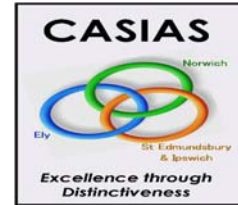




Diocese of  
**NORWICH**



## National Society Statutory Inspection of Anglican Schools Report

### **Necton Church of England Voluntary Aided Primary School**

School Road  
Necton  
Swaffham  
PE37 8HT

#### **Diocese: Norwich**

Local authority: Norfolk

Date of inspection: 13 July 2009

Date of last inspection: Necton First school 4 December 2006  
Necton Middle school 2 February 2007

School's unique reference number: 134043

Headteacher: Graham Steel

Inspector's name and number: Simon Windmill 182

#### **School context**

Necton CEVAP school is smaller than most primary schools. It opened in September 2007, replacing Necton's First and Middle schools. Almost all pupils have White British backgrounds. On entry most pupils have a good range of knowledge and skills, but for many, levels of attainment are lower than average. The proportion of pupils with special educational needs is higher than average, mostly with moderate learning difficulties. Little Oaks Playgroup is on site. The school has Healthy Schools and Activemark accreditation.

#### **The distinctiveness and effectiveness of Necton CEVA Primary School as a Church of England school are outstanding**

Necton School is outstanding because its Christian values run throughout its life and work. This sustains the very high levels of care and support offered to pupils, which enable all them to benefit from the excellent education provided by teachers, who in turn gain the support of governors and parents.

#### **Established strengths**

- The school's Christian ethos, which underpins all aspects of school life
- The standards of behaviour and levels of pupils' personal development
- The role models provided by staff
- Church and community links

#### **Focus for development**

- Explore the possibility of giving pupils even more opportunities to write and read their own prayers, and to be more involved in planning and leading worship
- Further develop the evaluation of the impact of collective worship on pupils
- Continue the development of pupils' peer mediation training
- Extend the school's involvement with the church

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

The headteacher, staff and governors see the school's Christian ethos as central to its life. Care and support for pupils and staff is outstanding, and demonstrates Christian values, reflected in the welcoming and inclusive atmosphere. Pupils say they feel valued and safe. Some pupils have significant special educational needs, which the school manages exceptionally well. Traveller and looked-after pupils are also exceptionally well supported in developing positive relationships. The Buddy system contributes effectively to this.

Behaviour is outstanding. Pupils are involved in making the rules through an effective School Council. They know the rules, and the consequences if they break them, and say the rules are fair. Pupils get on exceptionally well with each other, and with staff, who provide excellent role models.

Pupils readily approach staff with any problems they have, knowing that they will be helped. Excellent relationships also successfully support pupils in developing their self-confidence and independence. Pupils say they really enjoy school – one said, “I’m really happy to be at this school – I just love being here!”

Pupils’ spiritual, moral, social and cultural development is outstanding. They have a clear understanding of right and wrong. Circle Time contributes to collective worship, RE and pupils’ spiritual awareness.

Pupils’ have a high awareness and concern for the needs of others, and willingly help to raise money for charities, such as Children in Need and the NSPCC. They are given a range of opportunities to take on responsibilities through the School and Eco Councils, which raises their self esteem, and residential trips build confidence and team-working.

**The impact of collective worship is outstanding**

Staff, governors and pupils see collective worship as a central part of school life. Soundly based on Christian values, it always includes prayer, singing and teaching.

Pupils really enjoy worship, and the opportunities they have for being involved in it. They enjoy a range of leaders from within and beyond the school, including the staff, the rector, and the Youth for Christ team, which pupils love. One said, ‘Youth for Christ is great – it really helps me see what Christianity means.’

A collective worship display board is used to give pupils opportunities to reflect on worship throughout the week. Pupils have an excellent understanding of the purposes of prayer, like saying thank you or sorry, or asking for help, healing, or forgiveness. They sometimes use their own prayers during worship, and would welcome opportunities to do so more often.

A candle provides a visual focus for worship, which aids quiet reflection. The headteacher introduces the worship themes on Mondays, followed up by other leaders during the week. Worship is soundly based on Christian teaching, and is well planned. Themes include the main festivals of the Church year, such as Christmas, Easter, Harvest and other celebrations. Many of these services are held in the church.

Worship is linked with Circle Time, which gives pupils more opportunities to reflect on the worship themes, and contributes to their spiritual, moral, social and cultural development. It is also often linked with other curriculum areas. Collective worship is evaluated for its impact through surveys, which confirm worship’s high quality and enjoyment levels.

### **The impact of RE is good**

Teachers, parents and pupils see Religious education (RE) as a very important area of learning, and is treated as a core subject. It is well planned to cover Christianity and other faiths, and links with the Anglican traditions promoted in collective worship. The subject leader worked with staff, governors and the vicar to introduce the Norfolk Agreed Syllabus.

Pupils enjoy RE and make good progress in it, comparable to their progress across the curriculum. They can relate what they learn about Christianity and other faiths to their own lives. Their understanding of different faiths is developed through the stories, rituals and traditions of these faiths, and pupils are encouraged to reflect on their learning, which deepens their understanding of Christian and other faiths. One pupil said, 'I really like learning about other religions – it helps me understand what other people believe in.'

Lessons are planned with clear learning objectives, using stimulating and varied ways of teaching and learning, such as drama, discussion, individual and group work. This helps to keep pupils interested in their lessons, giving them opportunities to work in different ways.

Standards of teaching and learning in RE are good. For example a lesson on Hinduism included drama, which added to pupils understanding of Hinduism and their enjoyment of RE, and another lesson included the story of Joseph and his journey, linking with the week's collective worship theme. The RE curriculum is well resourced with suitable artefacts from various faiths, and pupils enjoy learning from them. Sufficient time is allocated to RE.

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

The head and senior management team give the school outstanding leadership, and are exceptionally well supported by staff, which helps promote the distinctive, active Christian vision for the school, underpinning its Christian values. The head and governors record and monitor collective worship, and are formalising their evaluation of its impact on pupils.

The school's commitment to responding to pupils with learning difficulties, and the excellent results which follow, is an example of the school's strong commitment to the Christian values of care and inclusiveness.

The staff feel highly valued and involved in the school's development. They all work well together, and enjoy the support of governors. This contributes greatly to the happy and caring atmosphere among staff.

The partnership between school, parents, church and the wider community is excellent. Links with the church are maintained through the parish magazine and a Church / school notice board. The school has close links with the Diocese, and gets regular prayer support from staff, parents, governors and the church.

Parents are highly satisfied with the school – one said, 'The school feels like a family, where parents are welcomed.' 'Family Links', where parents regularly work alongside pupils, is an example of the school 'going the extra mile' in supporting the education of all pupils.

The school's wider community holds it in very high regard. They say that its successful and purposeful atmosphere is generated through its caring Christian relationships. Parents and the wider community feel well informed about the school's activities.

Recommendations from the previous inspection were: implement the Agreed RE syllabus, provide support for pupils through transition to a primary school, and let pupils read their own prayers in collective worship. These have all been accomplished.