



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Peter and St Paul Carbrooke Church of England Primary Academy

Church Street
Carbrooke
Thetford
IP25 6SW

Previous SIAMS grade: Good

Current inspection grade: Satisfactory

Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 14th March 2016

Date of last inspection: 25th March 2011

School's unique reference number: 121029

Headteacher: Hannah Wheeler

Inspector's name and number: Jenny Daniels 664

School context

St Peter and St Paul Carbrooke Primary Academy takes children from a wide and diverse area. The recent development of a nearby housing estate has impacted on the socio economic make up of the school and as a result the number of pupils eligible for the Pupil Premium funding has risen to 55% which is higher than the national average. A new chair of governors was put in place by governor services in December 2015 and a substantive head took up post from January 2016 following a term with no clear leadership in place. The school became a member of the Diocese of Norwich Education and Academies Trust in February 2015.

The distinctiveness and effectiveness of St Peter and St Paul as a Church of England Primary Academy is satisfactory

- The recent appointment of a substantive headteacher and a new chair of governors, in conjunction with the support from the Diocese of Norwich Educational and Academies Trust, (DNEAT), places the school in a good position to make rapid improvement. There is a clear, strategic school improvement and development plan in place to address both pupil outcomes and church school distinctiveness.
- Children enjoy contributing both within and in the leading of collective worship (CW) at special times in the school year, which enables them to identify clearly the distinctive features of different Christian traditions in worship.
- Children say they feel safe and valued as a result of the commitment and determination with which the school tries to instil positive behaviours and provide appropriate support for those children who find school particularly challenging.

Areas to improve

- Revisit the school's vision and values statement to incorporate key Christian values in order to promote the core status of the school's Christian character.
- Introduce a more rigorous approach to the monitoring and evaluation of CW to establish the extent to which it makes an important contribution to the overall spiritual development of all children and members of the school community.
- Further develop the role of the leader for CW to bring about improvement in the quality and provision of CW by introducing a more systematic approach to the planning of CW so that there is continuity, cohesion and variety.

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

Although relationships across the school and within the wider community are struggling at this present time, the majority of children and adults show respect for each other and the school holds fast to its core values of respect and community. The school is generally an orderly and safe place. The children say they "feel safe" at school and how they always have someone to go to if they need help or support. Some children talked of incidents of bullying but could recall how this had been swiftly dealt with. They have a good understanding of how to keep themselves safe when using the internet. School council members talk enthusiastically of the many fund raising events they hold. One pupil recently asked to raise funds for a national cancer charity showing how the school's value of service and compassion has an impact. Supported by the school, the pupil planned and implemented a cake sale raising a substantial amount of money. The children have some understanding of the Christian roots of these values as they talk of Jesus showing compassion for all people and how everyone is valued by God. Religious Education (RE), is taught throughout the school in accordance with the Norfolk agreed syllabus. Children talk of how "God wants us to be proud of ourselves and respect everyone", indicating the extent to which RE makes a contribution to the Christian character of the school. Currently no children are withdrawn from RE. Behaviour is overall good but a small of minority of pupils are demonstrating unacceptable levels of poor behaviour at this time which is having an impact on staff morale and pupil outcomes as well as the overall effectiveness of the school as a Church school. The school has recently needed to exclude several pupils for fixed periods of time but reintegration to school has been made successful through undated behaviour support plans, risk assessments and ongoing support from the Inclusion Manager. The school's ethos of inclusion and forgiveness ensures the focus remains on the loving the child whilst dealing with the poor behaviour. The achievement of children at the end of year 2 for 2015 was significantly below national in all subjects which is a significant fall compared to the previous year. Value added at the end of key stage 2 was significantly below national in maths. The recent promotion of the school's expectations of children demonstrating good behaviours for learning and respect for each other, is clearly understood by the children as they proudly speak of how many house points they have earned recently. The positive relationships the majority of children have with each other is evidenced when talking to the school council and the way in which they respected each other and talked of how they "looked out" for each other. The children talk of the opportunities to add to the reflection display in the entrance foyer and how the prayer corners in the classrooms are used during the weekly class CW. The school has worked hard since its previous SIAMS inspection to develop quiet areas and the newly developed outdoor woodland space provides a calming and quiet area for personal reflection.

The impact of collective worship on the school community is satisfactory.

The leadership team sees the importance of collective worship in the life of the school and ensures all members of the school community attend supporting the value the school places on CW. CW is held daily with staff leading CW on a rota. CW is distinctively Christian, broadly based on biblical teachings, setting out the core values of the school of positive relationships

and respect in their Christian context using the resource Values for Life. Although there is half termly planning in place, this sometimes lacks cohesion, variety and a clear focus on Christian beliefs. Church visitors, leading the Thursday CW on a rota, focus on delivering the teachings of Jesus but seldom follow the current school theme. Key festivals such as Christmas and Easter are celebrated at the parish church. Children on the whole enter the school hall quietly and behave well, are mostly attentive and respond to the different elements. The behaviour of a small minority of children is having a significant impact on the overall impact of CW. The school council talk of those children who "spoil it", and how they take away from the sense of occasion. A candle is lit, the Bible opened and a cross positioned to identify the start of CW. A quiet time of reflection is always included. Children understand the relevance of the lit candle and talk of CW helping them to "feel closer to family members who have died". Children enjoy contributing within CW and increasingly take responsibility for the setting out of chairs and playing the music. Prayer is important to the life of the school with the children being given many opportunities to reflect and write their own prayers. A prayer tree in the hall and prayers written by children at other times are displayed around the school. Children have recently written their own 'Lord's Prayer'. Children recite prayers at lunchtime and during CW and regularly contribute their own prayers to school worship. They are able to recite the Lord's Prayer and have some understanding of its value and relevance to everyday life. The children have some understanding of God as Father, Son and Holy Spirit and also as being "one person" but this remains vague for the majority. There has been some recent monitoring of CW by the foundation governors but this has yet to inform the future planning of CW by becoming routine and including the views of pupils and staff. The school's worship policy sets out the expectations for visitors and staff in leading CW and the key elements of gathering, worship and reflection. This policy is implemented throughout the week. Children talk of the importance of worship. Parents and the wider community are invited to join the school in CW at key times in the Christian calendar in the adjacent church as well as the regular Friday celebration assemblies. Recent parental surveys show these opportunities are well received.

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

The school is currently going through a difficult and challenging time but the chair of governors and the headteacher, both recently appointed, are working hard to put systems and procedures in place to establish a calm, working atmosphere embedded in Christian principles. They articulate their role in supporting the school as strategic leaders and, with the ongoing support of DNEAT, are improving outcomes for all children and in particular the vulnerable. The school is in a good place to improve outcomes for St Peter and St Paul as a church school. The leadership are able to articulate key priorities for school improvement and pupil outcomes, and for developing the church school distinctiveness. These form part of the school's improvement and development plan for 2015 - 2016. The recently redesigned website meets statutory requirements and promotes the Church School status explicitly. The school has plans to revisit its vision and values statement to incorporate key Christian Values in order to promote the core status of the school's Christian character. The headteacher, on appointment, quickly identified the need to increase their knowledge and understanding of what it means to lead a Church school and in a short space of time has been proactive in seeking training and advice from the Diocese. The recognised subject leader for RE has recently undertaken some professional development in order that she can be well equipped to carry out her role and bring about sustained improvement. A number of parents support the school in practical and fund raising ventures. However, a few parents are currently expressing their unease at the recent changes at the school and have subsequently taken their children out of the school. Recent staff resignations and ill health is also having an impact on the stability of the school but the leadership has acted swiftly and there are effective and inclusive recruitment and induction procedures in place to appoint new staff and ensure they are sympathetic to the Church School ethos. The school is keen to enhance relationships with parents and have introduced a text messaging service, 'Marvellous Me', to inform parents of

the achievements of their children. Positive praise messages are sent direct from the class teacher ensuring parents hear first hand of the achievements of their children. The close proximity of the parish church enables the school to use it regularly, not just for CW and teaching and learning, but as a dedicated prayer space. The school has instigated the use of the church as an informal base in which to meet parents and hold coffee mornings as well as provide drop in sessions, one afternoon per week, where the Parent Support Advisor and a member of the Children's Surestart Centre will be on hand to chat with parents. The incumbent is not currently involved in supporting the spiritual well-being and welfare of the whole community, although the school does benefit from regular input in leading CW from a member of a nearby Methodist church. The school is regularly involved in the diocesan activities, such as taking part in education days enabling the children to celebrate their own work and learn from the contributions from others.

SIAMS report 14th March 2016 St Peter and St Paul Carbrooke C of E Primary Academy