I am a Christian. You have looked after me and

my family'. Effective planning ensures that the incumbent, other church members and governors consistently reference the school's values to the Bible, affirming Christian distinctiveness. Linking photographs of school activities to Bible readings and other seasonal foci secures a good understanding of the Anglican year. Children are introduced to the Trinity and the Holy Spirit, 'that's like the hair-dryer, it's all around us', through engaging activities. Children participate willingly and say that acting stories helps them to understand; 'it feels like we were there'. However, there are limited opportunities for children to lead and create worship. Whilst formal monitoring by teachers and governors includes their responses, children do not fully participate in evaluation. Therefore, sustained impact is less evident. Festivals and larger celebrations take place in the parish churches. Parents see children confidently demonstrating Christian worship, strengthening personal and community connections with the church.

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

The school's leadership and staff are united in wanting children to be moved by and have an openness to religious thinking, particularly Christian teaching, so that they can develop spiritually as well as socially, morally and culturally. The good achievement of all children is secured by the leadership's visible emphasis that perseverance, calmness and praise enable effective learning, also leading to good attendance and behaviour. Governors see Christian principles as paramount to their work; their code of conduct emphasises 'real honesty and an underlying love'. The incumbent and foundation governors actively guide and advise but all governors take responsibility for monitoring and evaluating Christian distinctiveness. Hence they know the school very well. The school's Christian development is well identified in strategic planning. However, the school's leadership has not fully assessed how parents and the wider community evaluate the impact of distinctiveness. Therefore, parents' contribution to its development is limited. RE leadership is strong and evaluative; the partnership with the Diocese, and sharing practice and planning in RE and collective worship across the federation leads to highly effective professional development enhancing Christian distinctiveness. Therefore, current and future church leaders are well-prepared. Good links with the Mirfield Monastery heighten children's understanding of personal Christian commitment. Church displays of work and their participation in the Women's World Day of Prayer or reading of prayers at Remembrance Day services enable children to give witness to their Christian learning. Self-evaluation is well-founded and the development foci have been addressed. Statutory requirements and the Statement of Entitlement are met.

SIAMS report June 2015 Neatishead CEVC Primary School, Norfolk NR12 8XN