

DRAFT REPORT

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Endowed Church of England VA Primary School, Roughton	
Address	Chapel Road, Roughton, NR11 8AF
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
The effectiveness of religious education (RE)	Good

School's vision
At St Mary's we take care of each other, aim high, enjoy learning and achieve success within the family of a church school. This is our vision for everyone at St Mary's inspired by key Christian Values seen in the parable of the good samaritan. Encourage, Achieve, Aspire.
Key findings
<ul style="list-style-type: none"> • Strong leadership has embedded a Christian vision based on the biblical example of the good samaritan. This permeates throughout the school contributing to the flourishing of all. • Inclusion is at the heart of school life where all are welcome, accepted and cared for. This firmly held commitment ensures pupils and families are well supported. • Engaging activities are provided to enable pupils to flourish personally, emotionally and spiritually. However, opportunities to make a difference as they learn about issues of inequality and injustice in God's world are underdeveloped. • Pupils use their knowledge of the Bible and the teachings of Jesus to plan and lead inclusive and invitational collective worship. However, they have fewer opportunities to encounter how Christians worldwide worship God in diverse ways. • Religious Education (RE) as a challenging multidisciplinary subject deepens pupil understanding of Christianity and world faith. Systems allow pupils to judge their own RE progress but routines for teachers are not yet fully established.
Areas for development
<ul style="list-style-type: none"> • Strengthen pupils' understanding of courageous advocacy and social action to enable them to make a positive difference beyond charitable fund raising. • Improve pupils' experience of collective worship to enable them to have a greater appreciation of the different ways in which Christians around the world worship. • Implement assessment systems in RE so that teachers know how pupils are performing and what further steps should be taken to support their learning.



Inspection findings

St Mary's is a small, rural school where every person is included, thoroughly known and genuinely cared for. As a result, everyone feels valued. This warm ethos has been created through the vision of care for all firmly rooted in the example of the good samaritan. The values of respect, friendship, forgiveness, trust, truthfulness and perseverance were chosen by the whole community. These are understood and explored through the teachings of Jesus, the good samaritan parable and other biblical stories. A deep desire to accept one another and develop caring responsible attitudes is a noticeable feature of school life. Committed governors provide support and participate in activities. This enables them to evaluate the impact of the vision in detail. The ethos and community committee promote Christian distinctiveness ensuring that strategic priorities are embedded and effectively monitored. This further enhances the strength of the vision.

The vision drives the work of leaders. They are passionate about inclusion and have achieved success by integrating pupils who have struggled in other settings. Leaders demonstrate a high-level commitment to supporting the vulnerable. Great care is taken to know each individual so provision can be put in place to enable them to flourish. Reasonable adjustment plans have been designed to ensure all are fully included. Actions taken to support those in need are, in some cases, transformative. Governors are highly supportive. They take courageous actions to ensure pupils have the required support. This includes making financial decisions to provide significant amounts of play therapy and nurture work to meet the community's growing needs. Families are signposted to support mechanisms and partnerships with outside agencies which leads to the flourishing of all.

The vision creates an environment where all are treated with dignity and respect. The staff team model the Christian value of friendship and care for one another. Parents are enthusiastic about the work of the school. They see the family central vision lived out in the way all are supported. Pupils relate well to each other in work and at play. They have a well-developed understanding of the power of forgiveness and the value of respect. They talk about the importance of treating people as you want to be treated. Special events, such as sports day, result in the encouragement of one another. On these occasions, the younger children are 'taken under the wing' of the older children. No one is left out or left behind. Rewards focus on the vision in action. They include celebrating the impact of the Christian values or the unique personal and academic qualities of each pupil through the smarties awards. For example, a 'self smart' is earned when they do their best or a 'people smart' when they encourage others. Both are underpinned by the belief that everyone can achieve success alongside a commitment to identifying individual talents.

Learning opportunities ensure the flourishing of the whole child personally, emotionally and academically. Rich opportunities for spiritual development offer time for reflection by drawing on the experiences of 'the wows, nows and ows of life'. The curriculum is tailored to the school's rural Norfolk environment. Opportunities are timetabled for 'Woodland Learning' where pupils can explore the natural world, wonder and achieve a sense of wellbeing. This is particularly valued by parents. The concept of interconnectedness threads through the curriculum. This contributes to all understanding themselves as global citizens. The impact of human behaviour on the environment is also explored. For example, the impact of tourism in nearby Cromer. Knowledge of global events provides time to reflect on injustices such as fuel poverty. These lessons include opportunities for all to explore their relationship with themselves, others, the wider world and beyond. As a result, pupils confidently articulate their desire to make a difference now and in the future. Fundraising has enabled the sponsoring of endangered animals and the school council raises awareness of climate




change. However, pupils do not yet engage in greater opportunities to become courageous advocates for positive change through social action projects.

Collective worship is an inclusive experience which brings the whole school together. Vulnerable pupils are given personalised support so they can participate fully. This is accepted by their peers as a natural occurrence. Inspiring content is carefully chosen. This includes bible stories which exemplify the Christian values. Opportunities exist to reflect on the example of Jesus and how his teachings are relevant today. Pupils rightly describe the impact of this time as 'helping you to become a better person.' They are involved in presenting aspects of worship as well as planning and leading their own. However, they have an underdeveloped experience of diverse traditions in the worldwide Christian church. Prayer is highly valued by all members of the school community. It is consistently invitational and valued as a time to think deeply, reflect or connect with God. Annually, a prayer space day is held to allow further opportunities to explore spiritual development in a creative way. The use of silence and stillness ensures worship remains a reflective experience. Singing is enthusiastic and uplifting. A strong partnership has been maintained with the church despite the lack of an incumbent for the last three years. The school has fostered close links with Cromer Crematorium and led their recent remembrance carol service. Leaders carefully monitor the impact of worship and action plans over time, leading to sustained improvements.

RE is given a high profile. Pupils enjoy the challenge of a multi-disciplinary subject where they reflect on theological and philosophical ideas and those from human sciences. They particularly enjoy engaging with religious text. The substantive and disciplinary knowledge in the curriculum has been effectively mapped out. This along with RE plans and training from the diocese, has supported teachers with their confidence. The learning opportunities in RE effectively compliment the school curriculum. For example, the philosophical enquiry 'what is truth?' is taught alongside the topic 'crime and justice,' enabling strong connections. Learning outcomes are captured through the innovative use of technology. For example, the recording of a song written by a class reflecting on the concept of heaven. Assessment for RE is still in development. Pupils judge their own progress in RE through a self assessment system. Wider systems to monitor attainment in the subject are yet to be fully implemented.

St Mary's is a place of encouragement where all are celebrated as unique children of God. As a result, adults and pupils feel that together they can achieve success through the care this truly inclusive school provides.

	The effectiveness of RE is		Good
	<p>The RE curriculum is robust and well taught. Pupils gain a deep understanding of Christianity and a range of worldviews. They discuss theological concepts and vocabulary with confidence. The subject leader monitors the teaching of RE and supports staff to improve their practice. Pupils make good progress as a result of the rich and engaging curriculum which is carefully tailored to pupils of all abilities, including those with SEND.</p>		
Information			
School	St Mary's Endowed Church of England VA Primary School, Roughton	Inspection date	7 December 2022
URN	121125	VC/VA/Academy	Voluntary aided
Diocese/District	Norwich	Pupils on roll	89
Headteacher	Kathryn Jackson		
Chair of Governors	Anne Cottingham		
Inspector	Gemma Taylor	No.	2109