

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Catfield Church of England Primary Academy

Vision

With friendship, trust and kindness we fly!

(Love your neighbour as yourself) Mark 12:31

Our federation is a family, strengthened by our collaboration and relationships. By showing friendship, trust and kindness we flourish together (love your neighbour) and as individuals (love yourself). The Swallowtail butterfly represents our unique location and the high aspirations we have for all pupils, allowing them to 'fly' and live 'life in all its fullness.'

Catfield Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- Catfield Church of England Primary Academy is an inclusive and caring community in which members of the school are supported and valued. The school's Christian vision is at the heart of decision making and encourages high aspiration for all.
- The alignment of the vision of the school with that of St Benet's Multi-Academy Trust has enhanced opportunities for pupils and staff to flourish.
- Reflective leaders have produced a varied programme of collective worship which offers good opportunities for spiritual flourishing. Worship provides a welcoming and reflective atmosphere that includes and enriches the whole school community.
- Religious education (RE) is well led by an experienced subject leader. The RE curriculum is appropriately challenging and offers pupils opportunities to pose big questions about belief.
- Well trained staff ensure that pupils who have special educational needs and / or disabilities (SEND), and those considered vulnerable, thrive at Catfield. These pupils are valued for who they are and receive individualised support to enable them to succeed.

Development Points

- Embed more opportunities within the curriculum for pupils to explore questions of justice in the wider community. This is so they can further develop their skills as independent agents of change.
- Enrich the RE curriculum with a broader range of first hand experiences. This is to deepen pupils' understanding of a range of faiths.



Inspection Findings

The biblical encouragement to 'love your neighbour as yourself' contributes to the caring ethos at Catfield. The Christian vision is the lens through which school leaders consider decisions and actions to move the school forward. It reflects the context of the school and encourages high aspiration. Friendship and trust underpin relationships. As a result, there is a strong sense of family and community in the school. Parents and carers feel welcomed and children are confident that adults will help them socially and academically. The alignment of the school's vision with the 'immeasurably more' vision of St Benet's Trust was a key reason for leaders deciding to join the trust. Being part of a wider network of schools has enabled more opportunities for staff training and personal support for school leaders. The impact of this is that it builds staff knowledge and confidence, enabling them to flourish in their roles. The governing body and the trust have a good understanding of the impact of the school's vision as a result of regular monitoring.

School leaders have made an informed decision to adopt the current curriculum as it links closely to the school vision. The enquiry based curriculum is challenging and engaging and offers opportunities for pupils to flourish and 'fly.' It is well-tailored to the needs of an outward looking rural school. For example, the reading curriculum explores social, ethical and moral issues and exposes pupils to other cultures. Consequently, pupils' perspectives are widened. Subject leaders have mapped opportunities for spiritual development across all areas of the curriculum. This leads to pupils being given opportunities to reflect on their learning and, as a consequence, are developing spiritually. Carefully targeted interventions are put in place to support the social and academic needs of pupils with SEND and those considered vulnerable. Family collective worship, which takes place at the end of each week, provides an occasion for children's learning behaviours and achievements to be celebrated. As a result, pupils develop confidence from such recognition. Pupils flourish in different environments, including the school's forest school provision. Enrichment activities broaden pupils' horizons and allow them to make deeper friendships across the federation. For example, the annual dance show gives pupils the chance to work with others and showcase their talents to a wider audience.

Leaders carefully plan daily collective worship so the whole school can explore its Christian vision and values. They participate fully in training offered by the local diocese. As a result, new ideas and best practice are included in long and short-term planning. Collective worship promotes the school's definition of spiritual development, as it encompasses the exploration of big questions and times for reflection. As a result, pupils develop spiritually. They actively engage with activities and willingly offer responses. For example, they reflect on key messages and volunteers contribute their own prayers. Monitors enjoy the responsibility of leading collective worship and this enhances their understanding of its importance. Pupils' spiritual development is further developed through contributing to individual reflection books in class. Collective worship is inclusive. Pupils who find large gatherings a challenge are included in other ways to ensure they also receive the same content as others. The local church hosts services for the school, which are often led by school staff. Staff, pupils, parents and carers value the moments of awe and wonder they experienced at the recent Christingle service.

Leaders treat staff and pupils in the school with trust and kindness. Staff act as good role models in the way they treat each other and this promotes positive pupil behaviour. Adults consistently apply restorative approaches when there are disagreements. As a result of nurture and mental health champion training, staff have the skills to effectively support the mental health of pupils and adults. The effective mentoring scheme ensures that all staff are confident to support one another in their teaching. The partnership with the other schools in the trust and



federation has resulted in staff having more opportunities to share best practice. The setting up of an enhanced SEND provision (ESP) base has enabled pupils with SEND to receive targeted support so they can flourish. Leaders are relentless in their support for pupils with additional needs and those who struggle to attend school. Parents and carers rightly acknowledge that the school knows each child's individual needs and, as a result, they thrive.

The school's Christian vision of 'love your neighbour as yourself' encourages staff and pupils to consider the needs of others. Children take pride in serving the community and talk positively about the difference they can make. For example, they have written kindness cards for care home residents and delivered them to homes and the local church. Members of the school council have also worked with the Catfield Action Team to pick up litter in the village. By joining St Benet's, the school has extended the opportunities it offers to pupils to carry out social action projects. For example, the school is now involved in a network for young carers and younger pupils participate in the Young Leaders Award scheme. Underpinned by the school's vision and values, pupils look out for one another. Year 6 pupils act as role models for the rest of the school. The newly adopted curriculum encourages pupils to look outward and discuss big questions and ethical issues. However, it is not sufficiently embedded for pupils to be confidently challenging injustice to make a difference on a wider scale.

The RE curriculum is carefully designed to support pupils to learn about a range of world religions and worldviews. The RE subject leader works closely with the diocese to regularly review the curriculum so that it reflects the school's context. As a result, well-chosen teaching resources enable pupils to have a good understanding of a range of RE concepts. These are presented as 'big questions,' such as 'how and why does religion bring peace and conflict?' The spiral curriculum allows pupils to revisit topics and develop their knowledge as they move through the school. Pupils know that Christians worship differently around the world. Access to RE training and regular mentoring develops staff subject knowledge. Staff make careful assessments of what pupils learn in RE so future plans can be amended. As a result, learning is effective. Regular monitoring of the impact of RE by leaders, including governors, ensures they know both the strengths and next steps. It has also rightly highlighted that more enrichment activities are needed to support pupils' understanding of some religions.

Information

Address	School Lane, Catfield, Great Yarmouth, NR29 5DA		
Date	16 January 2025	URN	150583
Type of school	Academy	No. of pupils	84
Diocese/District	Diocese of Norwich		
MAT/Federation	The Swallowtail Federation The Diocese of Norwich St Benet's Multi-Academy Trust		
Headteacher	Natalie Butcher		
Chair of Governors	Sheila Watts		
Inspector	Neil Henery		