

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Colkirk Church of England Primary Academy	
Address	School Road, Colkirk, NR21 7NW
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	Requires Improvement
The effectiveness of religious education (RE)	Good

School's vision
<p>The parables of the hidden treasure and the pearl. Matthew 13: 44 – 46</p> <p>44: The kingdom of heaven is like a treasure hidden in a field. When a man found it, he hid it again, then in his joy, went and sold all he had and bought the field.</p> <p>45 - 46: Again the kingdom of heaven is like a merchant looking for fine pearls. When he found one of great value, he went away and sold everything he had, and bought it.</p> <p>We are a small school where big things happen. We celebrate the hidden treasure that we can nurture with joy and hope in every child. We foster independence, develop courage and resilience and shape our children to be life-long learners so that they may;</p> <p style="text-align: center;">'Have faith, flourish and fly high'.</p>
Key findings
<ul style="list-style-type: none"> • The school lives out its vision to find the 'treasure in everyone' through its positive, caring ethos and day to day activities. The motto and vision are known by some members of the community. They are not recognised as underpinning the life of the school as a church school or as motivation for its actions. • The curriculum in religious education (RE) is creative and enables pupils of all abilities to access learning. Knowledge and understanding of Christianity and world religions is not embedded, however. • Pupils enjoy collective worship but it is not represented as a special time distinct from other lessons. As a result, opportunities for them to encounter the teachings of Jesus and grow spiritually are missed. • Pastoral care is a strength. The school prioritises the needs of pupils and their families and makes bold decisions to ensure that these are met. • The curriculum is designed to enable all pupils to be successful learners, including those with special educational needs and disabilities (SEND) or who are vulnerable. Enrichment opportunities enhance their learning and pupil voice is an important element.



Areas for development

- Explicitly promote the school's distinctly Christian vision and values, including how and why they drive the strategic and operational life of the school.
- Develop the curriculum in religious education (RE) to include rigorous assessment, so that learning becomes embedded.
- Raise the profile and importance of daily acts of collective worship so that pupils grow spiritually and consistently encounter the teachings of Jesus and the Bible.



Inspection findings

The school's vision was carefully selected before the pandemic to reflect the aspiration and hope which Colkirk seeks to bring to pupils, their families and the community it serves. It upholds the view that everyone is valuable, challenging them to find the 'hidden treasure' within themselves and each other so that all can thrive. Since then, it has been revisited, and the strap line 'have faith, flourish and fly high' added. The motto is visible around the school and is widely shared with parents. They recognise it and say it motivates their children to do their best. Pupils say that the school helps them have 'faith in themselves and in each other'. Staff make sure that the 'greatness' which is in everyone, like the pearl of great price in the vision, is celebrated every day. 'Greatness points' are given by adults and pupils to anyone who demonstrates the 'greatness' values. These include Christian values such as kindness which pupils recognise as being linked to the teachings of Jesus. Points awarded are shared with parents so that pupils go home with a positive message.

Many families choose to come to the school from outside of the village because of its inclusive and nurturing environment. They value that their children are known and 'loved' as individuals. Parents who have no faith are comfortable that their children attend a church and see it as enriching their lives. In response to the needs of families, before and after school care has been set up. This is appreciated by many parents. Links with external agencies are strong so that pupils receive appropriate additional help such as speech and language therapy on site. Connections made with local businesses mean that practical assistance can be given to families when needed.

The vision is lived out through the school's activities, although the two are not explicitly linked. The significance of the vision in underpinning the life of a church school and as a driver for its actions is not appreciated by all. Adults and pupils see and feel its impact through planned actions and the school's welcoming ethos, however. This enables them to live well together and flourish.

Strong relationships are integral to the outworking of the vision. After a period of change, leaders new to their posts build on past experiences but introduce new systems and practice to move the school forward. Working collaboratively and to each other's strengths, they share their expertise across the three schools in the Unity Federation to the benefit of all. Colkirk staff appreciate that leaders and governors value their contribution to the school's journey. They speak of the 'positive working environment' generated by being part of a strong team. This mutual support has a discernible impact on mental health and wellbeing.

The academy trust the school is a member of, the Diocese of Norwich Education and Academies Trust (DNEAT) works closely with the school to help it achieve its ambitions. This includes monitoring how it lives out its vision as part of the regular academy improvement review (AIR) meetings. Trust policies for religious education (RE) and collective worship provide consistency of approach. The school is well thought of by the Diocese of Norwich who provide advice and training on aspects of church school distinctiveness. This includes training for those new to church school leadership. Governors are active and committed. They make decisions in line with the vision, including employing a parent support worker.

After a research-based review, the new spiral curriculum is designed so pupils can be successful learners. Opportunities such as the Federation Fifteen provide opportunities to develop qualities such as resilience. These are 15 activities that pupils will enjoy before they leave the school. Taking part in cultural trips and sporting events increase their experiences and pique their curiosity of the wider world. After school clubs and outdoor learning help pupils realise their hidden talents.




Leaders understand the significance of having a spiritual dimension to the curriculum as opposed to the moral, social and ethical elements which are already in place. The policy for spiritual development provides the intention, but it has not yet been implemented. Staff and pupils do not have a shared understanding of what spiritually means.

Planning in RE ensures that there is a 'rolling programme' of learning units aligned to the organisation of the school's mixed aged classes. RE is taught intensively over one week per half term, enabling themes to be taken to a greater depth. Pupils enjoy learning about world faiths and understand why this is important. It enables them to better understand difference and diversity and respect the beliefs of others. This is not fully embedded, however. Discussion of big questions such as 'who is God' provide them with a safe space to explore their own opinions. The use of Big Books to record their learning prompts collaboration and shared learning. Pupils knowledge of Christianity and world faiths can be muddled, however. Their understanding of the similarities and differences between them is not secure.

Collective worship takes place every day. It is not appreciated as time distinctly different from the rest of the school day in content or format, however. Three sentences related to the symbolism of the Bible, candle and cross are read at the start but pupils do not understand why this is so. There are no consistent opportunities to worship through music, silence and stillness. Bible stories are sometimes read to promote the school's values. These can be muddled with British Values, however. Prayer is used but without the opportunity for those of all faiths and none to think and reflect. Leaders welcome that links with the church are re-established following the pandemic. Parents look forward to attending special services held in church such as for Christingle and pupils enjoy collective worship led by clergy.

Pupil voice is an important part of school life. Ocean Captains enthusiastically lead their teams in regular discussions on how to improve the school. They 'vote on everything' and are clear that this makes a difference. Raising money for charity and sponsoring an endangered animal raises their awareness of inequality and injustice. This challenges them to be positive agents of change locally and globally.



	The effectiveness of RE is		Good	
	<p>The RE curriculum, which follows the Norfolk agreed syllabus, meets statutory expectations. Content is covered through three strands of theology, philosophy and human science. The use of music, art and drama enables pupils to learn in creative ways. Governors provide funding for resources and undertake some monitoring. Other assessment and monitoring by leaders is in place but these are not robust and so progress is not easily measured. Gaps in learning are also missed.</p>			
Information				
School	Colkirk Church of England Primary Academy	Inspection date	24 January 2023	
URN	141895	VC/VA/Academy	Academy	
Diocese/District	Norwich	Pupils on roll	64	
MAT/Federation	DNEAT			
Executive headteacher Suzannah Hayes	Head of school Hannah Davies			
Chair of Governors	Julia Little			
Inspector	Rachel Beeson	No.	952	