



Diocese of
NORWICH

National Society Statutory Inspection of Anglican Schools

Newton Flotman Church of England Voluntary Controlled Primary School

School Rd
Newton Flotman
NORWICH
NR15 1PR

Diocese: Norwich

Local authority: Norfolk
Dates of inspection: 7th February 2007
Date of last inspection: June 26th 2001
School's unique reference number: 121048
Headteacher: Mr. D. Robinson
Inspector's name and number: Revd. David Jackson

School context

Newton Flotman C of E Primary School is situated some 8 miles to the south of Norwich in the Tas Valley. There are 104 pupils aged from four to eleven years in 4 classes. The children are from the local community and there is very little ethnic diversity. The school works within a cluster and close links with the pre-school enable the new intake each year to be familiar with the school as visits are part of the preparation for admission.

The distinctiveness and effectiveness of Newton Flotman VC Primary School as a Church of England school are good

This is a school in which children and their all round development really do matter. Christian faith and principles underpin all that is done to provide an education which will ensure a firm foundation for the future of the learners. Those involved are quite rightly proud and pleased with what has been achieved thus far.

Established strengths

- a caring, happy environment for all the pupils
- encouraging links with the local church and the diocese
- an openness in the whole staff team to work together for success

Focus for development

- to put in place the necessary documentation for recording and evaluating collective worship
- to take advantage of opportunities for training in church school issues
- to make the Christian content in policies and school paperwork more explicit

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

The aims of the school are distinctly Christian and are clearly being lived out in the community. These, and the school rules, were drafted by children working with the adults and can be seen around the building. To enable them to be regularly discussed in class, they have been put into language the children can readily understand. There is evident commitment to the growth and development of the child as a whole person and every child is equally important and valued. It is made clear to the children who they can talk to with a problem and it is stressed to them that kindness is of great importance. There is encouragement for the children to adopt healthy lifestyles, with fruit and healthy snacks being taken at break-times and water to drink during lessons which enhances their concentration and performance. Pupils are encouraged to behave well, and do so, and they are able to perceive real care and concern for them in action which leads to the excellent relationships in the school. The children told me how much they appreciated the friendliness of the teachers. Much is done to reward good behaviour and effort, both inside and outside the classroom, with weekly celebration assemblies and letters home. Respect is key to the whole community, and the environment in which all work is happy, safe and calm. Extra-curricular activities, well supported by the staff team, cater for the wide range of interests of the children and include a Christian club. These opportunities are popular and it is good to note that parents are willing to help even at weekends. The clubs are as diverse as line-dancing, art and craft and the ever present sports. The concern of the children for the wider world is commendable. They decided themselves to donate funds to projects overseas, and they help in the local village for example singing for the elderly at Christmas. School and community are well linked, with many families involved in both school and church activities, including the funding of bibles given to the pupils, Sunday school groups and activity workshops; this is another of the strengths of the school. The children, through the school council and classroom discussion, are firmly involved in the decision-making which affects many aspects of school life, including playtimes, fund raising, and even meeting candidates for teaching posts in the school. It is clear that in this school all work together to aim for the successes achieved.

The impact of collective worship on the school community is good

Children are offered a range of opportunities for worship which aim to deepen their faith and spirituality. The daily act of worship is very important and on three days a week the whole school gathers in an atmosphere of warmth with informative teaching, reflection, prayer and enthusiastic singing. On other days children stay in class or in key stage groups when staff lead appropriate worship. It is important for the school that all children take part. The local rector, who has just joined the governing body, is making an invaluable contribution. She is planning worship themes and also working with children to produce services in church at key festivals which are supported by parents and families. Together with a Reader, who is a foundation governor, she regularly leads worship and is well known by the children. Her perceptions have added merit as she is also a parent as well as the local priest. She has begun to give the children some understanding of Anglican liturgy by introducing simple responses into the worship, and as a fellow parent she can explain more clearly why worship is so important in the life of a church school. Many staff are committed members of local fellowships and this has a great influence on the worship of the community, because the children can see how the teachers live out their faith. Pupils have written graces which are used before lunch, and prayer is seen as very important. These first steps are leading into other prayers written by the children being incorporated into the acts of worship. Discussions have taken place about closer links with the diocese and there is an openness to benefit from the support available from the wider church, such as diocesan advice and training on developing ways of helping schools enhance the worship experiences of the children. The school has clear plans to develop the monitoring and evaluation of Collective Worship, including written feedback. The children told me that they both like and value the worship times.

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

The Christian commitment of the Headteacher permeates his leadership and his lively personal

faith sets an example to the pupils. Since taking up post in September he has built a team committed to sharing and supporting the vision of creating a faith filled and vibrant church school. There is both the will and the capacity for further improvement. Staff value the input of the Rector, who plays a significant pastoral role in the school. They welcome opportunities to talk or pray with her. The governing body is exceptionally dedicated and is active both within and outside the academic curriculum, bringing a great deal of expertise to the management of the school. The process of preparing the SEF has led to a conviction that prayer and worship are of vital importance to the school and, as a result, the decision has been made to review church school issues regularly, to strengthen links with both the parish and the diocese and to find more ways of celebrating the Christian ethos of the school. Staff welfare is accorded high priority, and already time has been spent away together to be refreshed after all the pressures linked to the inspection. There are plans to make use of local venues where the team can meet for both planning and reflection. Parents welcome the open leadership style, where conflict is resolved quickly and in a non-confrontational manner. They are comfortable in discussing matters of concern and their views are regularly sought.

SIAS report March 2007 Newton Flotman C of E Primary School Newton Flotman
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