



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

Taverham Church of England VC Junior School	
Address	Taverham Road, Taverham, Norwich, NR8 6SX

School vision
<p style="text-align: center;"><b>‘Learning for a fuller life’</b></p> <p>This is based on the words of Jesus Christ, as reported in the Gospel of St John – ‘I have come that they may have life and have it to the full’ (Chapter 10 verse 10). In adopting ‘Learning for a fuller life’, we want all children at Taverham VC Church of England Junior School to become: successful and happy individuals; confident and resilient people; responsible citizens; caring, respectful and tolerant; reflective individuals.</p>
School strengths
<ul style="list-style-type: none"> <li>• Leaders make bold decisions, which are rooted in the vision. These are often focussed on supporting wellbeing, which is a high priority for the school. As a consequence, pupils and staff learn, work and flourish in this supportive environment.</li> <li>• The breadth of curriculum and enrichment activities that are offered to all, ensures that pupils have the opportunity to flourish whilst learning for a fuller life.</li> <li>• Strong partnerships, with the local church community and diocese, enrich and enhance the school’s Christian distinctiveness.</li> <li>• Collective worship is at the heart of the school and reflects Christian values that support ‘learning for a fuller life’. Invitational prayer and times of reflection contribute to the spiritual experience of worship.</li> <li>• The curriculum for religious education (RE) is well-balanced and demonstrates progression throughout the year groups. This develops pupils’ knowledge and understanding of different faiths and worldviews.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop a shared understanding and common language for spirituality, to ensure it is an explicitly planned part of the curriculum. This will give everyone the opportunity to flourish spiritually.</li> <li>• Broaden pupils’ roles and responsibilities within worship, to further develop their spiritual experience.</li> <li>• Embed regular systematic governor monitoring of all aspects of their Christian vision. This is so that observations can lead to further improvements as a Church school.</li> </ul>

## Inspection findings

The school's Christian vision is well-embedded and has sustained the school community through some very challenging periods. 'Learning for a fuller life' is directly inspired by the teachings of Jesus. It is rooted in the principle that everyone is valued. Leaders and governors explain how it has guided them to adapt policies and make strategic decisions. This ensures their school community nurtures and encourages everyone to achieve that fullness of life. This is a large junior school that knows everyone and recognises what each individual needs to flourish. Governors show their commitment by regularly and frequently meeting and visiting the school. However, their monitoring of the Christian vision's impact needs refinement so that governors' observations contribute to the development of this Church school.

A breadth of learning experiences and opportunities within and beyond the classroom are provided by the school. Staff, influenced by the school's vision, lead on subjects that are their passion. As a result, the lives of the whole community are richer. Pupils' curiosity flourishes and there are frequent opportunities for awe and wonder in their learning. These are not identified as moments of spiritual growth, as there is no formalised shared understanding of spirituality. However, curriculum leaders are already beginning to identify some opportunities, within their subjects. Staff and pupils recognise that the over-arching vision to 'learn for a fuller life' is reflected in the curriculum because leaders provide them with what they need to flourish. Pupils give examples of the vision as an everyday reality. For example, as learning skills they didn't know they had, until they joined the school. These skills are discovered and developed, so that pupils are excited about their learning. Well-trained staff support pupils with special educational needs and or disabilities. Vulnerable pupils are supported to ensure that they are ready to learn in the morning. Pupils also realise they have a fuller life through their work on values that is developed over each term within worship.

Collective worship is always a quiet and reflective moment of the school day. It is a key moment for the community to consider the half-termly Christian value. This is further explored in class when pupils write their prayers or reflections on each value. The school encourages them to read these in front of the school. The whole community respects the courage it takes to share their thoughts and prayers with them. It clearly contributes to the spiritual development of all in the school. Other prayers and reflections are shared, to great effect upon the prayer wave display. The development of pupils' prayer and their depth of thought is there for all to delight in. Worship follows the Anglican liturgical traditions, including joyful and uplifting singing. Pupils are keen to add to their roles and responsibilities beyond prayer. They recognise that their understanding and experience of worship is richer, when they are more greatly involved. A strong relationship with the village church significantly enhances the spiritual opportunities for the school community. The local vicar leads a very popular weekly prayer meeting in the Garden of Hope. This is an area that pupils were involved in designing to provide a peaceful place for prayer and reflection.

Relationships are caring. The deeply embedded respect for one another across the school, ensures that pupils support one another. Parents and staff speak of the school's ethos as being like that of a family, where everyone is included. This sense of family is tangible throughout the school. There are very effective strategies in place to support pupils if their behaviour falls below the expected standard. Forgiveness is a lived-out reality and behaviour is good. Staff ensure that pupils have the vocabulary to explain how they are feeling. They are well-trained to provide what best suits the emotional needs of a child. The recent introduction of a school dog already helps pupils who find some aspects of school challenging. The school employs a skilled pastoral worker who is also able to support families. Staff are well cared for. They speak of appraisal as a time when they receive recognition for their achievements. What each member of staff contributes to the school is noticed, appreciated and celebrated. New targets support the development of the school but they also support the development of each member of staff. Leaders look for creative approaches that lighten

the workload, so staff spend their time doing what really matters for their pupils. This in turn supports staff. Recent surveys show that every member of staff is proud to work at the school.

The school's vision empowers the school council and eco-council to take action. Pupils take on responsibilities that make a difference to those in school and beyond. They developed playground friends to ensure no-one feels lonely at breaktime. They make regular checks that the school is not being wasteful and, in doing so, engage everyone in caring for their environment. Pupil voice has recently ensured that lunchtime waste only consists of recyclables. Pupils respond to issues of global justice. For example, one very successful idea led to paying for the privilege of eating unhealthy snacks, with all funds raised going towards the Ukraine appeal.

School leaders recognise the value of RE and ensure it is well-resourced. The subject leader, with diocesan support, has skilfully devised a curriculum guided by the locally agreed syllabus. Staff receive a good level of training so they confidently engage and enthuse their pupils. A sequenced programme provides pupils with a good knowledge of major world religions and worldviews. Pupils' interest develops through big questions which foster their curiosity in the subject. It inspires them to explore deeper questions about beliefs and how religions are diversely lived. As a consequence, pupils are 'learning for a fuller life' and understand the subject's importance in a multicultural world.

The inspection findings indicate that Taverham Voluntary Controlled Church of England Junior School is living up to its foundation as a Church school.

Information			
Inspection date	18 October 2023	URN	121062
VC/VA/Academy	Voluntary controlled	Pupils on roll	429
Diocese	Norwich		
MAT/Federation			
Headteacher	Paul Henman		
Chair	Matthew Lambert		
Inspector	Christina Galletly	No.	975