

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Forncett Saint Peter Church of England Voluntary Aided Primary School			
Address	Aslacton Road, Forncett St Peter, Norwich, NR16 1LT		
Date of inspection	05 March 2020	Status of school	Voluntary aided primary
Diocese	Norwich	URN	121117

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	Excellent
Additional Judgements	The impact of collective worship (CW)	Grade	Good
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Forncett Saint Peter is a primary school with 103 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 in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is in a federation with Carleton Rode Primary School and has an executive headteacher.

The school's Christian vision

'Loving our neighbours as ourselves, by treating others how we would like to be treated' guides daily life in school. We strive to follow Jesus' commandment and put into practise our Christian values, by living and learning together in a spirit of care and respect.

Key findings

- The vision to love and support others permeates all aspects of school life and is well understood by parents and pupils. It infuses and shapes the strategic and operational direction of the school and has a strong positive influence upon pupils' lives.
- The vision and values have been adopted by all groups in the school community. As a result, relationships between all groups are very close and mutually supportive.
- The school is widely seen as a centre of reconciliation and support. It uses innovation and creative thinking to enhance the lives of all members of the school community. As a direct consequence of the school's Christian vision, the wellbeing of all members of the community has a high and valued profile.
- The local church works closely with the school to support collective worship (CW) and enhance religious education (RE). The relationship is mutually beneficial and allows the school to benefit considerably from the expertise and enthusiasm of the incumbent and her congregation.
- Pupils are inspired by RE and recognise it as a safe place to develop and express their opinions. They learn to respect the views of others and regularly consider 'big questions'.

Areas for development

- To further enhance assessment in RE, in order to continue to inform planning and leaders understanding of the effectiveness of RE teaching within the school.
- To give pupils a greater understanding of global issues by further developing the partnerships begun with Christian schools in Pakistan and Rwanda.
- To further develop links with the local church in order to ensure that worship is innovative and imaginative.

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 strong Christian vision emphasises helping other people. This is at the core of operational and strategic decision making, relationships and the way parents and pupils see the school. At the request of the diocese and in line with their vision, school leaders began supporting a local church school which was trying to cope with many difficult challenges. The success of this partnership led to federation in September 2019. The school is a highly inclusive and welcoming community. Many pupils with considerable academic, social and medical challenges, some of whom were facing exclusion, have transferred to Forncett from this and other local schools. In line with its vision, the school has enthusiastically welcomed them all and their parents recognise the positive changes that they have seen in their children since they joined Forncett. In spite of significant challenges the school has been able to maintain pupil progress broadly in line with the national average. Targeted support from teaching assistants provides effective in-class support to enable the least able to access a full curriculum and in many cases make expected progress. The headteacher said that these measures had enabled many children to stay in school who would not have been able to otherwise. The school is recognised by governors and parents as a centre of reconciliation and support. The school effectively makes use of innovative strategies to target specific resources at those most in need of them. As a result, the whole school can live and work effectively together in a spirit of care and respect, as the vision dictates. By employing a counsellor, and providing a nurture room, the school is able to offer considerable and valued support for families and pupils whenever they need it. The vision is supplemented by twelve distinctively Christian values drawn from the Values for Life scheme. These are focussed upon in rotation. Governors, parents and pupils have a good understanding of these values and what it means to fully integrate them into their lives. Parents enthusiastically support the school's Christian vision and values and provide many examples of pupils putting these values into practice both inside and outside school.

In line with the school vision, leaders ensure that the wellbeing of all members of the community has a high profile. Staff and parents speak enthusiastically of the importance of this in their working and personal lives. Professional development for staff and governors is important to the school, and leaders are innovative in providing development opportunities for them. Parents speak of the school as a loving family environment where relationships are excellent. One parent who brought a child from another school, said that she chose Forncett for her child specifically because of the relationships she saw between staff, pupils and their parents. Many staff and governors speak of the way they live out the vision by thinking of each other's wellbeing and offering practical support out of school when it is required.

The relationship with the local church is very strong. The vicar and, at appropriate times, members of the congregation work closely with the school as governors, to support CW and to contribute to RE. The school has a notice board in the church to publicise its work to the community and in turn publicises church events and services. Regular worship in church is well supported by parents. The diocese provides advice and training opportunities for school leaders, and valued opportunities for pupils to visit the cathedral.

School leaders use creativity and innovation effectively to provide opportunities for pupils to explore situations of injustice and inequality. As a result, pupils are articulate advocates of change. They regularly challenge injustice and inequality and have a particular interest in environmental issues. They have supported a wide variety of charities including Children in Need, Sports Relief and Send My Friend to School. Pupils have a strong voice in school development through such bodies as the School Council and the Worship Team. The school values and acts upon their views. Teachers have the confidence and ability to vary teaching so as to make best use of their own interests and expertise. They go beyond planned opportunities and make the most of pupils' natural curiosity and interests.

Behaviour is consistently of a very high standard. School leaders and parents ascribe this to the impact of the school vision. The school's vision and policies are exemplified in its culture of forgiveness, fresh starts and reconciliation. As a result, incidents of serious bad behaviour, bullying or prejudice are extremely rare.

Collective worship is at the heart of school life. It is frequently led by pupils and is highly valued by them. Pupils

have their own worship team, write and read prayers, act out roles from Bible stories and provide valued technical support. All pupils have learned to sign and they regularly do so during hymns. Worship is regularly led by the vicar, who has a valued and significant role in monitoring. Focussing mainly upon the life and teachings of Jesus Christ, CW is used effectively to explore and develop the school's vision and values. It provides many opportunities for pupils to reflect and pray if they wish to do so. Pupils have a good understanding of most Christian traditions, although they are unfamiliar with the Eucharist. Recognising its importance to the life of the church, the school is in the early stages of planning to extend understanding of the Eucharist through a joint project with the vicar and her congregation. Spiritual development is very important to the school and leaders ensure that pupils have many opportunities to grow spiritually. The school has developed many reflection areas around the school. These are well-used by pupils, who speak confidently about how they value these opportunities and the importance of prayer and reflection in their lives.

RE is a valued core subject and is very well taught. The Understanding Christianity resource is employed to support the Norwich Agreed Syllabus. RE is inspirational, being enjoyed by pupils and seen as a safe place to develop their opinions. Big questions are considered regularly and pupils' thoughts are collected, valued and frequently displayed. Innovations and skills developed in RE, including the ability to think creatively, to express themselves confidently and to respect the views of other people, has considerable benefits for the wider curriculum. Pupils have a good understanding of other faiths and cultures and the school has recently begun to develop links with two schools in Pakistan and Rwanda. Leaders of a local synagogue visited the school and the children worked extensively with a volunteer from Pakistan. Both the headteacher and the RE co-ordinator have important roles in supporting wider education in the diocese. They see this as a natural extension of the school's Christian vision. The co-ordinator works with leader networking groups and was on a diocesan working party which recently developed a system for assessment in RE. The headteacher has been seconded to support schools in challenging circumstances and is a mentor for newly appointed headteachers. School leaders, including governors, competently monitor and evaluate the curriculum to ensure that there is breadth and balance. This leads to thorough and effective self-evaluation and strategic planning.



The effectiveness of RE is Excellent

Monitoring carried out by the co-ordinator, governors and senior staff, shows that standards of both teaching and learning in RE are always good and very often outstanding. Pupil progress, regardless of starting points, is at least good. Work scrutinies and lesson observations carried out during the inspection entirely support this. Skills and attitudes developed in RE influence work in the wider school curriculum and impact the overall school ethos.

Executive headteacher	Judith Jones
Inspector's name and number	Stephen Green 809