



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Homefield Church of England Voluntary Controlled Primary School

Homefield Avenue  
Bradwell  
Great Yarmouth  
Norfolk  
NR31 8NS

#### Diocese: Norwich

Local authority: Norfolk

Dates of inspection: 21 October 2014

Date of last inspection: December 2009

School's unique reference number: 121097

Headteacher: Ryan Freeman

Inspector's name and number: Marion Betts 220

#### School context

Homefield school is a one form entry school with nursery provision for pupils aged 3 to 11 years. The school serves the suburb of Bradwell in Great Yarmouth. Almost all pupils are White British. The church is a short distance from the school. There has been a change of headteacher since the last church school inspection and a new rector within the last two years.

#### The distinctiveness and effectiveness of Homefield Primary School as a Church of England school are outstanding

- The headteacher's dynamic leadership powerfully promotes the Christian vision of the school and ensures this is embedded into policies and practices.
- A very strong emphasis is placed on care, respect and support for each other which impact very positively on the well-being of all.
- Christian values are known well and understood by all pupils and have a very affirmative effect on their personal, spiritual, moral, and social development.
- The strong and pro-active partnership between the school and the church ensures the whole community understands the distinctiveness of the school as a church school.

#### Areas to improve

- Increase the opportunities given for pupils to plan and lead their own acts of worship so that they take more ownership of this important activity.
- Devise ways for governors to monitor and evaluate more formally the school's church school distinctiveness and collective worship, so that their role in the school's self-evaluation as a church school is heightened.

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

Pupils enjoy their school life and praise the care of the staff who listen to them and help with their problems. All pupils, including those disadvantaged, make good progress during their time at the school and achieve above average in all areas in all key stages including in their Reception year. The pupils can articulate the school's Christian values, recognise them as biblical and strive to achieve them. These values are effectively taught during collective worship and deeply embedded into the school's daily life. They make a powerful impact on pupils' attitudes, actions and behaviour which are exemplary. Pupils' spiritual, moral and social development is outstanding. Pupils gain a real sense of their ownership within school life by the responsibilities they have from an early age to be part of the many pupil committees. The role of these committees is to seek pupils' opinions and ideas for improvements. Budgets given them make their suggested ideas a reality. Relationships and respect between staff and pupils are outstanding and demonstrate the school's Christian context. The whole community is characterised by distributive leadership; praise used effectively; and a sense of positive well-being. The pastoral care and support given to pupils is a great strength of the school. Each child's needs are known and catered for. This is shown by the improved social skills and behaviour developed by pupils who participate in the nurturing opportunities given in the sunshine room. "Caring Crusader pupils" support and advise other children with any problems they may have. Parents appreciate their children's care and experiences within the school. Pupils' learning is enhanced by a very wide range of extra activities, for example a governor is teaching archery this term. Pupils are developing their understanding that Christianity is a multi-cultural worldwide faith. They showed compassionate interest when comparing their church situation to the differences in worship conditions for some Christians in North India as related by a school visitor. Religious education (RE) makes a powerful contribution to the Christian character of the school emphasised by its high priority among core subjects evidenced by the headteacher taking on RE leadership; by the appointment of highly qualified RE personnel and by the large budget allocated. RE learning reinforces the messages shared in collective worship. Pupils enjoy RE and good standards are achieved in the school.

## **The impact of collective worship on the school community is good**

Collective worship is regarded as an important element of each day demonstrated by the enjoyment of the pupils and by being the main way in which the school community derives and understands its value system. Staff appreciate being present and comment on the benefit of this spiritual opportunity for them personally. Reflection time allows pupils and adults to reflect on the application of the values to their own experiences and attitudes. Bible stories and Scripture are used for illustrating the Christian origin for these values. Parents are able to access information and worksheets linked to the priority value through the website so being able to participate in their child's learning. Themes for collective worship are also planned around the Church calendar and worship has a set pattern of liturgical elements. Through this, together with the regular Christian visiting worship leaders and the fortnightly worship sessions that take place at the church, pupils are gaining an understanding of Anglican traditions and practice. Creative delivery using visual presentations and vibrant singing engages pupils' interest and contributes to their understanding of the message or learning. Pupils are involved in presenting class assemblies and the pupil committees plan and lead worship. Pupils would welcome more involvement in devising their own key stage worship sessions. Pupils develop their personal spirituality through the many reflection and prayer opportunities. They compose their own prayers used during worship and are beginning to understand the purposes and variety of prayer and its importance within the Christian life of the school. Recently each class studied the implication for them of one part of the Lord's Prayer and shared their thoughts and ideas with the whole school. Pupils articulate clearly their learning about Jesus and God, but at present there is less emphasis on The Holy Spirit although work has been covered around the time of Pentecost. As part of the rector's input into collective worship planning, he and senior

staff are devising how a developing knowledge of the Trinity could be taught in an age appropriate manner to create more awareness of this concept. Collective worship is monitored by the headteacher, governors and pupils who through the assembly committee have suggested improvements, many of which have been implemented. For example they have purchased their choice of music and improved the worship environment.

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

The leadership of the headteacher with the effective support of the governors, powerfully directs the Christian vision and values of the school both explicitly and implicitly so that the church school distinctiveness is understood by the whole school community who can articulate what it means to be in a church school. Information has been given to staff explaining the theological background of the school's values, so that they have greater knowledge of the values' Christian distinctiveness. The majority of displays around the building and the school badge declare the school's church links. All staff are fully committed and strive to achieve the school's expectations of their role in this Christian community. They feel highly appreciated for their work demonstrated by effective praise and by their ideas and opinions being sought. They are very supportive of each other both professionally and personally. Governors' strategic planning has ensured the high quality of the school leadership as well as RE specialists being appointed. This has powerfully raised the school's profile as a church school and the quality of RE teaching and learning as well as ensuring the needs of the pupils are met. Professional development of staff and governors linked to leadership within a church school has led to a greater awareness of each member's expected role. Governors and senior staff informally monitor the church school distinctiveness. This self-evaluation leads to a clear high profile religious aspects improvement plan. Parents are very positive about the school and particularly appreciate the staff's approachability. The school has a positive relationship with the diocese and responded extremely well to the request to promote teaching and learning of the new Norfolk Agreed RE syllabus with local schools. The school set up a network and extremely informative website highlighting plans and resources. 20 schools have joined the network and regular RE meetings take place which are of mutual benefit to all these schools. The school has strong links with many members of the local church. A vibrant page on the school website denotes this partnership to parents. Since the last inspection the school has made vast improvements in all areas which are now embedded into the practices within school life and sustainable for the future. There is capacity and enthusiasm in the school community for further improvement.

SIAMS report October 2014 Homefield VC Primary School, Great Yarmouth. NR31 8NS