

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cawston Church of England Primary Academy	
Address	Aylsham Road, Cawston, NR10 4AY
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

School's vision
Growing Excellence. Planting, Nurturing, Flourishing. For life in all its fullness. Jesus says well-nurtured seeds will thrive. Our school is the 'good soil', offering an ideal environment for individuals to grow; building on the diverse gifts and talents we bring to our community. Based on the Parable of the Sower – Luke 8.4-15
Key findings
<ul style="list-style-type: none"> • School leaders have embedded a clear Christian vision based on Jesus' parable of the sower. This vision, embraced by everyone, fosters a strong sense of family. This is strengthened by the relationship with the parish church which together with the school provides the 'good soil' for the spiritual growth of all. • Pupils and adults feel cared for and valued. They are treated with dignity and respect. The school makes strong efforts to ensure that pupils have equal opportunities to thrive and that no one is left behind. • Pupils are knowledgeable and passionate about environmental concerns. They are becoming advocates for change but say they would value greater opportunities to lead their own social action projects beyond charitable fund raising. • Collective worship is a special moment in the day. There is a rich variety of opportunities which include story, song, stillness, reflection and invitational prayer. Pupils enjoy worship time but do not regularly participate in its planning, leading or evaluation. • The religious education (RE) curriculum is well led and managed. Pupils value the creative opportunities the subject provides but some are less secure in their knowledge and recall of the range of religions studied.
Areas for development
<ul style="list-style-type: none"> • Embed into the life of the school opportunities for pupils to lead their own social action projects and become active global citizens challenging injustice in God's world. • Provide opportunities for pupils to lead, plan and evaluate collective worship so that they take a greater ownership of its impact on the life of the school. • Strengthen pupils' knowledge and recall of the range of beliefs covered in the RE curriculum.

Inspection findings

Cawston is a good Church of England primary school. At its heart is its Christian vision underpinned by the parable of the sower. The school and its strong partnership with the church together are the good soil in which all are nurtured and flourish. Leaders have high aspirations for the school. Governors are dedicated and knowledgeable. Both are accurate in their understanding of the school because they reflect, and have in place, regular systems of self-evaluation. This includes evaluating the impact of the school as a church school. The school recently entered into partnership with the Trinity Federation. Under the guidance of the executive headteacher, staff have grown into new roles and flourished as a result. The tight-knit staff see each other as a family and are passionate about the wellbeing of pupils, adults and the extended community. All appreciate that they have a voice that is valued. This culture of wellbeing has also enabled the school community to navigate difficult times well together.

The school, strengthened by the support from the parish church, lies at the heart of the community. Parents and carers speak of a nurturing school with caring, approachable teachers. They say 'us, the school and the church are all one.' Holistic and personalized support was provided to families during the pandemic. This included food packages provided by the parish church. Pupils, including the disadvantaged and vulnerable, flourish because they are known and cared for as individuals by staff who respond quickly to their needs. A deep commitment to get provision right for every child enables all to succeed.

The Christian vision shapes character development. Leaders have identified positive character traits for pupils to develop shared through the Cawston characteristics. These include celebration, aspiration, wondering and perseverance. The school's Christian values are embedded within them. Pupils say these help them thrive at school and home. Relationships are a strength in this 'harmonious' school. Older pupils show interest in and care for the wellbeing of younger pupils. Children from the Ukraine have been fully embraced by the school community. Some pupils are making efforts to learn the Ukrainian language themselves. The school has a shared understanding of spirituality. Leaders articulate this as an outworking of the vision. The vicar, who is highly regarded in the community, has led staff training in this area. Regular opportunities for pupils to think beyond themselves are provided. This is supported by innovative use of the outdoor space including the school labyrinth and extensive grounds. For example, during an outdoor spiritual experience led by the church called 'soul space.' Pupils reflected deeply on Ukraine in a prayerful activity linked to the parable of the sower. Pupils feel safe and happy. When friendships break down, they are restored quickly with forgiveness and compassion. Reflecting on the example of Jesus helps pupils consider their actions. Pupils appreciate their teachers who help them resolve issues.

The school's creative and engaging curriculum is driven by its Christian vision. A focus on the environment enables pupils to speak confidently and passionately about how to care for God's world. The Green Flag Eco-Schools Award recognises the sustainability of pupils' actions and the positive impact of the school's vision. Pupils learn about a range of local and global issues to open their eyes to life beyond the local area. They are exceptionally well informed as a result. Pupils show genuine concern for local issues such as homelessness or the importance of food banks in enabling enough for all. As global citizens they reflect on disasters such as the Australian wildfires or the plight of endangered species. The school has adopted a snow leopard as a result. The school joined Oxfam's COP27 project where pupils wrote postcard messages to the negotiators who will



meet at the climate change conference. Pupils take great pride in raising both funds and awareness over the issues that concern them. This reflects the determination of all to challenge injustice and inequality. They are becoming courageous advocates for change. Pupils say they would welcome additional opportunities to run their own social action projects in response to global injustices fuelled by their own concerns.

Collective worship is understood by the school as a spiritual experience for all. This is accompanied by a sense of joy in worshipping the creator God. This is particularly strong in the weekly eco assembly. All, including staff, articulate that worship provides a moment of peace and an opportunity to learn who God is. Especially valued by pupils is the time for silence and sitting still. Collective worship is carefully planned to teach a Christian value each half term. Pupils reflect on the key teachings of Jesus encountered in worship such as forgiveness and kindness. They speak confidently of how they put this into practice at home and at school. The school places a special emphasis on the parables of Jesus. Pupils are knowledgeable about these as a result. Content which reflects the liturgical calendar is shared within a Christian framework. For example, the story of Edith Cavell is linked to the parable of the good Samaritan. Pupils explain they find these stories comforting and that worship helps their conscience grow. Prayer is invitational. Song choices are inclusive. This helps everyone, of faith or no faith, to feel welcome and attend with integrity. Sung worship is inspiring and enthusiastic, much missed through the COVID lockdown when provision was remote. Pupils describe a joy in the celebration of each other's achievements and look forward to daily worship with a sense of anticipation. Whilst they enjoy participating in worship opportunities to plan, lead and evaluate themselves are limited.

Religious Education (RE) has a high profile. The new enthusiastic subject leader ensures that learning challenges and excites pupils. Curriculum planning reflects rigorous, academic multidisciplinary RE in line with the Norfolk agreed syllabus. Pupils explain why it is important to understand other people's beliefs and cultures. However, their ability to recall key beliefs from different religions is inconsistent. Creativity in RE is strong. There is a commitment that flourishing in RE is for everyone. Vulnerable pupils are especially supported to develop their thinking and ideas. Teaching is engaging. Pupils enjoy the various activities the subject provides especially those involving art and drama. Work is recorded in floor books which demonstrate the enquiry approach. There is a consistent approach to assessment. Visits to the local church and a synagogue have further added to the enjoyment of the subject for all and increase pupils' understanding of world faiths.

Information			
School	Cawston Church of England Primary Academy	Inspection date	14 October 2022
URN	142837	VC/VA/Academy	Academy
Diocese/District	Norwich	Pupils on roll	153
MAT/Federation	DNEAT		
Acting Executive Head	Rebecca Newman		
Chair of Governors	Roy Apps		
Inspector	Gemma Taylor	No.	2109