



National Society Statutory Inspection of Anglican Schools Report

St. Faiths' Church of England Voluntary Controlled Primary School

25, Manor Road,
Horsham St. Faith,
Norwich,
Norfolk. NR10 3LF.

Diocese: Norwich

Local authority: Norfolk
Dates of inspection: 6 & 10 July 2009
Date of last inspection: 6 November 2006
School's unique reference number: 121082
Headteacher: Mrs. Elizabeth Hurrell
Inspector's name and number: Mr. Steve Carter

School context

St. Faiths' is a rural primary school of 99 pupils, located just outside the northern suburbs of Norwich. In 2009-10 it will enter its final year of transition from First to Primary School. A building programme has helped the school cope with this change, incorporating three new classrooms, refurbished hall and non-teaching facilities. It has stable staffing, several staff having given many years' service. Almost all children are of white British background.

The distinctiveness and effectiveness of St. Faiths as a Church of England school are satisfactory

Whilst it is graded 'satisfactory' overall, St. Faiths can demonstrate several good features. The experience and expertise of the head teacher and chair of governors indicate that the school has very good capacity to develop consistently good practice. Staff also show an openness to re-engage in processes of robust self-evaluation and development planning to drive forward the shared Christian vision for the school.

Established strengths

- Excellent relationships amongst staff and pupils, based on care and respect
- Very good capacity, at levels of school leadership and governance, to develop the school's Christian distinctiveness. in the next three years
- The involvement of all teaching staff and the chair of governors in the delivery of good collective worship, in school, church and community.
- A stable and experienced staff

Focus for development

- In broad terms, the school should devise an effective mechanism to involve all teaching staff and appropriate members of the governing body in the annual monitoring, review, evaluation and further development of its Christian distinctiveness
- In specific terms, this mechanism should include the school's Christian 'vision'; its Mission

Statement and Aims; Social, Moral, Spiritual and Cultural Policy; Collective Worship policy and practice; Christian values and how/when they are taught/learned. It should make reference to Section 48 Self Evaluation Materials

- The school should acquire/deliver to the governing body and whole staff, training appropriate to the above
- The school should enhance its environment by including more visible Christian insignia in the hall and by ensuring that its excellent displays of class-work include some which affirm its Christian character

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

The school's Christian foundation is made clearly evident in its name board, school badge, notepaper, mission statement and school aims as set out in its prospectus. Christian values are evident in the very good relationships and respect amongst staff and pupils, although the school needs to review how, when and where these values are taught/learned. There is a specific need to translate the Social, Moral, Spiritual and Cultural policy into the Schemes of Work of the whole curriculum, in order to raise the awareness of all staff as to the part they have to play in the delivery of Christian values. This is particularly important, as Religious Education (RE), which also delivers a considerable amount of Personal, Social, Health and Citizenship education (PSHCE) is taught largely by one Teaching Assistant. An observed example of Circle Time was of outstandingly good quality, pupils articulating sound arguments about crime and punishment, listening sensitively to opinions other than their own and developing personal values as an outcome. Pupils say that conflicts are very rare and are always quickly and effectively sorted out. They feel completely safe at school and demonstrate high levels of self-worth and high aspirations for the future. The school environment is well used for good quality classwork displays, although, at the time of the visit, none of these displays affirmed the Christian-related work which the children had carried out in, for example, RE lessons. A good range of clubs is provided. Through School Council, pupils give active leadership in selecting, presenting and raising funds for charities, including Air Ambulance, Search and Rescue and RNLI.

The impact of collective worship on the school community is good

Two Acts of Worship were observed during the inspection (a whole school and class assembly), both being of good quality. The whole school assembly included some outstandingly good features. All teachers lead an Act of Worship on a rota basis, the themes of which are prepared termly. The chair of governors, who is the vicar, leads a whole school Act of Worship each week. Weekly class assemblies openly invite parents to watch and to visit the classroom afterwards. The church calendar informs some themes, as well as most church services. The Christmas play performance takes place in the community centre for reasons of capacity and the Christmas Service takes place in the local Church. A Mothers' Day service takes place in school. Pupils have ample opportunities for active participation, including choral reading, narrating, dancing, mime, puppetry, artwork, as well as singing, the quality of which is exceptionally good. Pupils speak with enthusiasm about their involvement and can recount in depth key Christian festivals and stories, such as Easter week, the Lost Sheep, the Walls of Jericho and the Good Samaritan. Pupils show some awareness of Anglican liturgy and the chair and head teacher have imaginative plans for additional teaching. Some links are made between worship themes and the wider curriculum, notably at major festivals and there is scope for such links to be extended to additional topics/themes, such as 'prayer'. Pupils appreciate activities which the church organises for them, such as the 'Light Party' and Flower Festival.

The effectiveness of the leadership and management of the school as a church school is satisfactory

The Head Teacher is providing the school with good leadership through its period of transition of status. This has formed a major focus for development planning over the past three years and its successful progress is testimony to the good leadership of the head, as well as good governance. The school has an excellent partnership with its namesake church. The vicar leads worship in school weekly and the pupils regularly visit the church for services,

or learning in RE. Parents are warm in their support of the school and this is evident through very positive responses to evaluative questionnaires, which affirm good behaviour; care; good teaching and curriculum; good leadership; good school information; good procedures to ease transition into and out of primary phase. Parents have regular opportunities to access the school. Parent attendance at some festival services is as high as 50%. There is good liaison between school and diocese. On appointing new staff, processes of advertisement, interview and induction properly highlight the school's Christian foundation. The school now needs to review its Christian vision, so that it is clearly and consistently understood by all staff and the key issue of Christian distinctiveness needs to be kept live by appearing in annual development planning. A Social, Moral, Spiritual and Cultural policy is in place and makes reference to Christian ethos, but its aims and objectives need to be embedded effectively by all teaching staff into schemes of work across the curriculum.

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