


# Footprints

 THE CHURCH  
OF ENGLAND  
Diocese of Norwich

Your newsletter from the Diocesan Board of Education

June 2024



**Paul Dunning**  
Diocesan Director of Education

**We plan to use elements of the Diocesan Board of Education's Strategic Plan 2024-2030 as themes for forthcoming editions of Footprints.**

'Building together for dignity and respect' is grounded in the Church of England's national vision for education which states that 'human dignity, the ultimate worth of each person, is central to good education.' In developing

the DBE plan we have focused on the following verses from Matthew's gospel to underpin this:

**"Teacher, which is the greatest commandment in the Law?" Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.' Matthew 22:36-39 NIV**

Love is central to this and as the national vision says '*Jesus embodies the love of God for each person, and Christians are called to follow him in this, and to join with others in demonstrating it. He paid special attention to the disadvantaged, excluded, despised and feared.*' I am regularly inspired by

how our schools are grounding their theologically rooted Christian vision in Bible passages that focus on such matters.

Two examples that follow use the 'Love your neighbour as yourself' text and demonstrate how this flows through all elements of the school and its community. The third example is about breaking down barriers to learning as they live out being the rock for their community, based on Jesus's words to Peter in Matthew 16:18.

It should also be stated that having a strong safeguarding culture is a vital aspect of 'Building together for dignity and respect'. Thank you to all in our schools who do such an important job so well helping to improve the lives of children and young people, thereby demonstrating God's love in action.

## Callum Richards

Executive Headteacher  
Carleton Rode & Forncett St Peter VA  
Primary Federation

At the heart of our primary school's ethos lies the value of "Love Your Neighbour As Yourself." This foundational principle not only shapes our interactions within our school community but also extends outward to embrace the broader community beyond our gates.

Within our Federation we aim to foster an inclusive environment where every pupil is made to feel valued and respected through being the 'best version of themselves'. Within each subject, we have identified how we can ensure our values are interwoven in everything that we do. By understanding and appreciating the experiences of others, pupils begin to cultivate a sense of empathy and compassion that guides their interactions with others and informs their actions as responsible citizens.

Beyond the school walls, we actively engage with the local community. From fundraising to community projects, pupils learn the importance of giving back and making a positive impact



on their local community. This further permeates through our staff who support the community and church – we also have a member of staff on the friends of the church committee and offer the use of the school building for their events. One of our underlying values is Kindness which is lived out in all of our interactions within school and the wider community. 'Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you.' Ephesians 4:32.

In essence, our Federation's commitment to "Love Your Neighbour As Yourself" is a guiding principle that permeates every aspect of our culture and is embraced by all.



## Matthew Parslow-Williams

Headteacher  
Hethersett VC Primary

At Hethersett VC Primary School, we live by the ethos of 'Building together for Dignity and Respect' as part of our school vision drawing inspiration from the biblical teachings of love in Matthew 22:36-39.

Our school is a beacon of diversity and understanding, where pupils not only excel academically but also grow into compassionate individuals.

**Embracing Diversity** Our pupils have an excellent understanding of diversity and difference within our society. They are highly respectful and supportive of each other, a reflection of the high-quality teaching they receive about the world around them. This understanding is woven into the fabric of our school life, enriching every lesson and interaction.

**A Rich School Experience** The school experience here is well-rounded, with a variety of activities that encourage pupils to become confident, independent, and responsible. Leadership roles, such as



'Playground Pals' and sports leaders, allow pupils to make a real difference within the school community.

**Cultivating Good Citizens** Through charity work and a wide range of activities, we prepare our pupils to be good citizens of the future. Their enthusiasm for learning and their understanding of respect and dignity

are the cornerstones of our educational philosophy.

At Hethersett VC Primary School, we are proud to build a community where every child is valued, understood, and respected. We are dedicated to nurturing a generation that will carry these values forward, creating a more compassionate and inclusive world.





## Ryan Freeman

Executive Headteacher  
The Ark Federation (Peterhouse & Moorlands Primary Academies)

Peterhouse serves one of the Diocese' most deprived communities. The percentage of free school meals fluctuates between 60 and 70%, with some individual classes as high as 80%. The Magdalen Estate is in the top 10% of deprivation in the country. We also recognise that the majority of our families who are not in receipt of funding are struggling to provide for their children in these difficult times. As a result of this, we have based our vision on the story of St Peter and have set the aim of being the

Rock for our Community.

We live this out by trying our hardest to break down barriers to learning. In the past few years we have identified seven distinct barriers (if you are interested, these can be found on our website: [www.peterhouse.dneat.org/vision-and-aims](http://www.peterhouse.dneat.org/vision-and-aims)) and we look to break them down in every aspect of school life. A few examples of this include:

Social and Cultural barriers are broken down by ensuring our curriculum provides a wealth of opportunities for children to experience art and culture. Our trips are all funded and we ensure that every child accesses every opportunity. This includes the opportunity to see a live performance each year, play an instrument and go on a

residential trip.

Emotional barriers are broken down through the use of our pastoral provision – Guided by the wonderful Miss Gillett and Miss Vernal, The Nook and The Hive provide support for children with a variety of needs, with the aim of intervening early to avoid dysregulation wherever we can. Children can access this provision in the form of 1:1 check-ins, small group sessions and with their 1:1 support (where funding allows).

This may sound idyllic, but in reality it is a constant uphill battle to ensure that every child is catered for so that the school can function and children can learn. What makes this work? The Peterhouse staff - every single one of them! There are far easier places to work, but there is nowhere like Peterhouse.

## Governor and Clerk update



**Hannah Monk**  
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**The Bible verses underpinning this edition of Footprints (Matthew 22:36-39) have led me to focus on how Governors and Trustees conduct themselves in their role.**

School improvement is driven by leaders, Trustees and Governors who recognise that ambitious targets are achievable and are the entitlement of all the young people in our schools. To support that Governors and Trustees:

- Agree and adhere to the Code of Conduct for the Trust and/or the school. If you are not sure whether you have or understand the code of conduct for your role talk to your governance professional who will be able to signpost you either to an existing code or to a template that you can use (for our academy trusts these can be found on GovernorHub).
- Accept a fair share of the work, fulfilling their own responsibilities and supporting others.
- Participate in task groups, panels or in

recruitment activities.

- Develop their own knowledge of the school's activities, strengths, areas for development and improvement plans.
- Develop their own capacity identifying their needs, undertaking training, and using opportunities to increase their understanding and effectiveness.
- Support the school and/or the Trust in the community exercising prudence and tact if contentious issues are affecting the school or Trust.

In addition, all those elected or appointed to boards should fulfil their duties in line with the seven principles of public life (the Nolan Principles which can be found at [www.DofN.org/seven](http://www.DofN.org/seven)):

**Selflessness** – Putting the interests of the school or Trust before one's own.

**Openness** – Holders of public office should act and take decisions in an open and transparent manner declaring any interests which may conflict their role as a Governor or Trustee.

**Accountability** – Governors and Trustees are not accountable as individuals but as the governing body.

In academy trusts the majority of the accountability lies with the Trustees however the Governors have accountabilities as delegated to them

by the Trust Board. Academy Governors and Trustees should therefore use the Academy Trust Governance Guide ([www.DofN.org/guide](http://www.DofN.org/guide)) and their Trust's Scheme of Delegation to understand levels of accountability more fully.

In VA and VC schools Governors need to know and understand the accountabilities that lie with them and their distinct legal position – the Maintained Schools Governance Guide ([www.DofN.org/msgg](http://www.DofN.org/msgg)) is a useful resource.

**Objectivity** – Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias. Remember that for good governance you can always ask for more or different information.

**Integrity** – Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work.

**Honesty** – speaks for itself!

**Leadership** – Holders of public office should exhibit these principles in their own behaviour and treat others with respect.

By conducting our role well, we help to build a culture of dignity and respect for everyone in our schools.

## Welcome

### Heads starting

**Sarah Lewis** – Sunflower Federation (Brooke VC and Hemnall community schools).

## DNEAT conversions

**1 June 2024**

**Flourish Federation**

## Farewell & thanks

### Heads leaving

**Rhiannon Price** (interim HT) – The Saints federation (All Saints, Winfarthing, Hapton and St Andrew's, North Lopham)

**Jane Gardener** – Sandringham Federation (Sandringham, West Newton & Flitcham – DNEAT)

**Rachael Greenhalgh** – St Mathews Federation (Middleton & Gayton – DNEAT)

**Adrian Crossland** – Kessingland Primary Academy – DNEAT

**Rebecca Clarke** – Acle and Little Plumstead Federation – St Benet's MAT

## SIAMS congratulations

Congratulations to the following schools that have had their SIAMS inspections this term.

**Whitefriars Primary Academy, DNEAT**

**Walsingham VA Primary**

**The Bishop's Primary Academy, DNEAT**

**Salhouse VC Primary**