

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Worlingham Church of England Voluntary Controlled Primary School

Address	Garden Lane Worlingham Beccles NR34 7SB		
Date of inspection	05 February 2019	Status of school	Voluntary Controlled Primary
Diocese	St. Edmundsbury and Ipswich	URN	124748

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

School context

Worlingham is a primary school with 342 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. The headteacher has been in post since 2011 and other key leadership is also stable.

The school was judged to be outstanding by OFSTED in June 2018.

The school's Christian vision

Like a tree firmly planted by streams of living water we will grow in knowledge love faith and wisdom. Psalm 1:3
Both in the world and at our school God loves all of us and there is room for everyone to happily learn.

Key findings

- The inspirational leadership of the headteacher, supported by dedicated staff and able governors, has led to an inclusive Christian community in which the vision is clearly at the heart of the school and lived out daily enabling all adults and children to flourish.
- The highly effective impact of the vision is clear in all areas of school development. It motivates and inspires pupils and adults including parents.
- The vision drives exceptionally nurturing relationships based on core values of love, respect and compassion, evidenced in the exemplary behaviour.
- Collective worship is creative, inspirational and inclusive, providing opportunities to worship in a variety of ways including through song. It facilitates exceptional spiritual growth in pupils and adults. Together with the high-quality religious education (RE) provision, it supports and develops the vision and values.
- The vision and values are the foundation from which all pupils are enabled to achieve their potential spiritually, academically and socially. They have a strong impact on pupils' highly positive attitudes to each other, to life and to their learning

Areas for development

- To develop the links with and the impact of the clear and uncompromising vision and values in all relevant policies so that the way they shape the direction of school development is more explicit and informative.
- To continue to develop the influence of the highly effective worship through opportunities for pupils to link with the governing body to enhance pupil voice and their role as partners in school.

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

Christian and ambitious leadership at all levels has secured the place of the values and the vision at the heart of school life. The recently revisited vision is based on deeply embedded Christian values and was a collaborative effort involving the whole school community. It developed from the image of the village oak tree and pupils understand the vision is about them growing; they talk of the early years being the seeds of growth and the Y6 pupils being the branches. The whole school community were involved in identifying the core values of love, kindness, respect and compassion. Although the vision is clearly the foundation for school daily life and improvement, it is not yet explicitly linked to and woven into relevant policies. The school is highly inclusive, enabling all to feel valued and supported. Leaders are aware of the document Valuing All God's Children and feel the philosophy behind this of tolerance and respecting difference is embedded in school. Spirituality, alongside social, moral and cultural development, (SMSC) is spoken of as the 'golden thread' running through all aspects of school life. The positive behaviour system, based on forgiveness and reconciliation, is highly effective in ensuring respect and equality. A pupil new to the school spoke of appreciating the embedded respect for everyone. As a result, incidences of poor behaviour and exclusions are very low. The high-quality leadership of RE and collective worship make a significant contribution to Christian distinctiveness and pupil SMSC.

Governors monitor and evaluate provision, performance and effectiveness as a church school. They are linked to cohorts and subjects which results in their having good knowledge and understanding of school performance and the impact of the vision and values. An example of the impact of governor feedback is the development of quality reflection time as part of the weekly celebration worship with parents. Quality induction and professional development is a priority for the governing body and supports all staff development. Appropriate individual support given to new members of staff rapidly enables them to flourish as part of the highly effective team. Staff feel part of the school family, are proud of the values and ethos and know their wellbeing and that of pupils is a priority. Parents are very positive and supportive of the school and the vision and values. One parent said 'I am extremely confident that my children get the right moral and spiritual education they need'. They agree their children are valued and celebrated as individuals and are safe. Parents enjoy sharing the messages from worship and Bible stories that their children bring home. They value the strong relationship with church and their opportunities to join with worship. They speak of how children act out the values outside of school in their care and respect for others in the community. They speak of having a better understanding of cultural diversity from their engagement with school. Pupil voice is very strong and valued by all. They are adamant everyone in school is treated fairly and equally. Pupils feel they are listened to and have opportunities to feed-back individually and as part of the school council.

The vision and values are threaded into the curriculum. It is exceptionally creative, responsive to pupil needs, encompassing their ideas and enhanced by visits and visitors. It encourages deep thinking in response to big questions. Attainment and progress for all pupils, including vulnerable pupils, are in line with or above national averages. Vulnerable families are extremely well supported which enables them to be partners in their children's learning. Skilled questioning and high expectations enable all pupils to fulfil their potential. Pupils are very articulate and enthusiastic about their learning and the challenge it gives them. Cross curricular flow mornings enable all pupils to work together, identifying the values they show, having courage and using wisdom to make their own choices. Strong links are made between RE, SMSC and citizenship, evidenced by learning on the themes of democracy in citizenship, and the social and moral topics of anti-bullying, being a good friend. Pupils are encouraged to explore global issues including those relating to injustice and discrimination, often questions for debate are raised by pupils. A discussion about refugees was broadened by pupils to include the current situation in Venezuela. One pupil reflected on the issue of global plastic pollution; it is there 'because God hasn't shown us yet how to solve the problem.' The theme of space allowed one pupil to ask, 'where is God in all this'. This led to the whole school thinking about images of God, which was then explored over a whole term in worship.

Pupils express their ideas through questions, writings, art and prayers. They value opportunities for reflection, calm and prayer offered by classroom and outside spaces and The Sanctuary, a RE teaching and prayer space. They can articulate their views on how Jesus' teaching and Christian values influence their own choices and behaviour. Care, respect and love are the values identified by pupils as most important to them. They value playground buddies and their friendship wall, ensuring no-one is lonely. The gratitude jars and tree show

awareness and appreciation of things they have that other communities do not. Pupils look outside of their immediate community and support local issues such as the foodbank and the homeless and elderly in their community. Visits are enhanced by pupil letters to the local elderly.

Collective worship is at the heart of school life. Its impact on school life has continued to develop since the last inspection when it was already impressive, and pupils now have a consistent central role in worship. Pupils' attitudes are extremely positive because they feel included and involved. The school council lead in enabling pupils to suggest themes, share ideas and prayers, lead worship and provide feedback to staff. Pupils' role in daily worship focuses on gathering, prayer and sending, with pupils leading the words and actions of the liturgical sending. Behaviour in worship is exemplary and the understanding shown by the youngest children is above expectations. Their engagement is high, participating actively and listening attentively. During the worship observed pupils could explain the significance of a mirror as seeing themselves in the image of God, reflecting imaginative and innovative practice. Their joy in worship is reflected through music and song. Their understanding of the nature of God is remarkably mature. Pupils confidently share their understanding of the Trinity as God in three different forms; God the Father in heaven, Jesus as teacher and the Holy Spirit, there but not there, looking over you to help you. A variety of adults lead worship and provide support, for example a visit by local Christians on the meaning of Christian symbols. Prayers in worship and on display provide compelling evidence of the status of prayer in school and pupil awareness of their own, their peers, local, national and global issues. They readily say their school prayer and some speak of how they pray at home. One pupil shared how he valued support to write his thoughts for a special family service. A mutually beneficial relationship with the local church, results in shared activities such as a poppy display and the current development of a spiritual garden in the church grounds. Pupils' strong understanding of biblical teaching is enhanced by Open the Book worship led by the incumbent and supported by foundation governors. All pupils have a thorough understanding of parables and how they have a message, for example the good Samaritan teaches us to be good neighbours. 'We are all good neighbours in school'. Pupils show understanding of the liturgical year. Links with a school in Tanzania support pupils' well-developed understanding of Christianity as a multi-cultural faith. Currently pupils in both schools are sharing their learning about psalms. Pupils spoke of how Christians worship in different ways, for example spaces used and how hands are used as part of prayer. The whole school community speak compellingly and consistently about the role worship plays in their lives inside and outside of school.

Highly effective teaching encourages pupils' exploration of religious beliefs and practice. They value RE and enjoy the opportunities to share their thinking through questions and knowing there is not always a right and wrong answer. Pupils' impressive questions from RE have been turned into lyrics for space music composed by children for a public performance. Older pupils make links between the Moksha in Hinduism and making choices in Christianity and how both have a role in their own lives, choosing the right pathway and trying again if they fail. RE together with collective worship makes significant contribution to pupils' spiritual and personal development. Key Stage 1 pupils shared their thoughts on their visit to the church to explore baptism with the incumbent. Their developing knowledge of the Eucharist, which is part of the distinctiveness action plan, supports their understanding of Anglican worship. Staff value the high-quality support and professional development provided by the diocese and the subject leader; 'My attitude and skills to teach RE have developed as a result of diocesan and school support, I now enjoy teaching it'. The school is used as a centre of excellence by the diocesan RE Advisor; staff have written and shared units for the Emmanuel Project, an RE teaching scheme widely used in Suffolk and other areas.

The whole school community expresses the belief that the Christian vision and values are lived out daily allowing adults and children to flourish.

Headteacher	Vicky O'Brien
Inspector's name and number	Pat George 845