

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Massingham Church of England VC Primary School

Address: Weasenham Road, Great Massingham, PE32 2EY

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

School's vision

Psalm 32:8 I will instruct you in the way you should go: I will counsel you with my loving eye upon you. Living, Learning & Flourishing together. We live as role models & advocate good choices. We learn in all we do with a loving eye upon us. We flourish in the way we go, within school & into the world beyond

Key findings

- The vision of the school, developed over time, reflects its local context. It is rooted in Christian teaching. It is underpinned by distinctly Christian values
- Pupils enjoy religious education (RE). They talk about world religions and alternative beliefs with interest. Opportunities for pupils to learn through an enquiry based, creative RE curriculum are not yet developed or resourced. As a result learning outcomes from a sequenced and progressive curriculum are not always evident
- Collective Worship is appreciated as a special time of the day. It meets statutory requirements. Pupils take part with enthusiasm. They do not yet independently lead and evaluate collective worship
- Pupils enjoy opportunities for cross-curricular theme based learning. This is enriched through fabulous finales, residential trips and visits.
- Pupil voice is strength. Pupils know their opinions matter and that things change as a result of their ideas. They have a sense of social justice and raise money for good causes

Areas for development

- Embed an enquiry based RE curriculum so allowing pupils to develop deeper thinking skills and respond to learning in more creative ways.
- Increase pupil involvement and engagement in planning and leading collective worship enabling them to effectively initiate, prepare, participate and evaluate inspirational collective worship
- Develop a clear and unambiguous understanding and approach to spirituality and spiritual development allowing all to grow and flourish.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's Christian vision is articulated by all members of the community. It is at the heart of all the school does. Pupils have a shared understanding of its purpose. Together with the core values of kindness, koinonia, compassion, responsibility and forgiveness the vision is displayed in corridors and classrooms, as a visual reminder of its importance. Pupils talk of ways the vision impacts on their lives; the buddy seat in the playground enables them to keep their loving eyes on children who may feel lonely for example. Parents are familiar with the vision and comment that it is woven into everything their children do and impacts positively on behaviour. Kindness is seen as a cornerstone of the school's ethos, they appreciate that staff are approachable and know families well. The influence of the vision on staff means they seek to be positive role models for each other and for the pupils. As a small school the staff "rely on each other for wise counsel and support" especially during times of turbulence.

An ambitious enquiry based curriculum is developing. Effective provision is in place to support pupils with special educational needs and/or disabilities (SEND) ensuring equality of access and flourishing. This may involve additional small targeted support, nurture groups and at times re-structuring the learning environment. Support was offered to families during the lock downs via emails, phone calls and the distribution of worksheets to those who struggled with internet access. Staff delivered and at times made packed lunches. Children of key workers and others were invited into school for learning. Catch up funding has been used for intervention programmes resulting in improved pupil confidence and greater flourishing. The vision has inspired decisions to provide a mental health first aid ambassador to support the mental health and wellbeing of pupils and staff. A decision was also taken to provide further support for emotional resilience and increased 1:1 mental help support for pupils and families.

The school has a comprehensive spirituality policy. However a shared understanding of spirituality across the curriculum is not yet in place and opportunities for its development are not intentionally planned for. Adults are aware of spiritual moments but these are often recognised as incidental. An example is the awe and wonder a reception child felt when they described their understanding of rain clouds to their teacher. Where the vision impacts on the curriculum such as in artwork it is powerful. When discussing their sketch of an eye one pupil said "God's eye is so big, He has it on everyone." Parents, pupils and governors very much appreciate the fabulous finale to curriculum themes. A governor describes being "moved to tears" by a whole community celebration of learning about the Greeks after the lifting of Covid restrictions.

Pupil voice is strength. School council meetings offer an important opportunity for their voice to be aired and for them to be agents for change. Examples include contributing to the design of the new school logo and advocating for greening projects. Pupils talk knowledgeably about the biodiversity and tree planting projects within the local community and their school vegetable gardens.

Driven by the Christian vision pupils live well together and behaviour is good. When rare instances of bullying do occur, adults swiftly respond to it. A restorative approach to the management of behaviour allows for reflection on choices made and how it impacts on others. Parents are enthusiastic about the nurturing, caring aspect of school life. They feel the school is inclusive when dealing with issues. Parents believe that the school is a place where people "keep a loving eye on the community." As a result of the Christian vision pupils understand themselves as unique individuals. Although they are ready to challenge gender inequality they are less aware of difference and diversity beyond their own community.

Collective Worship takes place daily. It is an invitational time for pupils to gather together, worship God and to experience stillness and reflection. The weekly mission, which forms part of collective worship, is a challenge for pupils to live out the school vision and inspires them to action. Prayer is part of school life. The pupils use praise, ask, thank, say sorry (PATS) model when offering up spontaneous prayers as part of worship and at other times during the day. Older pupils are keen to become a values leader and relish being chosen by staff for this role each term. Amongst

other duties values leaders participate in collective worship by helping staff to tell Bible stories. Leaders recognise pupils have yet to independently plan and lead collective worship. The school values its link with the local church and welcomes visits by clergy enabling pupils to experience different forms of worship. Some online collective worship took place during lock downs, which was well received by pupils and families. Evaluation and monitoring of the impact of collective worship to improve practice is still to be fully developed.

Pupils talk with interest about religion and worldviews. They are motivated to develop their knowledge and understanding. The school follows the locally agreed syllabus for Norfolk but the RE curriculum is not fully developed. Leaders recognize this and are aware of developments needed. Governors are keen to monitor RE within the school setting but the pandemic has impacted on their capacity. The school has worked with the Diocese of Norwich on planning and assessment practice in RE but recorded outcomes do not yet reflect these changes. Resourcing for RE and training of staff to share new ideas and pedagogy is developing. Although there are some opportunities for pupils to experience deep thinking and discussion about big life questions, this is not yet a regular feature of RE. The opportunity to respond creatively and imaginatively through enquiry led learning has not been embedded. As a result, links between RE, spirituality and other curriculum areas are lost.

Contextual information about the school

Date of inspection	29 June 2022	URN	121087
Date of previous inspection	3 November 2015		
School status	Voluntary Controlled	NOR	66
Name of MAT/Federation	Great Massing ham and Harpley Church of England Schools Federation		
Diocese	Norwich		
Headteacher	Kirsten Stibbon		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs is above National averages.		
Additional significant information (if needed)	The school is federated with Harpley Church of England Voluntary Controlled Primary The headteacher role is shared by two part time heads.		
Inspector's name	Teresa Osborne	No.	C2012