

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Docking Church of England Primary Academy and Nursery	
Address	Chequers Street, Docking, King's Lynn, PE31 8LD
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	Requires Improvement
The impact of collective worship	Requires Improvement

School's vision
<p>'Many people, one body, many gifts, working together.' (1 Corinthians 12:12)</p> <p>We aim for strong leadership from staff, governors and pupils. We strive to become even better teachers and learners, ever more considerate and engaged pupils and to deliver an ambitious curriculum so that exceeding expectations becomes the norm.</p>
Key findings
<ul style="list-style-type: none"> • Recent changes in leadership are facilitating a rapid and positive impact upon the school's lived vision and how it drives school action. • The school's vision is known and understood in part by most members of the school community, but many cannot articulate the vision in full, or explain how it impacts upon their lives. • Opportunities for meaningful spiritual development are not yet embedded consistently across all areas of school life to enable pupils to flourish fully. • Pupils do connect with wider society, but are not yet engaged in social justice outside their immediate local environment. • Collective worship is not yet fully inclusive, invitational and inspiring.
Areas for development
<ul style="list-style-type: none"> • To revisit the school's vision in full so that the whole school community can articulate its meaning and purpose. • To develop an approach to collective worship which reflects the Diocese of Norwich Education and Academies Trust (DNEAT) core policy. To ensure that worship is delivered consistently at class and whole-school level. • To develop a working definition of spirituality which can facilitate planned and unplanned moments of spirituality.



Inspection findings

A recent change in leadership is proving to be a very positive change for the school. There is a renewed focus upon the school's vision driving provision and decision making. The positive impact of this change upon pupils and adults is now emerging. DNEAT supports school leaders at all levels with training, networking and line management. Staff flourish because they feel well-supported with their professional development needs and are confident in their various roles. A DNEAT transitional board supports the school with governance and strategic leadership as a new academy. The Diocese of Norwich Education Services Company (DoNESC) provides an experienced governance professional to guide the school gradually into alignment with Trust processes. Clear guidance from both the diocese and DNEAT ensures that all decision making has the school's Christian vision at its heart. Pupils are benefitting directly from strategic leadership decisions in terms of attendance, behaviour and attainment. New governors are fully aware of their responsibilities in a Church school before commencing their roles, due to robust induction processes.

The school's vision is supported by its '5C' values, Courage, Curious, Confident, Collaboration, Compassion. The theme of collaboration is evident in the school's working structures and ethos, aligning with the second part of the school's vision. Staff collaborate regularly and willingly to overcome challenges and to support each other in difficult times. Pupils speak positively about multiple opportunities to collaborate within class and across year groups. The school council enables pupils to grow in confidence whilst discussing new ideas to improve the school. School council members are not yet agents for change beyond the local, or engaged in social justice. However, pupils do listen carefully and respectfully to one another, ensuring that each voice is heard. Pupils also consider kindness and forgiveness to be key elements in enabling everyone to flourish. Most pupils are not yet able to connect these values directly with the school's vision and values. Pupils are very polite and friendly with good manners and they enjoy each other's company in social times. This is as a result of the nurture approach and the way in which staff treat all children with dignity and respect. Parents comment in glowing terms about the sense of "community" and "family-feel" to the school. They appreciate the nurture approach and how the school enables their children to build positive relationships, as modelled by staff. School links to the local church are very strong and pupils enjoy visiting for major festivals. The vicar is a regular visitor to the school, leading collective worship and supporting pastorally. The vicar regularly spends social time with pupils and staff. Hence the church is valued by parents, pupils and staff as a trusted, welcoming and safe space for all.

The school is a place of nurture. Pupils benefit from a "trusted adult" system, which enables them to talk to a chosen member of staff when needed. Pupils feel supported with self-regulation, mental health and emotions, because staff have adapted nurture tools and vocabulary for all year groups. Consequently emotional literacy is high and pupils feel nurtured in their social and mental development. Staff are passionate about meeting pupils' needs and pupils recognise the positive impact of the support and encouragement they receive. Most pupils flourish academically, because staff have created a robust and flexible curriculum to ensure quality of education within mixed classes. Bold strategic decisions are now providing consistency of class structure to facilitate a sustainable two-year curriculum. Staff are collaborating closely to ensure that the new curriculum is ambitious and encourages each child to achieve their potential. Updates include embedding elements of planned spiritual development across different subjects and topics. Spiritual development is currently nurtured in moments of reflection and time spent in the "Field of Dreams". Pupils benefit spiritually from time in the outdoor spaces and they feel calm and relaxed when surrounded

by nature. A dedicated Forest School day enables Early Years pupils to learn in a completely different physical and social learning environment. Pupils flourish socially, academically, physically and spiritually from the change of context and different style of learning offered in outdoor spaces.

Pupils learn about local, national and global issues via the curriculum and collective worship. The school has a long-standing link with a large primary school in Birmingham. Pupils enjoy welcoming peers to Norfolk to show them the beach and love visiting Birmingham with its cultural and religious diversity. Pupils explore Muslim and Hindu places of worship as part of this biennial visit. Participants feel more able to reflect upon religious and cultural diversity as a result and enjoy learning from their peers.

RE is taught according to the local Norfolk syllabus. Planning and resources are in place to ensure that staff know what pupils are learning. Changes are currently being made to the structure of RE to align schemes of work with DNEAT's requirements. The RE lead is reviewing religious literacy and feedback so pupils are better able to reflect critically upon their own convictions. Pupils enjoy RE and are interested in finding out about similarities and differences of other worldviews from their own beliefs. Some pupils understand that Christianity is a living world faith, but are not yet able to consider its impact and connection to cultural heritage. Floor books and RE scrap books in lower year groups enable creative responses to be made to new learning.

A restructuring of collective worship in the school means that each day has a clear focus according to the school's values. Class worship is supported with a recognised Christian worship resource. The resource ensures that staff feel supported in the delivery of collective worship. Pupils value dedicated class time for discussion and reflection about the various news items and themes presented. Many pupils respond to recent news stories from class worship with prayers for reconciliation and kindness. Prayers are placed in a prayer box and pupils feel that this enables them to give their worries or concerns to God. The local vicar leads weekly worship and pupils enjoy hearing stories from the Bible and about saints. Few pupils are able to articulate why collective worship is important and to explain the idea of God as three in one. Some opportunities exist for older pupils to be actively involved in the planning and leadership of whole school collective worship. Pupils do sing songs enthusiastically and are respectful in times of prayer. Most pupils try to live out the teachings from collective worship in school, helping others and being kind.

Information			
School	Docking Church of England Primary Academy and Nursery	Inspection date	11 July 2023
URN	148822	VC/VA/ Academy	Academy
Diocese/District	Norwich	Pupils on roll	113
MAT/Federation	DNEAT		
Interim Executive Headteacher	Rebekah Woodrow		
Chair of Governors	Bruce Gordon		
Inspector	Caroline Vinall	No.	2107