

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Parker's Church of England Primary School			
Address	Pound Hill, Saham Toney, Thetford, Norfolk, IP25 7HP		
Date of inspection	6 March 2019	Status of school	Voluntary Controlled Primary
Diocese	Norwich	URN	121101

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Requires Improvement
Additional Judgements	The impact of collective worship	Grade	Good

School context

Parker's is a primary school with 97 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and /or disabilities is in line with national averages. Since the previous inspection there have been significant and substantial changes in leadership, teachers and governors. The school is now part of The Dove Federation of two church primary schools with an interim executive headteacher in post since June 2018.

The school's Christian vision

'God has given each of you a gift from His great variety of spiritual gifts; Use them well to serve one another'.
1 Peter 4 v.10

Key findings

- The recently agreed vision statement, with its biblical underpinning, has not been fully communicated to parents and pupils. It is too early to evaluate the effectiveness of this vision on the flourishing of both adults and pupils.
- The school website and policies do not articulate how the chosen vision and values contribute to the development of the school as a church school, guided and influenced by the Church of England vision for education. This lack of information limits parents' understanding of the mission of a church school.
- The Statement of Entitlement for religious education (RE) in Church of England Schools is not met because of insufficient time allocated to RE and the lack of monitoring of the subject
- Pupils' and adults' attitudes towards collective worship are positive. It offers good opportunities for developing a personal spirituality and deepening Bible knowledge and understanding of Anglican liturgy.
- Pupils' understanding of global issues is underdeveloped and opportunities to foster a deeper concern for justice and fairness are missed.

Areas for development

- Embed the Christian vision so that all stakeholders are aware of its biblical underpinning and the way in which the vision and associated values support the flourishing of both adults and pupils.
- Refresh key policies, using the Church of England vision statement and associated documents, to drive the development of the school as a church school, supported by focused improvement plans.
- Ensure compliance with the Statement of Entitlement for RE so that standards and outcomes rise.
- Deepen pupils' understanding of global issues, enabling them to develop a concern for justice and fairness and become articulate advocates for change.
- Increase opportunities within the taught curriculum for pupils to develop their personal spirituality, enabling them to question and explore spiritual and ethical issues.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

It is too early to assess the impact of the school's chosen vision on the flourishing of both pupils and adults. School leaders and pupils are working through the chosen vision and values well. Newsletters and the school's website do not promote the vision and values sufficiently, so parents' understanding of the centrality of these to a church school is limited. Stakeholders at present are not aware of the biblical underpinning of the vision statement. Currently policies do not reflect this emerging Christian vision and church school development plans are not in place to drive the improvements to both collective worship and RE. Significant turbulence in leadership, staffing and the Ofsted inspection outcome of inadequate in July 2018 have hindered and restricted school leaders' capacity to focus on the expectations of the SIAMS inspection schedule. Too little attention has been given at governor meetings to discussion around church school improvement. In recent months however a small group of governors have engaged in some effective monitoring of both collective worship and church school distinctiveness. The outcomes of these have been successful in developing practice further, such as the quality of RE displays. Recommendations from the previous SIAMS inspection have been partially addressed, particularly around more formal governor monitoring and evaluation. The Diocese of Norwich has provided strong support for the school. This has included the recent 'health check toolkit', governor representation and RE teacher training.

The recently developed school curriculum is broad and balanced and offers pupils of all abilities the chance to thrive and develop at their individual pace. Provision for those with additional learning or personal needs is strong, with committed well-trained teaching assistants supporting learning effectively. Historically, attainment and progress throughout the school has been variable. Pupils are now flourishing through a more stable staffing situation, rigorous tracking of pupil progress and increasingly effective provision for both disadvantaged and pupils with special needs and /or disabilities. As a result progress across the school is accelerating and outcomes rising. Attendance is just above the national average. Persistent absenteeism is low, but tackled robustly. There have been no exclusions within the past academic year. At present, opportunities are missed to shape the curriculum through the school's Christian vision and values, including those which would raise pupils' awareness of global issues relating to justice and fairness. Opportunities for developing pupils' spirituality are underdeveloped, particularly around times for reflection, questioning and moments of awe and wonder.

Pupils are beginning to flourish through a culture of increased expectations and aspirations. Pupils' character and moral development are reinforced through biblical teachings linked to the chosen values. Stories such as the healing of Lazarus make the pupils question the impact of love and friendship, reflecting on their own experiences. As one pupil in the Open the Book team said, 'If Jesus loved Lazarus, why didn't he come sooner?' Pupils are developing both resilience and perseverance through a greater focus on presentation and application of skills and knowledge. This is leading into increasing amounts of extended written work. It is giving pupils a real sense of pride in their improving achievements. School council members have involved themselves in charity fundraising events, although these are not directly linked to the school's vision and values. Opportunities for pupils to think globally and develop an informed view on disadvantage, deprivation and exploitation of the natural world are underdeveloped. School 'buddies' support the nurturing and care of others well and school council members are keen to develop their role and responsibilities further.

Pupils' behaviour is improving due to stronger teaching and more robust recording of behaviour incidents, including the impact of actions taken. Relationships within the school community are supportive, with staff recognising their contributions to the positive improvements to the school. The practice of forgiveness and reconciliation is not sufficiently emphasised within the school's behaviour policy. Mental health provision is good. A counsellor employed by the school attends weekly to work with specific pupils. This has had a positive impact with sessions tailored to specific areas of need. Governors and senior leaders are acutely aware of the need to ensure that all staff are fully included in the daily life of the school. Staff-workload levels are kept under tight scrutiny by senior leaders and well-being surveys are used effectively to gauge levels of staff morale. As a result, staff absence levels are low.

Policies for equal opportunities, gender and diversity are adopted from county models and do not take into account documents such as the Church of England's vision for education and 'Valuing All God's Children'. Pupils

are treated with dignity and respect, but this is not directly related to the working through of both the Church of England and the school's vision to enable all pupils and adults to flourish. Incidents of bullying are dealt with swiftly and effectively as a result of more staff training and improved behaviour logging systems. Parents interviewed are confident that any bullying incidents are being addressed appropriately.

Collective worship provision is good. It is inclusive and invitational, providing opportunities to think through responses to the chosen value. As pupils interviewed said, 'Have I been as kind as I can?' and of prayer, 'It makes me think that I can see God'. Staff participants recognise it as offering opportunities to learn about Bible stories, exploring of the Christian values and the calming and refocusing opportunity that it offers daily. Pupils and adults are enabled to grow spiritually through planned reflection and prayer times. The use of Anglican liturgical phrases is successfully giving a shape and structure to the worship. Pupils' knowledge of components of the worship table is supported by the bringing in of artefacts to build a focal gathering point. Faithful support by one member of the local church with a weekly Open the Book style worship has enabled pupils to grow in confidence through role play activities. Feelings such as empathy and understanding are deepened through these. Pupils really enjoy participating in church services. One pupil commented, 'It makes me feel safe and peaceful when I pray'.

RE provision does not meet the expectations of the Church of England Statement of Entitlement. Insufficient time is given to RE, which impacts on both pupils' outcomes and their knowledge and understanding. For example, pupils' understanding of the two religions Judaism and Islam was confused. Opportunities to express the school's vision and values through the RE curriculum are underdeveloped. RE teaching, focused on pupils' response to big questions and reflection on personal beliefs, is at an early stage. Lack of RE monitoring has limited the sharing of good practice and identification of issues relating to subject knowledge.

Interim Executive headteacher	Mark Cresswell
Inspector's name and number	Judith Ruff 528