



ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The Methodist Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrews Church of England Voluntary Aided Primary School

The Street
North Lopham
Diss
IP22 2LR

Previous SIAMS grade: Satisfactory

Current inspection grade: Good

Diocese: Norwich

Local authority: Norfolk

Date of inspection: 25 February 2016

Date of last inspection: 21 March 2011

School's unique reference number: 121149

Headteacher: Louise Norgate

Inspector's name and number: Caroline Clarke 711

School context

St Andrews is a very small school, serving a rural community on the Norfolk/Suffolk border. Almost all pupils are from White British backgrounds. The leadership of the school has changed since the last inspection and St Andrews is now part of a federation of three schools, serving several benefices and villages. A significant number of staff are new to the school.

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

- The vibrant, inviting and spiritually enriching learning environment ensures that the Christian ethos is at the very core of daily life throughout the school.
- The strength of Christian purpose and teamwork is a key contributor to school improvement.
- Parents, governors, staff and pupils all recognise St Andrews as a positive, caring, nurturing community based on strong Christian values.
- There is an embedded desire to continuously improve, supported very strongly by established links with several local churches.

Areas to improve

- Provide regular opportunities for pupils of all ages to be actively involved in the planning, delivery, and evaluation of individual acts of collective worship so that they have a deeper understanding of their role as worship leaders and greater ownership of the worship itself.
- For staff to look creatively at ways of introducing pupils of all ages to religious and cultural diversity and difference in order to deepen their understanding of faith communities.
- Further develop the good leadership of RE by ensuring that the good practice in

St Andrews
Blo Norton
Summer 16

Caroline Clarke

feedback marking in pupil books is embedded throughout the school, so that all adults can support pupils well in the next steps in their learning.

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

At St Andrews there is a very strong sense of belonging to a caring, inclusive community where there is respect for all. Pupils have growing understanding of diversity within their own community explaining how all people should be treated equally regardless of their race or religion. They could recall work they had done on this in anti-bullying week and how it influences their decision making at playtimes. The distinctive Christian character is evident at its core as staff, parents, pupils and governors talk about the kindness, friendliness, tolerance, respect, pride, warmth, welcome and happiness. Linked with this, pupils talk about how these values are rooted in the bible. Children in YR and Y1 have made beautiful sparkly pictures of God's name to celebrate how special a person he is. There is a positive working atmosphere throughout the school and the behaviour of pupils at community events, such as the remembrance parade, has been described by villagers as impeccable, where their prayerfulness and reverence was notable. This gives a clear message to those locally, that the pupils understand that reflection and thinking of others and giving thanks for their service is important to the Christian school community. Progress and standards across the school are good for all children including those who are vulnerable. The Christian character of the school contributes significantly to these good results both because of the clearly good progress, understanding and attainment in RE but also through the good attitudes to learning such as sharing, co-operation and respecting the views of others, as taught by Jesus. The clear Christian message of 'seeking to reflect the love of God' has high profile on the school website and in all communication, as well as throughout the school building. An eye catching wreath display enables every child in the school to share examples of wisdom that they have learnt from their parents, linked to a bible verse from proverbs. Since the previous inspection, staff have worked hard to make explicit links between social, moral, spiritual and cultural development and Christian teachings. The impact of this is evident in displays, planning and pupils' work. For example, the oldest pupils have made 'deliver us from evil' sculptures linked to the temptation of Christ. Religious education contributes well to the character of the school, seen in whole school curriculum enrichment days such as 'Experience Easter' and interactive displays such as the current 'Lenten Tree' where pupils have the chance to reflect and write prayers of thanks and hope. Such opportunities embed Christian teachings, knowledge and understanding and ensure that pupils know that Christianity is at the centre of all their learning.

The impact of collective worship on the school community is good

Pupils know that collective worship is a special and spiritually distinct part of the day. They say they especially enjoy the singing and the very helpful values displays. All staff attend worship daily and all teachers are involved in its planning and delivery, demonstrating their commitment to the spiritual team and their secure knowledge and understanding of Christian teachings. Pupils can explain how the reflection area is used spiritually for prayer. Evidence of good daily reflection, both in worship and class, is seen in planning, class worship area displays and reflection books in classrooms, contributing to pupils' spiritual development. Four children are chosen daily to bring up a bible, candle, cross and bell to the worship table. The children understand that these objects symbolise God as the word, Jesus as the light and the Holy Spirit as discipleship. Each class has a worship area, where the objects are kept, making strong and valuable links between the worship message and classroom learning. Staff and pupils can explain the significance of these objects, for example a child explained that the cross is a Christian symbol that reminds us of Jesus dying on the cross at Easter time. Reflective class journals filled in weekly and thoughts for the week, annotated by pupils, show the impact of how these class worship areas are used continually in every class, since pupil comments show how individuals are developing in their spiritual thinking and reflection. However, through worship children of all ages are beginning to understand God as Father, Son and Holy Spirit.

The worship cycle is based on Christian festivals and values and the Anglican liturgy is embedded in both planning and practice. Pupils have regular opportunities to pray and all regularly say the Lord's Prayer, having also recently studied the meaning of it in detail, resulting in staff and pupils having better knowledge and understanding of the words.

Collective worship is very thoroughly planned, monitored and evaluated. Governors monitor collective worship and the collective worship leader has worked with foundation governors to ensure that the pupil voice is heard and acted upon. However, pupils have only just begun to plan and deliver a few acts of collective worship. Pupils say that they would like to do more drama and are excited about planning their own worship, supported by worship leaders who are keen to commit time to embedding this good practice.

The effectiveness of the religious education is good

Teaching and learning in religious education is at least consistently good. Careful and detailed planning of the curriculum ensures that exciting lessons are offered and the work is differentiated well to meet the specific needs of all abilities of pupils. Pupils talk with knowledge and confidence about their learning in religious education. For example, a pupil explained how the scrolls made and decorated by the youngest pupils were called torahs. They explained further that these are the special holy book for Jews and the writing in them is Hebrew. Pupils learn about religion and from religion, with two thirds of the curriculum having a Christian focus. Good examples of self-assessment are evident in pupil books and staff set ambitious end of year targets for each pupil. Progress in RE is good for all pupils, including those who are vulnerable and this mirrors the good progress in core subjects across the school. Reflection books are used well in every class for children to express their views and make important links between collective worship and the religious education curriculum. There are some examples of marking that inform the next steps in learning but this good practice is not consistent throughout the school. The RE Subject Leader is experienced, knowledgeable and passionate. She provides support for colleagues through lesson observations, sharing of best practice and training for staff. On the day of the inspection, strong feedback marking comments were seen in the oldest pupils' books and these pupils regularly respond in writing. The same process happens orally for the younger children.

Staff and governors recognise the need to provide opportunities for all pupils to experience other faiths and if possible visit other places of worship. The religious education subject leader has recognised her role in resourcing and finding such opportunities, considering the rural location of the school and the limited budget of a small school. Masai Christian warriors visited the school and this widened pupil understanding of the breadth of Christianity, an area that has developed well since the previous inspection.

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

Christian leadership at all levels is a strength of the school. All stakeholders are keen to work together and continuously strive to improve, under the clear, strategic vision owned and created by the whole school community. The school's mission statement, 'A community seeking to reflect the love of God' is evident in the Christian teamwork shown by pupils, staff, parents and governors. The Headteacher's own faith, enthusiasm, aspiration and child centred approach are at the heart of the school's success and progress and this is mirrored across the school staff. The foundation governors provide a good level of leadership, direction and challenge, understanding their monitoring role well. They have formed a sub committee that meets regularly with the RE subject leader and this holistic approach has significantly driven changes forward such as whole school understanding of the Lord's Prayer and the daily use of question based RE teaching led by the pupils themselves. Staff and governors have undertaken regular Christian training and the impact of this can be seen in pupils' work, for example the increased use of pupil led questioning in books and the fine tuning of governor monitoring visits. The RE Subject Leader has enabled the school to achieve the Bronze RE Quality Mark award, that celebrates and recognises the RE delivered by all staff and RE work produced by all pupils. She has also planned and organised an extremely memorable and successful 'Experience Harvest'

across the federation, meaning that best practice has been shared and RE teaching ideas exchanged across three local schools. The RE Subject Leader is well supported by the leadership team who ensure that the Christian distinctiveness of the school is always a key area of the school improvement plan, resulting in Christianity always being at the centre of all aspects of school life. For example, policies are reviewed in the light of the school's Christian ethos and the cross-curricular approach to teaching has Christian values at its core.

The school has good communication with parents who speak very highly of the approachable staff. One parent commented that the staff had really listened and been especially supportive regarding the specific and individual needs of their child.

Governors are proud of the display for the year that shows that over half the whole school activities undertaken, across all curriculum areas, are linked to Christianity. Through all the events depicted, the school has achieved its strategic purpose of ensuring that Christian distinctiveness has a marked impact on pupil progress and attainment for all ages and abilities by driving learning and understanding forward in a purposeful, Christian and exciting way. The school works closely and effectively with its local churches, incumbents and the Diocese. The impact of this is seen in the vibrant and educational Christian displays, consistently good teaching of RE and the strong mutual support and respect across the school community. As a result St Andrews is strongly placed to continue to improve.

SIAMS report February 2016 St Andrews CEVA Primary School, North Lopham IP22 2LR

SIAMS for FEDERATIONS.

The All Saints, Hapton & St Andrew's Federation schools have all had a SIAMS recently - the first at Hapton on 24th November 2015 and the last at St Andrew's on 15th February - Taking out two weeks at Christmas and a further week for February half term, this represents quite an Inspection overload, and prompts me to make the following suggestion:

Where all the schools in a Federation are due to be inspected over a very short time scale, there should be a single Inspection carried out on successive days.

For a three school Federation, two days would allow the Inspector to meet the Executive Head, Foundation governors and the Subject leader for RE and CW on the first morning, then give half a day visit to each school to see CW; RE teaching; meet pupils; incumbent, and any other personnel.

A Four school Federation would need a further half day .

A single feedback could be followed by school specific comments, if appropriate.

The advantages of this approach:

One meeting for the Head; governors and subject leader - who are the same for all.

One set of papers for the L & M team evidence;
Schools would each have their own evidence portfolio, reflecting local differences.

Objective consistency in the judgement regarding Leadership & Management , and also across the other areas.

Less time out of class for the subject leader, so more continuity for pupils

A reduction in supply costs to the budget(s) of the schools.

May be some savings of Inspector costs - not sure if there is a fixed fee per inspection.

A separate report for each school to reflect differences of setting; staffing etc.

The Downside for the Inspector would be a very intense few days, but this could be offset by having inspection free days either end.

