

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fairhaven Church of England Primary School			
<b>Address</b>	School Road, South Walsham, Norwich NR13 6DZ		
<b>Date of inspection</b>	02 October 2019	<b>Status of school</b>	Voluntary Aided Primary
<b>Diocese</b>	Norwich	<b>URN</b>	121150

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Requires Improvement</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

## School context

Fairhaven is a primary school with 89 pupils on roll. The majority of pupils are of White British heritage. No 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 is below national averages. The headteacher took up post in September 2019 having previously been part of the school staff for a number of years.

## The school's Christian vision

Our Christian school community nurtures the gifts God gives us and celebrates our differences. We encourage our pupils to explore their interests, find their talents and flourish. We want our children to live fulfilling lives and ultimately to make a difference in the world. *1 Corinthians 7 v7 'Each person has their own special gift from God.'*

## Key findings

- Although the school's vision statement and associated values have been introduced very recently, they have been drawn from a long-established Christian ethos which permeates all aspects of school life.
- As an outworking of the vision, standards are high and pupils are provided with a wealth of opportunities beyond the formal curriculum which enable them to explore their gifts and to flourish. Pupils exhibit a passion for developing their understanding of the wider world and commitment to protecting God's creation.
- The recent introduction of a prayer space in the library has increased opportunities for pupils to understand and explore spirituality. However, at present this dimension of provision for pupils is insufficiently developed.
- Collective worship and religious education (RE) are highly valued by pupils and parents. They contribute to the Christian ethos of the school. The role of pupils in planning, leading and evaluating worship is at an early stage of development.
- The leadership provided by the new headteacher is much appreciated by the whole school community. The initiatives she has introduced have served to refresh and broaden the impact of the school's vision.

## Areas for development

- Embed the new vision statement, utilising its full potential to underpin and enhance all aspects of the life of the school.
- Broaden opportunities for a greater range of stakeholders to contribute the evaluation and planning of collective worship so that worship makes a greater contribution to the outworking of the Christian vision.
- Develop a shared understanding of spirituality and provide a greater range of opportunities for pupils for them to explore this dimension of their lives at an age appropriate level.

**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**

Although the Christian vision statement and associated values were introduced this term, they are premised on the deeply embedded Christian ethos of the school. The theological foundation of the vision was developed in partnership with the local rector and reflects the context of the school well. The importance and impact of the vision is recognised by parents and pupils and the process of maximising its impact through collective worship and parents' meetings has begun. Leaders have started to explore Jesus' parable of the mustard seed with pupils in the context of the vision statement in order to deepen their understanding. Although the Christian character of the school is reflected in key school policies, the process of revisiting these in the context of the new vision has only just begun. Staff, pupils and parents recognise how the associated values of belief, friendship, diversity and achievement impact positively on behaviour and attitudes both in school and beyond. However, the distinctively Christian nature of these values has not been established and this limits the extent to which they contribute to the outworking of the Christian vision.

The vision closely reflects the school's commitment to all pupils making the best possible progress in all areas. This has resulted in high standards of achievement. Challenging targets have been set for all pupils. Evidence from pupil workbooks indicates that these targets will be realised. Parents have great confidence in the leadership of the school and in the quality of teaching. They particularly appreciate the extensive range of opportunities their children have to learn through first-hand experience, thereby discovering their particular interests and talents. This is enhanced through partnership with local schools for events as varied as sport, poetry and engineering. Music provision at Fairhaven is excellent. Pupils gain not only a wealth of experiences which enhance their personal development but also develop an appreciation of the differing gifts of their peers. RE is very well led. The subject leader can demonstrate not only an accurate evaluation of RE across the school but has contagious enthusiasm and ambition for the subject. She shares her expertise freely and effectively with her colleagues in supporting the delivery of relevant and stimulating RE.

Behaviour is exemplary and all pupils reflect the impact of the vision in their friendliness, confidence and respect for others. Their attitudes to learning are also very positive. As one parent expressed it 'our children just love their school'. The importance and contribution of every individual is valued by all. As one governor said, 'all children are welcome here'. The school welcomes pupils with additional needs and provides effective support, utilising staff expertise and drawing on external agencies when required.

Links with schools in France, Malawi and a more local urban setting broaden pupils' appreciation of difference and diversity. These also contribute well to pupils' appreciation of the worldwide Christian church. The school supports a wide range of charities, some of which are initiated by pupils. One pupil, whose family had been caught up in the aftermath of a hurricane in Cuba, instigated a fundraising campaign to contribute to providing aid. Pupils' commitment to making a positive difference to God's world is also manifest in the work of the Eco Club in raising environmental awareness within the school and local community.

A close and mutually beneficial partnership with the Church deepens understanding of the school's place in the Church family. The rector is active in school and, in turn, the school supports and promotes Church activities.

Governors know their school very well and are passionate in ensuring that its Christian foundation is not only respected but also evident in all aspects of school life. They are closely involved in the detailed and accurate evaluation of the school as Church school. The consequent priorities for improvement identified reflect the focused analysis which has taken place and exemplify the ambition and innovative thinking of leaders. Foundation governors regularly carry out monitoring of RE and collective worship. Although their visit reports are detailed, they tend to be descriptive, rather than raising questions or areas for further exploration.

Staff training and professional development provide appropriate support for working in a Church school. Diocesan advice and training develop individuals in their roles and make an impact on quality of provision. This was seen in the rigorous recruitment process for the new headteacher.

Pupils value opportunities to pray and reflect but have largely seen this as something they do within collective worship. In order to contribute to a stronger focus on spiritual development leaders have introduced a prayer and reflection space in the library. Its purpose and importance for the school was explained to pupils and reinforced by the rector formally blessing it. Pupils are beginning to take advantage of this space to be still, to write their own prayers of thankfulness or to express their concerns for others. Each classroom also has a 'prayer area'. However, these lack sufficient stimuli to prompt the active engagement of pupils.

Collective worship is distinctively Christian with a strong emphasis on stories from the Bible and on the person of Jesus. Although it is valued by the whole school community it does not currently contribute effectively to the

outworking of the school's Christian vision and values. Opportunities for pupils to explore themes in greater depth are limited. Pupils' responses to worship are not captured in a systematic fashion and therefore do not contribute to the evaluation and future developments of worship. Leadership is varied and regularly includes the local rector. Significant roles have been assigned to the recently formed collective worship team. These pupils are very enthusiastic. However, their contribution to planning and leading worship is at an early stage of development. Parents particularly appreciate the celebrations of major Christian festivals in the parish church which are very well attended. Pupils enjoy worship, listen well and respond enthusiastically to questions and challenges. Worship impacts strongly on pupils' moral, social and cultural development, but the potential to capitalise on the impact beyond sessions in the hall is not realised.

Careful planning for RE ensures that there is a good content balance between Christian, other faiths and moral and ethical issues. Planning draws well on the Norfolk syllabus and incorporates a range of appropriate resources. Provision across the school meets statutory requirements. Teachers employ a wide range of approaches to stimulate pupils' interest and challenge their thinking. Pupils respond well, readily responding and contributing their ideas. In one class pupils thoroughly enjoyed modelling episodes from the story of Jonah, but also discussed what the story teaches about forgiveness. Teachers set different levels of challenge to ensure all pupils are extended, including the more able. Opportunities for pupils to reflect on their learning and therefore to learn from RE are not always utilised to the full. However, overall, they make good progress.



#### **The effectiveness of RE is Good**

The quality of teaching and learning in RE is regularly monitored by leaders including school governors. Marking and assessment follow school practice and support pupils' progress well. Observations in class and examination of pupils' books provide clear evidence that teaching is consistently effective and standards are high.

Headteacher	Stephanie Lake
Inspector's name and number	Graham Lancaster (713)

