

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Worstead Church of England VA Primary School	
Address	Lyngate, Worstead, North Walsham, NR28 9RQ

School vision
<p>"Now faith is confidence in what we hope for and assurance about what we do not see" Hebrews 11:1</p> <p>At our schools, hope drives everything we do. We look beyond today and towards the horizon, knowing that a journey of learning and flourishing takes many steps. We know that we will bring about what we hope for, even though the journey is challenging. Our Christian vision of hope, linked to faith in the future is split into three key areas - hope for our world, our learning and our relationships. 'Let all that you do be done in love,' describes our ethos of the loving family community with its strong sense of belonging for children and adults.</p>
School strengths
<ul style="list-style-type: none"> • The creation of a new Christian vision drives forward the school's actions through a federation with another Church school. Pupils and adults flourish because of the firmly held conviction that everyone is known and loved by God. • The recently developed school curriculum is intentionally created to widen horizons and deliver fresh opportunities. The vision drives a curriculum that includes and nurtures all. Pupils are eager to seize the many extra-curricular and enrichment activities. As a result, pupils and adults flourish. • School leaders prioritise good mental health and wellbeing for its school community. The needs of pupils with special educational needs and disabilities (SEND), the vulnerable and disadvantaged are particularly nurtured. This enables pupils and staff to live well together. • Collective worship takes place daily, led by senior staff members and local clergy. It is inclusive. The pupils consider it to be an important part of their school day. They understand that worship is an opportunity to be close to God. • The review of the religious education (RE) curriculum has enabled further learning opportunities for pupils. They are growing in their knowledge and understanding of a range of religions and worldviews. This is contributing to a greater engagement and a wider understanding of RE as an academic subject.
Areas for development
<ul style="list-style-type: none"> • Ensure that leaders undertake robust and routine monitoring and evaluation of RE and collective worship. This will enable leaders to support and improve the development, quality and effectiveness of these areas. • For leaders to ensure pupils have greater opportunities to engage in prayer, reflection and spiritual development beyond worship. This is so pupils may develop their own spirituality, insights and personal beliefs. • Extend opportunities for pupils to explore questions of justice and think deeply about issues of global inequality. This is so they can understand how they might speak out and influence positive change.

Inspection findings

Worstead Church of England primary is a Church school moving through a period of change. It has newly federated with another local Church of England school. Governors made this significant decision to ensure the school continues as a beacon of hope in the community. Its newly revised Christian vision encompasses the school's long established values. Leaders developed this new vision to better fit its journey ahead. Hopefulness is the Christian value the school aspires to create in all who attend and work at the school. As a rural school, opportunities and choices can be limited due to distance. Therefore, school leaders are inspired to ensure the pupils at Worstead are offered as many opportunities as possible. They are not limited by their relative seclusion. Leaders are committed to their offer of a 'big school education from a small school location and budget'.

School leaders reviewed the curriculum ensuring it offers a breadth and depth of learning and opportunity for its pupils. Leaders identified values of respect, kindness, ambition, curiosity and resilience, offering hope for a better future. These values are woven into the curriculum and understood by pupils and staff. They seek to give pupils the spiritual, moral and academic education needed to succeed. Learning is inclusive. Committed teachers and support staff meet the needs of vulnerable pupils. Those with SEND know that staff will make adaptations for them. The vision of hope ensures everyone can achieve with the right support, focus and opportunity. Learning is planned to extend awareness of the wider world. This enables all to enjoy a wide range of cultural experiences and residential trips as far away as London. School leaders ensure there are no funding barriers to participation. As a result, there is high participation in extra-curricular activities.

Spirituality training through the Diocese of Norwich ensures all staff have a common understanding of spiritual development. Awe and wonder moments occur during curriculum learning, sport, music and outdoor learning. There is a lack of clarity in how these are planned for as part of the curriculum. Dedicated time to reflect on these special moments does not routinely happen. Some classrooms have a reflection area where pupils can sit quietly. There is inconsistency in how pupils use this personal space and leaders do not evaluate its impact. The school is currently developing an outside spiritual and sensory garden to offer pupils and staff a space for quiet moments. Pupils talk with confidence and enjoyment about their learning. The impact of these experiences on their spiritual development however, is not always developed or captured.

Senior leaders and local clergy lead collective worship. This ensures it is varied and reflects different styles. Pupils enjoy singing and do so with enthusiasm. They rightly welcome opportunities to participate in collective worship by reading a prayer or acting out a role. Some pupils are keen to be involved further by planning or leading worship. This will enable greater spiritual growth. The school vision and values are recognised by the pupils in the stories they hear. For example, the Wedding at Cana was explained as Jesus undertaking an act of generosity. They expect the stories they hear during worship to impact on their good behaviour and treatment of others. As a result, worship helps to guide the actions and behaviours of all. Attending the local parish church for special services inspires pupils. Likewise, some parents also value the opportunity to attend a local church service. However, governors and school leaders have not effectively monitored or evaluated the impact of collective worship on the spiritual development of the pupils. This ultimately limits its impact on their deeper spiritual experiences.

True to the vision, genuine kindness shines through all relationships. Caring leaders promote the good mental health of pupils and adults. Reconciliation and restoration are cornerstones of the behaviour policy. Pupils work and play together successfully by treating one another with dignity and respect. They are eager to express how they 'look out' for each other. Pupils enjoy coming to

school and attendance is above national averages. Parents speak well of the school and the approachable staff. They value the way staff listen to concerns and work hard to provide what is needed for individual pupils. Compassionate leaders ensure that staff are well cared for, which in turn enables them to care for their pupils. This shared responsibility to love and care for others means staff notice one another's needs and actively support each other to thrive. Their professional development is given priority. This is because the vision drives relationships between everybody. All staff are focused on building a brighter future that is inclusive, dignified and equitable.

Pupil voice is expressed through the school council. Pupils are involved in the local community café and the annual Worstead festival. They have been involved in some eco-decisions and are encouraged to support charitable giving. Local and global opportunities for exercising Christian generosity are encouraged by adults. However, the pupils do not champion their own just causes through self-directed actions either at a national, local or global level.

RE planning has been reviewed and monitored. As a result, long term plans reflect the balance, sequence and diversity of the syllabus. This gives all teachers the subject knowledge, skill and resources to enable pupils to make progress. The RE curriculum is challenging, consequently pupils speak of RE being a time when they are required to think hard. Pupils learn about a range of faith studies and beliefs. They ponder on the 'big questions' these pose and consider how faith impacts on life. This is more evident in the work of the older pupils. They are comfortable discussing some deep philosophical questions and the opinions of thinkers such as Thomas Aquinas. A scrutiny of pupil outcomes shows good quality teaching in this area. The RE lead has also monitored the assessment of pupil outcomes showing that good progress is made with learning. Pupils who struggle with RE are supported with language and recording. One outcome of scrutinising books is a decision to use floor books to capture learning. Recent changes in the governing body have meant there is little monitoring or evaluating of the subject.

The inspection findings indicate that Worstead Church of England Voluntary Aided Primary School is living up to its foundation as a Church school.

Information			
Inspection date	17 January 2024	URN	121066
VC/VA/Academy	Voluntary aided	Pupils on roll	108
Diocese	Norwich		
MAT/Federation	North Star Federation		
Executive Headteacher	Nick Read		
Chair	Hayley Smith		
Inspector	Teresa Osborne	No.	2130