

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

### Nacton Church of England Primary School

The Street, Nacton, Ipswich IP10 0EU	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>St. Edmundsbury and Ipswich</b>
Previous SIAMS inspection grade	Good
Date of academy conversion	6 <sup>th</sup> July 2016
Name of multi-academy trust	St Edmundsbury and Ipswich Diocesan Multi Academy Trust
Date of inspection	19 <sup>th</sup> October 2017
Date of last inspection	12 <sup>th</sup> March 2013
Type of school and unique reference number	Primary Academy 142994
Acting Headteacher	Georgina Ryan
Inspector's name and number	Jean Johnson 608

#### School context

This is a smaller than average rural primary school with 96 pupils on roll. Pupils are of predominantly White British origin and come from Nacton and the surrounding villages as well as East Ipswich. The school became a convertor academy within the St. Edmundsbury and Ipswich Diocesan Multi Academy Trust in July 2016. The acting headteacher has been with the school for a number of years and took on her new role in September 2017. The church is within walking distance of the school and is one of eight parishes in the benefice.

#### The distinctiveness and effectiveness of Nacton Church of England Primary School as a Church of England school are good

- The school's Christian character is celebrated by all, and has a recognisable impact on behaviour, attitudes and relationships within the school.
- Close links with the local church and diocesan MAT have ensured that the school continues to flourish as a church school in its community.
- Pupils thrive within the nurturing, caring Christian ethos of the school and this is reflected in achievement and attendance data.

#### Areas to improve

- Ensure that the school's revised mission statement clearly reflects its Christian values and is made explicit to all stakeholders so that it informs future planning for and evaluation of the school's Christian distinctiveness.
- Develop pupils' evaluation of collective worship to obtain more detailed feedback which can be used to plan future developments.

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

The school's Christian ethos, firmly rooted in Christian values for example truthfulness, forgiveness and perseverance, underpins the good relationships and attitudes that are clearly evident in the everyday life of the school. Parents talk about how their children are nurtured and cared for as individuals and attribute this to the school's Christian foundation. They describe how older children care for the younger children and say that their children can relate their behaviour to the Christian values they are exploring in school. Pupils talk about how their behaviour is influenced by their understanding of what God would want them to do. The school provides sensitive, targeted support to pupils experiencing particular difficulties, attributing this support to the Christian values that it promotes. Individual achievements, both academic and linked to Christian values, are recognised in the weekly celebration assembly. As a result, attendance is at or above national averages and the majority of pupils, including disadvantaged and vulnerable pupils, make at least expected progress during their time at the school.

Christian values are reinforced in religious education (RE), supporting the distinctive character of the school. Pupils' thoughtful responses to challenging questions posed such as 'Is it always easy to tell the truth?' and 'What would Jesus think if he came to earth now?' show a good practical understanding of the values and associated biblical teaching. Pupils' individual talents and interests are nurtured and celebrated through a variety of extra-curricular activities some of which are organised and run by older pupils for the younger children in the school. Year 6 pupils talk about the responsibilities that they have within the school, how they all 'look out' for each other and how they are proud to show people round their church school. Pupils show their care and concern for others outside the school environment when they raise money for various charities and appeals for example for families involved in the Manchester terror attack. Pupils gain an understanding of different faiths and cultures through teaching in RE as well as from visitors to the school.

### **The impact of collective worship on the school community is good**

Pupils, staff and parents agree that worship is an important part of the school day, bringing the whole school together as a Christian family. Themes are taken from the Values for Life materials and consistently reinforce and extend pupils understanding of key Christian values often in the context of Bible stories. Pupils talk about how the story of David and Goliath encouraged them to be brave and trust in God. All teaching staff attend and lead collective worship ensuring that key messages and teachings are consistently reinforced. Pupils' good attitudes and behaviour in school show that they understand these messages and apply them to their everyday lives. The pupil worship team takes responsibility for planning and leading worship on a regular basis and year 6 pupils are keen to take their turn as worship leaders. On the day of the inspection, a group of pupils brought the story of Zacchaeus to life through an engaging combination of acting and storytelling and challenged their peers to relate the story to the half-term's key value of truthfulness. Pupils also lead services in the local church, supported by the incumbent. These Christian festival and celebration services are well attended by parents and villagers, reinforcing the school's status as a church school in the community. Members of the local ministry team lead weekly acts of collective worship as well as taking part in regular Open the Book sessions. These links with the local church extend and reinforce pupils understanding and appreciation of local Anglican tradition and practice.

Pupils have a good understanding of the purpose of prayer and confidently contribute spontaneous prayers relevant to themselves in collective worship using the 'thank you, sorry, please' model. They talk about the outside 'prayer garden' and say that they use this as a quiet space where they come to think and pray to God. Themes in collective worship have ensured that pupils have a sound understanding of God as Father and Son. They have a more limited understanding of the concept of God as Holy Spirit. Governors monitor collective worship and note pupils' positive behaviours and involvement. Staff and pupils' general views on worship are also gathered. This information is beginning to be used to inform future provision, with, for example, the school actively considering the use of new materials to support the introduction of new ideas and approaches to planning.

### **The effectiveness of the leadership and management of the school as a church school is good**

Staff and governors share a deep commitment to the Christian ethos of the school. Christian values are evident across all aspects of school life, particularly in relationships within the school community. The acting head teacher and governors have begun the process of reviewing the school's mission statement and key Christian values to reflect their vision of inspiring excellence in all pupils in an environment underpinned by explicitly Christian values. Plans are in place to involve all stakeholders in this process which is detailed in the school development plan. The school has also identified other areas for development in relation to its Christian distinctiveness, for example to develop stronger links within the local Christian community, and these are detailed in the RE and collective worship plans as well as the school development plan.

The effectiveness of the school's engagement with parents is outstanding. Parents talk about how they feel

welcomed into the school as part of the 'school family'. They value the information they receive about what their child does at school from the class Dojo and regular newsletters which include activities connected to the half term's value for them do at home with their child. The local vicar, who is a school governor, and members of his ministry team are frequent visitors to the school. Parents and pupils see their presence as an integral part of the school's partnership with the church. Governors are regular visitors to the school and comment on aspects of the school's Christian ethos in their visit reports. Plans are in place for them to evaluate the impact of changes to the RE curriculum as part of their monitoring schedule for the year.

Effective succession planning together with support from other leaders within the multi academy trust (MAT) has ensured a smooth leadership transition. Staff and governors attend regular network meetings with other schools in the MAT and this enables them to reflect on their own practice whilst sharing good practice with others. This has been particularly relevant when introducing changes to the RE curriculum to ensure that it becomes more 'child focused' giving pupils more opportunities for reflection and questioning. Visits to the Bury cathedral give pupils experiences of the wider Anglican community.

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