



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>Colkirk Church of England Primary Academy School Rd, Colkirk. NR21 7NW</p> <p>Previous SIAMS grade: Good</p> <p>Current inspection grade: Outstanding</p> <p>Diocese: Norwich</p> <p>Local authority: Norfolk</p> <p>Dates of inspection: 18th April 2016</p> <p>Date of last inspection: 12th July 2011</p> <p>School's unique reference number: 141895</p> <p>Headteacher: Christopher Allen</p> <p>Inspector's name and number: James Adkins 821</p>
<p style="text-align: center;">School context</p> <p>Colkirk is a small rural primary school that joined two other schools to form the Unity Federation in January 2014. This followed a period of instability for Colkirk, with five different Headteachers in three years and numbers on roll falling from 80 to fewer than 35. In September 2015 Colkirk expanded from two classes to three due to the number of children increasing. All three Unity schools are led by an executive headteacher and became academies on 1st December 2015 when they joined the Diocese of Norwich Education Academy Trust (DNEAT). Colkirk's 2013 Ofsted inspection graded the school as good.</p>
<p style="text-align: center;">The distinctiveness and effectiveness of Colkirk as a Church of England school are outstanding</p> <ul style="list-style-type: none"> • The leadership of the executive headteacher is outstanding and inspirational in living out and promoting a vision for Colkirk rooted in its Christian values. • Colkirk's Christian character and values lead directly to its high levels of achievement and attendance as well as having a significant impact on pupils' spiritual, moral, social and cultural development (SMSC). • All members of the community greatly value collective worship because of its impact on individual relationships and school life as a whole.
<p style="text-align: center;">Areas to improve</p> <ul style="list-style-type: none"> • To enhance children's knowledge of global dimensions of Christianity so that they develop a greater understanding of diversity beyond the Anglican tradition. • To provide regular opportunities for children at Colkirk to plan and deliver whole acts of collective worship across the federation in order to enhance their experience of worship.
<p style="text-align: center;">The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners</p> <p>Colkirk's vision aims for all children to become life-long learners "that are confident, independent and act responsibly in the world that God has created for them". This vision encompasses its distinctively Christian core values which include love, hope and respect. As a consequence the school's Christian character is given a high profile by being displayed on the</p>

school signage, website and throughout the school as well as being deeply engrained in daily life. Children, parents, staff and governors all cite the impact on achievement of Colkirk's deeply embedded Christian character and its emphasis on the inherent value of each person, with all groups making at least good progress including pupil premium children. The school's high profile Christian character also shapes its approach to attendance, which results in absence being lower than the national average. All groups viewed Colkirk's Christian character as important "because of the morals" it imparts. It has a significant impact on the children's spiritual, moral, social and cultural development, with parents suggesting that the school feels "like a really big family" because of the high standards of relationships between all members of its community. This is enhanced through quality experiences that develop children's personal spirituality, such as federation days and cathedral days. The overt but inclusive nature of Colkirk's Christian character promotes understanding and respect for all, with children of all religions and none being well supported within a caring environment. One parent from a non-Anglican faith group stated that they felt they "could not have found a more accepting school". Religious education (RE) plays a key role in promoting respect and understanding for diverse communities, with children explaining that they have "learnt a lot about different religions and how they lived". The systematic teaching of Christianity gives children a detailed knowledge of the local Anglican tradition, although their understanding of the global dimension of Christianity is not as strong.

The impact of collective worship on the school community is outstanding

Outstanding collective worship is at the heart of Colkirk and is greatly valued by the whole school community because of its impact on individual relationships and school life as a whole. For example, the children explained how the story of the good Samaritan in collective worship impacted on them because it taught them that "if someone is hurt you should help them - it doesn't matter who they are". Collective worship at Colkirk is based around biblical themes linked to liturgical events. Children enjoy the clear Christian context to collective worship, such as puppet performances of bible stories. Equally children value a more active type of collective worship known as messy assembly, which has included making fish and bread baskets to accompany the story of the feeding of the 5000. Children clearly articulate the different features of worship within the Anglican tradition, including the use of hymns, prayers and the importance of communion. This knowledge is supplemented with regular visits to the local church, with parents noting how church events are always full despite Colkirk being such a small school. The school community recognises that collective worship develops a high level of spiritual and moral reflection in children, with governors highlighting the development of children who "are very tolerant" as a direct impact of it. As a consequence children at Colkirk take responsibility for their own conduct and charitable social actions, with members of the ethos group regularly helping at a local care home. Children value prayer and reflection, whether they are reading their own prayers in collective worship, writing prayers to deliver to injured members of the community or displaying their prayers on the school prayer tree. Collective worship has a strong focus on the person of Jesus Christ as well as on God as Father, Son and Holy Spirit. In the collective worship observed, the children confidently introduced the trinity as they do at every act of collective worship. They clearly enjoyed the incumbent's retelling of the bible story of Jesus rising from the tomb. Whilst children plan and deliver parts of collective worship on a regular basis, the opportunity to plan a whole event from scratch and deliver it is not as strong because it does not happen regularly. Regular formal monitoring of the impact of collective worship at Colkirk leads to improvements. This is because it is well developed through a joint governor and pupil ethos group that reports directly to both the headteacher and the governing body.

The effectiveness of the religious education is good

Religious education (RE) is highly placed in Colkirk's priorities. New assessment and tracking procedures have been in place since September 2015, which allow teachers to monitor skills and knowledge coverage within an enquiry led approach. This information about learning informs teachers' future planning and teaching, although this new system needs time to further embed. Since joining the Unity Federation Colkirk has rewritten its curriculum, reworked enquiry questions, and focused on teaching Christianity effectively based on key concepts so

that children now develop a range of skills in lessons including interpretation, evaluation and reflection. Learners display a secure knowledge of other faiths and cultures, with parents acknowledging that “By year 6 they are very aware of different cultures. They went to the mosque in Peterborough and came back with loads of information”. Equally the children have a detailed knowledge of the Anglican tradition, although their understanding of the diversity within Christianity is not as strong. These developments have been aided by the diocesan RE adviser who has worked closely with the school to ensure that improvements are good, sustainable and have an impact on pupil performance. As a consequence children say that they value RE and are now making good progress from their starting points, with monitoring showing that teaching is good. These developments are not yet sufficiently embedded for the majority of teaching in RE to be consistently outstanding. The teaching of RE seen during the inspection was good, as it allowed the children to apply their knowledge and skills to the question ‘what is religion?’ This enquiry led approach to topics allows children to engage with deeper theological questions such as the nature of sacrifice within the Christian religion. RE is intrinsically linked to the Christian character of Colkirk and its curriculum. As a consequence, it has a significant impact on the children’s development. This is recognised by all groups, with parents stating that “the children talk about RE a lot... [they are] taught to think of other people’s thoughts”. Equally governors recognise that the children “value it so much” because it allows them to explore their own and other people’s beliefs. The RE subject leader is a member of the senior team as well as the head of school at another Unity school. She works effectively with the headteacher and governors to monitor the subject as well as providing teachers with clear guidance and training on the curriculum. Equally the RE leader is also well informed about current curriculum developments and is part of a local leaders’ group that is in the process of establishing a North Norfolk RE hub.

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

The outstanding and inspirational leadership of the executive headteacher has a substantial impact on Colkirk. He ensures that all members of the community are aware of its distinctly Christian character, with parents noting that he is “very keen to stress we are a church school”. The executive headteacher, senior leaders and members of staff clearly live out and promote a vision for Colkirk rooted in its Christian values, with governors directly attributing its impact to the “wonderful behaviour of the children”. Effective strategic leadership by the governors ensures that Colkirk provides opportunities to develop staff for leadership in church schools, with the headteacher alongside other federation staff completing the TEACH RE course. Colkirk’s Christian values have a clear impact on the high standards of achievement, attendance and behaviour of children, with the belief enshrined in the vision statement that “all people are created and loved by God”. One new parent explained that this translates into practice through the way in which Colkirk focuses on practical support for “the children and the family. The family is important and gets missed in other schools”. Outstanding leadership of the school ensures that all groups in the community are involved in Colkirk’s self-evaluation to identify areas for improvement as well as celebrate success. The partnership between the school and the parish is strong as are its links with the diocese, with the local church providing Colkirk with bursaries to buy uniform for some children. This is because staff and governors are not complacent but strategically plan further developments. Since the last inspection this has included greater involvement of the vicar in collective worship, federation days at the Norwich cathedral and the involvement of the diocesan RE adviser in training to upskill staff. The leadership of RE is given a high priority through being led by a head of school within the federation. Collective worship is also shown to be an essential part of the school through the executive headteacher planning its delivery. As a consequence both RE and collective worship are highly effective and valued by all members of the community. Strongly focused leadership at all levels has ensured that all developments highlighted in the last inspection have been met, with Colkirk now actively involved with the church community. For example it has formed close links with the diocese, with the Bishop being invited to lead services at the school.

SIAMs report April 2016 Colkirk Church of England Primary Academy Colkirk NR21 7NW