

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Clover Hill VA Infant and Nursery School	
Address	Rawley Road, Bowthorpe, Norwich, NR5 9AP
School vision	
<p>As in The Parable of the Talents (Matthew 25: 14-30) we see it as our role to inspire children to work hard, making the most of their gifts in the service of God and to take well-considered risks for the good of all.</p> <p style="text-align: center;">“Whatever you do, work at it with all your heart.” Colossians 3:23</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is the lifeblood of the school, inspiring leaders, staff and governors in all that they do. This means that pupils thrive and succeed because everyone works hard to make sure this happens. • Collective worship is carefully planned and executed to ensure that everyone can grow as spiritual people in this diverse school. Lots of different members of staff lead worship, and they all make sure that every pupil feels welcome. • Inspired by the example of Jesus as servant, leaders seek faithfully to serve everyone, including the most vulnerable and disadvantaged. As a result, pupils with special educational needs and/or disabilities (SEND), and those with other vulnerabilities, thrive. • Staff and pupils treat religious education (RE) as a high status subject within the curriculum. As a consequence, pupils use and explain religious vocabulary and ideas with a precision beyond their years. • Prompted by biblical teaching about justice, leaders ensure that pupils can recognise injustice and act to overcome it. Because of this, pupils are proud to be agents of change in ways that can be enthusiastically embraced by their age group. 	
Areas for development	
<ul style="list-style-type: none"> • Include more explicit instances across the curriculum where pupils can develop spiritually in keeping with the school’s widely understood definition of spiritual development. 	
Inspection findings	
<p>The Christian vision at Clover Hill is an ever-present feature of all aspects of school life. Adults and pupils explain how the Parable of the Talents applies to them. They are careful not to allow their potential to be thwarted. All talents, however modest, are encouraged and celebrated in staff and pupils. The governing body is guided at every step by the Christian vision. This includes their financial decisions, where funds are allocated in a way that enables pupils to blossom and thrive. Clover Hill is federated with the neighbouring Church of England junior school. This significantly enhances the school’s provision because of the shared resources they can access. These include the executive headteacher, pastoral care staff and SEND co-ordinator. Under the umbrella of the All Angels’ Federation, Clover Hill pupils are more able to make the most of their gifts.</p>	



Because staff know that hard work is at the heart of the Christian vision, they make sure that the curriculum challenges pupils to excel. Pupils challenge themselves to do well, and understand that making mistakes can lead to deeper understanding. This enables them to produce work that they can be proud of. Pupils understand they should take some responsibility for everyone else's learning as well as their own. Because of this, they behave very well during lessons, supporting each other to succeed. The Christian vision is particularly evident in outdoor learning. Here, pupils take risks in a safe environment and are encouraged to take delight in God's natural world. This promotes pupils' spiritual development. Teachers take great care to recreate the serenity of the outdoor environment in classrooms. This provides a learning environment where pupils care for each other and enjoy their learning. Teachers and support staff all aspire to teach a curriculum that helps pupils to develop spiritually. There are not, however, enough opportunities in the planned curriculum for pupils fully to do this.

Collective worship enables adults and pupils to think about the school's values in the light of the teachings of the Church of England. This term, for example, thankfulness is illustrated by the gospel account of Jesus and the ten lepers. Because of this, pupils are encouraged to be spiritually reflective as well as to do the right thing. Most worship is led by teachers and support staff in class. Leaders support them with ideas and resources, and regularly check that it is done well. Worshipping together helps adults and pupils to build mutually trusting relationships. This enhances the calm and dignified atmosphere around the school, and helps children to flourish. It also draws adults more closely into acts of worship, making sure that they, too, grow spiritually. Singing is a key element of worship in school. This is because it reflects the connection and togetherness at the heart of the school. It also helps children remember key spiritual ideas so that they can think and talk about them at other times in the school day. This means that collective worship helps pupils and adults to see themselves and each other as spiritual beings.

All pupils, and especially those with SEND, are welcomed into this supportive and compassionate school. Leaders explicitly refer to the compassion Jesus showed to those in need as they describe their fiercely held mission to support the vulnerable. Their actions match their words in their voracious support for all their families. This creates a sense of gratitude and joy throughout the school. Leaders' actions demonstrate that everyone is of equal value, regardless of their background. Inspired by this example, children and their families are united by the school's inclusive ethos, and live well together. Pupils enjoy leadership roles such as the 'kind crew' (rewarding each other for demonstrating the school's values), or as special helpers in class. In doing so, pupils understand that leadership is an act of service. The pastoral care team works closely with parents and carers to enable them to benefit from the vision too. For some pupils, this positive impact on their home environment means that they are better prepared to engage with school. Pupils have opportunities to read about and reflect upon the wide range of cultures represented in this racially diverse school.

Leaders carefully provide opportunities for every year group to learn about justice and take action to overturn injustice. Some pupils are 'courageous advocacy superheroes.' They tell staff what they would like to do to promote justice, and staff support them to do it. Because they were worried that old people in a nearby care home might be lonely, the 'superheroes' visited them and encouraged other children to write to them. Pupils feel empowered by experiences like these to identify injustice and take action to improve their world.

The RE curriculum is memorable and inspirational, drawing in children with activities such as making sweet treats for the Hindu festival of Diwali. As a result, pupils cannot contain their enthusiasm for RE lessons. The RE curriculum is supported by representatives of the local church who contribute to lessons about Christianity such as the Christian practice of baptism. Their



imaginative approach helps pupils to remember more about what they have learned. Leaders ensure that staff receive ongoing training to extend their own knowledge of religion. This means that they are confident about religious vocabulary and ideas, a confidence that is mirrored by pupils. Leaders liaise with their federation junior school to ensure that they are well prepared for the Key Stage 2 RE curriculum.

Pupils make good progress in RE, adding to their knowledge of different religions as they get older. Teachers know precisely what children should remember from RE lessons, and leaders check this rigorously. As a result, pupils use religiously sophisticated vocabulary accurately, and explain religious ideas with clarity and insight. For example, they can describe how Christians worship Jesus as king, and believe that he is 'God on earth.' Pupils know which ideas and stories come from which religion, and can compare religions without confusion. They know that light is a key idea in a number of religions, but can explain how each religion applies this idea differently. The school's imaginative use of technology to record their work motivates pupils to look back on what they have studied. As a result, they remember details of past learning. This makes it easier for them to move onto newer and more challenging material.

The inspection findings indicate that Clover Hill VA Infant and Nursey School is living up to its foundation as a Church school.

Information			
Inspection date	18 January 2024	URN	140033
VC/VA/Academy	Voluntary aided	Pupils on roll	144
Diocese	Norwich		
MAT/Federation	All Angels' Federation		
Executive Headteacher	Helen McCarney		
Chair	Rosemary Games		
Inspector	Richard Hopkins	No.	2234