

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Newton Flotman CofE Primary Academy | |
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| Address | School Road, Newton Flotman, NR15 1PR |
| How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? | |
| Overall grade | Good |
| The impact of collective worship | Good |

| School's vision |
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| God ensures the children of Newton Flotman are loved and accepted, recognising this wonderful world is to enjoy, respect and nurture and to "Love your neighbour as yourself"(Matthew 22:39). Our rainbow reinforces that all are included and God's promise gives us hope for the future, as we grow in God's love. |
| Key findings |
| <ul style="list-style-type: none"> • The school community, together with the Diocese of Norwich and including the local church, has developed an inclusive Christian vision. The vision is lived out in the life of the school. It complements the vision of St Benet's Trust, of which the school is a member, and aids the spiritual development of all. • Pupils behave well. Forgiveness and reconciliation underpins an environment built on dignity, acceptance and respect for all. As a result pupils, including pupils with special educational needs or disabilities and vulnerable pupils flourish in their desire to learn and in their resilience. • Issues of injustice and inequality are raised through the curriculum. Pupils are aware of disadvantage and the impact this can have on communities. However opportunities for pupils to develop their own social action projects are not developed. • The religious education (RE) curriculum is well led, giving pupils opportunities to discuss the diversity of religions. Understanding of the place of Christianity as a global world faith is not securely understood. • Collective Worship takes place in a variety of ways which pupils and adults enjoy. However pupils do not independently organise, plan or lead collective worship to inspire their greater spiritual growth |
| Areas for development |
| <ul style="list-style-type: none"> • Develop pupils' understanding of courageous advocacy. This will increase their ability to recognise and consider a personal response to issues of disadvantage and injustice • Increase pupil involvement and engagement in planning and leading collective worship by enabling them to actively prepare, participate and evaluate their practice. This is to develop their spirituality and understanding of leadership in worship. • Develop pupil's knowledge and understanding of RE to include the impact of Christianity as a living, global world faith. |

Inspection findings

Newton Flotman CE Primary Academy, part of St Benet's Multi Academy Trust, is an inclusive welcoming school. It has strong, supportive links with the local church, diocese and trust. These enable the school to foster a positive ethos and provide a "lived out vision." Pupils and staff are regarded as unique individuals. All are welcomed. This learning community emphasises everyone is of value, accepted and supported. Flowing from the vision, pupils see values of love, enjoyment, acceptance, respect and nurture reflected in daily school life. These underpin the work of the school, offering hope within a school community that has experienced times of challenge. Federation with a neighbouring church school has made a positive impact, providing improved provision for pupils. Increased access to services contributes to pupils and parents flourishing. Federation also offers a wider range of professional development opportunities for staff and leaders. This leads to greater staff confidence. Relationships between members of the whole school community are positive. Parents appreciate the way the school includes everyone. They feel adults know pupils and their families well.

Driven by their vision, leaders ensure pupils access a rich, broad and balanced mastery curriculum. Interventions for vulnerable pupils are bespoke and time limited. Specific, targeted work gives consideration to individual pupils' particular needs. Careful planning of nurture groups supports pupils' learning. The school values ensure pupils can make positive choices, feel safe and make mistakes without condemnation.

Strong links between the school and the church support a community spirit within the village. The relationship between local clergy and the school's participation in the chaplaincy project aids spiritual growth. Clergy support pupils, staff and parents. Time is also spent with pupils on the playground holding informal conversations and posing "I Wonder?" questions such as "Would you rather be rich or happy?" These conversations give pupils an opportunity to explore their own spirituality. Staff speak of the reassuring presence of clergy in the staff room as a further aid to their well-being. Staff links with the church include adults from school who run holiday clubs and a monthly Eco-church involving pupils. Staff members speak of their personal spirituality and how working at the school inspires a Christian faith. One said this has been transformational, saying "I feel I am working in a Christian school." They explain they feel cared for by leaders. Staff enjoy working at Newton Flotman. They model the value of friendship and care for one another. They are supportive to new colleagues and sensitive to the needs of others. Staff describe how well-being is prioritised by senior leaders. Instructional coaching and support with planning are regular aspects of school life. This impacts on the dignity and respect they feel as co-workers. Leaders provide a peaceful environment. As a result pupils behave well. Forgiveness and reconciliation are important parts of the behaviour process enabling all to live well together. Well-being ambassadors speak proudly of the community cup they are responsible for awarding each week. One ambassador said the community cup "encourages good behaviour and attitudes as pupils like receiving it." They describe how their role is to look for pupils who are living out the vision. It is also used to motivate pupils. The personal, social and health curriculum promotes the school vision of loving your neighbour as yourself. Curriculum leaders have made deliberate choices to ensure that texts and library books available for pupils are multi cultural, reflecting difference and diversity. This increases their understanding of different ways of living. Pupils are confident they have trusted adults they can speak with. Year six pupils are given agency to challenge offensive behaviour in the wider world beyond primary school through training in conjunction with the feeder high school. A Global Neighbours project is being developed as a vehicle for pupils to engage in social action. The pupils are proud of their participation

in the crisp packet project, which supports recycling. They take part in charitable giving activities throughout the year. Pupils recognise injustice and inequality exists within national and global society. However, they have yet to use their collective voices to become courageous advocates or as agents for change beyond local issues.

Collective Worship is inclusive and invitational for all. It is planned, sequenced and rooted in Anglican traditions. It gives opportunity for pupils to explore the teachings of Jesus using a range of worship styles. Moments of spirituality occur as pupils are invited to participate in prayer and reflect in stillness. Each week a key question is posed. This is revisited in class with staff and pupils reflecting and sharing their views. Pupils say collective worship inspires them to show consideration and respect towards others. They enjoy taking part in worship by leading the gathering with the Bible, cross and candle or by participating in role-play. Pupils say they would like further opportunities to plan, organise or lead collective worship.

RE is a strength of the school. Pupils enjoy learning in RE. Curriculum planning reflects the Norfolk Agreed Syllabus, and the Understanding Christianity resource. RE has a high priority and is included as part of the school improvement plan. It is discussed at trust governance meetings ensuring provision is always under review. An RE network has been established by the RE leader and the headteacher across the trust. This enables the school's vision to reach out and add impact to others. RE training and support with long term planning by the diocese has a positive influence on teacher confidence. Staff feel well- supported and encouraged in their planning and assessment of pupil outcomes. This enables pupils to better understand their learning, exploring and a range of beliefs and worldviews. However they have a less certain understanding of Christianity as a global faith. The content of the RE curriculum teaches pupils to be curious and intrigued learners. RE has links across the wider curriculum as pupils learn and develop critical thinking skills which they can apply to other subject areas.

| Information | | | |
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| School | Newton Flotman CofE Primary Academy | Inspection date | 17 May 2023 |
| URN | 121048 | VC/VA/ Academy | Academy |
| Diocese/District | Norwich | Pupils on roll | 98 |
| MAT/Federation | St Benet's | | |
| Executive headteacher | Adam Riley | | |
| Chair of Trust Board | Richard Cranmer | | |
| Inspector | Teresa Osborne | No. | 2130 |