

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Peter and St Paul Carbrooke Church of England Primary Academy

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| <b>Address</b>            | Church Street, Carbrooke IP25 6SW |                         |   |
| <b>Date of inspection</b> | 11/07/2019                        | <b>Status of school</b> | Academy inspected as VC. Diocese of Norwich Education and Academies Trust. ( DNEAT) |
| <b>Diocese</b>            | <b>Norwich</b>                    | <b>URN</b>              | <b>141721</b>   |

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

#### School context

Carbrooke is a primary school with 142 pupils on roll. The majority of pupils are of White British heritage and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. All teaching staff have changed since the previous inspection. The school became part of Diocese of Norwich Education and Academies Trust (DNEAT) in February 2015.

#### The school's Christian vision

*'But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control. Against such things there is no law.'* Galatians 5 : 22-23.

#### Key findings

- The school has been on a transformational journey since the last SIAMS inspection, firmly embedding its Christian vision. This has led to parents choosing the school for the reputation it has in the area, and in some cases because of its Christian distinctiveness.
- The school has a strong sense of Christian family, with approachability and positivity being deeply felt and acknowledged by pupils, staff, parents, governors and DNEAT, which are attributed to the school's Christian vision.
- The school reaches out and shares its innovative practice with others very effectively, particularly in the field of mental health, ensuring that the well-being for all is a priority.
- All aspects of collective worship have improved considerably since the last inspection with this time now understood as deepening pupils' personal spirituality and is an inclusive opportunity for all. However, the evaluation of worship needs to be developed further.
- Staff have worked hard to ensure that religious education (RE) has prominence as a curriculum subject in the school, evidenced by the new style of school report and pupil feedback. Pupils' understanding of world faiths are not fully developed.

#### Areas for development

- Extend pupils' understanding of world faiths through offering increased curriculum opportunities.
- Use the evaluations, from all members of the school community who monitor collective worship, to inform improvements which celebrate their impact.
- Create more opportunities for pupils to write their own prayers and develop reflection spaces so that they understand the contribution that prayer can make to their daily lives and thinking.

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**

The school's vision, created by leaders, governors, pupils and staff, is rooted in biblical teaching of fruit of the Spirit. It is embedded in decision-making, policies, the website and school life. Developing fruit of the Spirit for all has been beneficial in supporting this school through challenging times. School values are shown via 'Carbrooke CARES with friendship, thankfulness and perseverance. CARES stands for creative, achieve, respect, enthusiasm and spiritual. The words of a parent, 'This is a nurturing school, where each of the Christian values is recognised by everyone' were clearly recognisable on the day of the inspection. The school holds annual Vision Days for pupils and adults. This has resulted in pupil voice being strengthened, deeper learning, better teamwork and increased confidence. Awards are given to pupils who have demonstrated the school values or vision. This means the vision is further embedded and regularly discussed. Carbrooke has developed a very strong and mutually beneficial partnership with local churches. Regular visits, both ways, enhance understanding of Christian faith and enrich the community. Pupils help the school operate a foodbank to meet local needs. The MAT challenges and supports, taking an active interest in the journey of individual pupils. This has led to some pupils making significant progress which reflects the schools' vision for them to flourish. Governors are experienced in their roles, familiar and frequent visitors to the school and have ensured the recommendations from the previous inspection have been addressed. Governor involvement in writing the vision and contributing to positive behaviour changes has resulted in less exclusions and improved behaviour.

The school curriculum is exciting, broad and balanced, underpinned by biblical understanding of the fruit of the Spirit. There is an enquiry approach to learning and all age groups now use bigger questions. A Year 6 pupil has illustrated 'Let no one split apart what God has joined together' Mark 10:9. He produced an image of people holding a picture of the world, as it is torn in two. Such work generates deeper discussion about climate change, love, peace and destruction, whilst developing spirituality. The impact of this is that pupils think deeply and have a better understanding of world issues and what faith means. All pupils in the school, including those with SEND and the most able, are making progress in line with national expectations and their attainment is improving. The school is exemplary at reaching out to vulnerable pupils and their families by living its vision. For example, linked with the fruit of kindness, breakfast is served daily for all to enjoy at no cost. This impacts positively on behaviour and academic progress and deepening pupils' understanding of goodness.

Carbrooke works hard to be the best that it can. In the words of the MAT, 'The headteacher won't give up, the staff buy into her ideas and all are similar in their resilience. This is intrinsic to the school's success and has been shaped by the vision.' Individual pupils have improved dramatically in terms of their behaviour, self-esteem and confidence, helped by the evolving nurture class facility. The school has links with schools in India and Australia. Children celebrate and recognise differences and deepen their understanding of global communities, disadvantage and deprivation. Pupils and staff choose a wide range of charities to support and in so doing develop their awareness of others' needs and are advocates for change. A Year 6 pupil decided to organise a themed café, in honour of a pupil who tragically died. Another pupil says, 'Our vision tells us about the things we can do to make a difference'.

The work this school has done on behaviour and relationships has been transformational. Pupils say that they can express their views and opinions about current issues. Supported by the school's vision, they know how to include everyone and value different points of view. Carbrooke is a beacon school in the field of mental health. Best practice is shared with other schools and well-being is a priority for all. The school dog, Willow, plays a big part in the school's success at nurturing and supporting all, particularly when life is especially challenging. There are effective systems in place which help pupils feel valued, all of which are linked to the school's vision.

The headteacher writes about inclusion for the diocese, who recognise the quality of practice which the school has. In the words of a Year 5 pupil, 'Respect is about treating others like you want them to treat you.' To raise pupils' awareness of and respect for different faiths, the school has set up six worship stations. Pupils' understanding of other faiths is seen in how they talk about including everyone and listening to their beliefs, closely linked to the school's vision. However, the school has yet to develop this understanding further by visits to other places of worship and visits into school by multi-faith visitors. Sex and Relationships Education is seen as an important element of each pupil's education.

Worship is inclusive, varied and contributes well to pupils' spiritual development whilst living out the school's vision. Every week the incumbent or a church member leads school worship, raising awareness of the Bible and embedding school values. Worship is planned and led by school leaders, teachers and pupils. It is monitored by governors, but with limited impact. The reflection board, where pupils offer their ideas for prayers, helps them to understand their significance and purpose. Collective worship has improved considerably since the previous inspection meaning that pupils talk knowledgeably about it and enjoy giving feedback. Pupils recognise values and understand how major festivals in the church are celebrated. This means they can explain the significance of these festivals for Christians. Pupils worship at church regularly and as a result learn about God and develop their understanding of the Christian faith. Pupils understand the Trinity in an age-appropriate way. They say the Lord's Prayer and the Grace and sometimes write their own prayers, helping them understand the school's vision.

Religious education is carefully and thoroughly planned linked with the school's vision, by relating the Fruit of the spirit to the curriculum. The school follows the Norfolk Agreed Syllabus, using resources such as Understanding Christianity. Books show that pupils are challenged in their thinking and have opportunities to enquire, analyse and interpret. Pupils are respectful of other religions. There is strong leadership of RE and all teaching staff have recently received training from the diocese. On the advice of the diocese, good practice in Early Years has been shared with other schools. The school keeps up to date with pedagogy and has clear assessment procedures in place to ensure that pupils are aware of their progress in RE and what they need to do to improve. Pupils say that they enjoy learning about faith and why it is important to people.

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| Headteacher                 | Hannah Wheeler      |
| Inspector's name and number | Caroline Clarke 711 |