

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Narborough Primary Academy			
Address	Denny's Walk, Narborough, King's Lynn, Norfolk PE32 1T		
Date of inspection	21 March 2019	Status of school	Academy inspected as voluntary controlled: Diocese of Norwich Education & Academies Trust
Diocese / Methodist District	Norfolk	URN	142466

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Narborough is a primary school with 95 pupils on roll. The school has a very low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below the national average. The school is part of a federation of three local schools which are led by one headteacher and deputy headteacher and share one governing body. All are members of the Diocesan Trust (DNEAT).

The school's Christian vision

Let your light shine (Matt 5 v16)

We aim to become a community which nurtures individuals to develop a sense of belonging, purpose and self-belief in order for all to flourish and shine.

Key findings

- The distinctive Christian vision at Narborough has been embraced by the whole school community. It has a demonstrable impact on relationships across the school community and is the driving force behind the successful drive to raise pupil achievement. The vision and associated Christian values are beginning to have a wider impact across all areas of school life.
- All pupils are valued as unique individuals. As an outworking of the school's Christian vision, the provision for pupils who have additional needs is very effective and a wide range of strategies are employed to build self-esteem and confidence. All pupils are supported to flourish and shine.
- High quality leadership has led to the formation of an effective and cohesive teaching team which draws on and contributes to expertise across the federation.
- The importance of collective worship and religious education (RE) is recognised by all. The school's vision and core Christian values are actively promoted through worship and there is clear evidence of the impact on pupils' behaviour and positive attitudes to learning.

Areas for development

- Ensure that the school's Christian vision is securely embedded so that it becomes the first consideration in improvement planning and when revisiting policy and practice.
- Deepen the impact of collective worship by creating opportunities for pupils to discuss and reflect on key messages beyond worship times.
- Expand opportunities for pupils to understand, respect and celebrate diversity beyond their local area.

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 current vision statement for Narborough was introduced relatively recently. It was determined through much thoughtful consideration by staff and governors so as to reflect the current context of the school. It is visible throughout the school and its importance is recognised by everyone. However, it does not appear routinely in policies and has not been absorbed into the everyday vocabulary of the school. All members of the school community readily identify the biblical foundation of the vision. Pupils can explain how the parable of the Good Samaritan has been used to develop their understanding of both the vision and their school's Christian values. A new award of 'Good Samaritan of the week' has been introduced, which is highly prized by the pupils. As an outworking of the vision, staff are deeply committed to providing the best for every pupil. Leaders recognised that in order for pupils to flourish in accordance with the vision many needed grow in self-esteem and confidence. Consequently, they work highly effectively together and act promptly to support any pupil who faces barriers to their progress. This has had a demonstrable impact on the quality of teaching and learning across the school. As a result, considerable improvements have been secured in the achievement of pupils, including those who have special educational needs or disabilities (SEND). In 2018 Year 6 pupils' outcomes in English and mathematics were above the national average. The quality and progress of work in pupils' books and their positive attitude to learning suggest that the aspirational targets set for current cohorts will be met. Governors report how they have seen clear evidence of the success of the strategies employed on visits to school, particularly in pupils' ability to articulate their opinions. This reflects the positive impact of the school's Christian belief in nurturing the God-given potential of each individual. In keeping with the Christian vision, leaders have ensured that raising standards in English and mathematics has taken place alongside the development of an engaging, broad and balanced curriculum. Leaders have begun the process of drawing on expertise beyond the school to develop provision still further, particularly in respect of creating greater links between RE and other subjects.

Effective use has been made of training provided by the diocese, particularly in relation to RE. The opportunities for collaboration with the federation and training and support from the academy trust are highly effective in developing staff, including those who aspire to be future Church school leaders. Governors visit the school frequently and know their school well. Members of the Ethos Committee have had appropriate training to equip them to monitor the impact of the school's Christian vision, RE and collective worship well. All leaders have contributed to the process of evaluating the school's Christian foundation, which is detailed and accurate.

A range of spiritual development opportunities are provided and pupils respond to these well. They give examples of when they have used the shared space in the library to pray for friends or to express their thanks to God for a particular blessing. All classrooms have a space dedicated to prayer and reflection. However, these vary considerably in their scope for interaction by the pupils. A pupil ethos group has recently been formed. Members are very keen to consider how they could contribute to the development of these quiet spaces and to worship.

Pupils' appreciation of cultural and ethnic diversity within the United Kingdom is limited. School leaders and governors have therefore committed the school to seeking Global Schools accreditation by the end of this year. Pupils are beginning to interpret the vision as well as the core values to acts of service. During a recent RE lesson pupils met the families' worker from the local RAF Chaplaincy, who is undertaking a sponsored walk for the charity Shelter Box. As well as making pupils aware of the need for such emergency boxes it prompted them to initiate similar fundraising for this charity. The School Council also contributes to the identification of a range of charitable giving which they readily link to their core values and, through the Good Samaritan parable, to the vision. The values are also apparent in relationships across the school community, which are strong and reflect its Christian vision well. Consequently, behaviour is good and there have been no exclusions. Pupils demonstrate resilience when their learning is challenging and make positive choices, particularly in supporting and encouraging each other.

Staff and pupils regard collective worship as central to the life of the school. The programme is well planned, with a clear theological foundation. Structure and content encourage pupils to reflect on what it means to shine as a Christian. A range of approaches from school leaders and from representatives of different denominations both engage pupils and give them an insight into the different ways Christians worship. The vicar brings aspects of Anglican worship in school and in Church including celebrating the Eucharist. Pupils and parents regularly attend worship at the parish church, resulting in them gaining an appreciation of its importance for the local community. Strong and accessible teaching enables pupils to develop an understanding of God as Father, Son and Holy Spirit. Effective mentoring is provided for pupils who volunteer to lead children's worship which takes place weekly. Pupils have an age appropriate understanding Prayer is seen as a natural opportunity to reflect on the theme of

worship. A range of approaches are used for pupils to become actively involved including drama and paired discussions. Worship makes clear links between faith and action, enabling pupils to reflect on their own decisions. Pupils periodically evaluate worship and leaders ensure their ideas are acted on when appropriate, for example in extending the repertoire of songs. However, opportunities are limited for pupils to discuss or reflect on the content after worship has taken place either in class or in quiet spaces.

Senior leaders and governors appreciate the contribution of high quality RE in realising the school's vision, for pupils to flourish. Therefore, school has drawn on the support and training provided by the diocese, particularly in introducing the Understanding Christianity resource. The subject leader is effective, supporting her colleagues to deliver relevant and stimulating RE. Planning draws well on the locally agreed syllabus and meets statutory requirements. Teachers have embraced an enquiry-based approach to learning as pupils explore 'big questions' such as 'can one person change the world?' A wide range of teaching strategies, including the use of IT are utilised which result in pupils being fully engaged in lessons. They collaborate well, exchanging ideas and opinions with respect for one another's views. They are able to articulate the importance of developing knowledge of other major world religions for their understanding of the world beyond Narborough and in preparation for their future lives. The presentation and content of pupils' work is of a high standard which is reflected in assessment data. In some classes marking is effective in providing pupils with challenging questions to extend their learning. In others it is used well to prompt pupils to reflect on their personal response to the subject in focus. In response to the teacher's question one pupil wrote 'if I was asked to be a disciple I would be petrified, but also happy to help Jesus save the world'.

Headteacher	Kelly Scott
Inspector's name and number	Graham Lancaster 713