

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kelling Church of England Voluntary Aided Primary School

Address Salthouse Road, Kelling, Holt NR25 7ED

School vision

As God's children, we all play our part in making learning irresistible within our Federation communities. We all learn through the Christian values that are at the heart of our schools, and strive to be the best we can be, knowing, 'What we will be has not yet been made known' (1 John 3:2)

Christian values are at the heart of our journey together as the Pilgrim Federation. Love, compassion for others; kindness, tolerance, respect are the cornerstone of our learning community. Staff, parents, governors, children and the local community all play their part in our learning and achieving excellence in everything we do. We believe that learning should be creative, innovative, inspirational and irresistible.

School strengths

- The effectiveness of Kelling as a Church school is enhanced by strong, mutually beneficial partnerships across its federation. These meaningful partnerships support the school on its 'pilgrim journey.'
- The school curriculum is shaped by its Christian vision. It seeks to engage and stimulate, offering opportunities to broaden pupils' experience. As a result pupils enjoy learning and make progress.
- Christian values underpin a nurturing provision. The needs of the vulnerable, disadvantaged, and those with special educational needs (SEND) are given prominence and consideration. This creates an inclusive environment where pupils and adults live well together and can flourish.
- Worship is a significant and highly valued part of school life. It is well supported by members of the local churches. This enriches the spiritual life of the school.
- Religious education (RE) is well planned and led. The curriculum is challenging and balanced. Pupils are confident to pose big questions about belief and discuss the impact of faith on life.

Areas for development

- Raise the profile of spirituality further by agreeing a shared understanding. This is to help build consistency and ensure that opportunities for spiritual development are identified and used across the curriculum.
- To develop pupil voice enabling pupils to become more actively involved in understanding where injustice exists. Help pupils explore local, national and worldwide issues around social action. This is to enhance their development as global citizens and know how to bring about positive change within the world.
- To extend further the good practice in RE, ensuring diversity and difference are firmly embedded within the RE curriculum and resources. This is to ensure pupils understand Christianity as a diverse global faith.

Inspection findings

Kelling Church of England Primary has a deep and discernible Christian vision that enhances its work. It is a small rural school, characterised by its strong sense of community. Members of the joint governing body are regular visitors to the school and are highly committed to it. They monitor the work of the school, providing feedback leading to improvement. Pupils, staff, families, governors and local clergy work together successfully. As 'God's children', they describe themselves as pilgrims on a journey to be the best they can be. The vision seeks to provide an environment that motivates, equips and enables its pupils to succeed in the wider world. Wise decisions have led to Kelling Primary becoming part of a federation of four Church schools under one governing board. As a result, the Pilgrim Federation enables pupils, staff and families to collaborate and share learning experiences, expertise and resources.

The Christian vision has underpinned the development of a curriculum that provides engaging and irresistible learning. This vision drives the theme-based curriculum, planned to foster aspiration and interest while teaching new knowledge and skills. The school uses the space it has wisely, enabling learning to be creative and relevant. For example the rural setting and proximity to the beach are used to enhance provision. Trips, residential visits and joint federation learning such as the annual Founding Day celebrations are transformational. These experiences expose pupils to the wider world as well as deepening a sense of community and aspiration. Each term extra-curricular activities are planned to best develop pupils' talents and interests. Coming from a small school, pupils appreciate the chance to join with others for sport and music. Rural isolation is not permitted to limit education. As a result pupils enjoy school, experience different ways of learning and make progress. Staff and governors are seeking to establish how spiritual development can be reflected across the curriculum.

True to the vision, values of kindness and compassion are seen in relationships with the vulnerable and disadvantaged. The shared vision across the federation enables links with other schools and collaborative professional development for staff. Caring, approachable adults at the school are willing to listen. Parents experiencing difficult times feel supported and held well by the school. The appointment of a family support practitioner provides advice and help across the federation. The wise decision to work in partnership has also helped to overcome access difficulties caused by limited public transport. Knowledgeable staff, including those with mental health training, support pupils with SEND to make progress. Confidence and trust in the school leads to greater parental engagement and cements the cornerstones of the vision. This has led to the flourishing of pupils and families.

The wellbeing and good mental health of staff is of great importance to leaders. Their relationships are underpinned by Christian love. As a result of the compassion and respect shown to all staff, they feel empowered in their roles and listened to. Teachers in the early stages of their career are supported well. The school staff work as a cohesive team, offering help and encouragement to each other. Working in an environment of dignity and equity, staff are positive role models to the pupils. This enables them to live well together. Where there are minor disagreements pupils know how to restore relationships and that adults are willing to help them with this.

Collective worship is inclusive, interactive and invitational, engaging both pupils and staff. Singing during worship is enthusiastic and joyous. Pupils value the worship and its impact on the way they treat others. Willing pupils participate by reading or acting out a role. They further contribute to the prayer life of the school by sharing aloud personal prayers. This participation adds to spiritual flourishing as pupils consider prayer a time to praise or thank God. The popular prayer space day and prayer tent in school enhance opportunities for pupil reflection. Clergy and local church workers' regular involvement with the school also has a positive impact on spiritual flourishing. Pupils appreciate the weekly Open the Book worship led by local church members. As a consequence many now attend the monthly Messy Church sessions at a nearby church. These links contribute to a school environment that empowers pupils to talk about their beliefs. Governor monitoring and evaluation of worship enables improvements to be made. The revised Friday celebration worship is well attended and appreciated by parents who share in the refreshments afterwards.

The newly established school council has been created to give pupils an opportunity to express their voice. Reflecting its Christian values, the school has a history of generosity and fundraising for local causes. However, pupils are only just beginning to use their voice to champion their own ideas of injustice or social action. A growing understanding of how social action can bring about positive change in the world is

emerging.

The leadership of RE is effective. The RE curriculum is well balanced, enabling pupils to learn about a range of world religions and worldviews. Reflecting the vision, it offers opportunities for creativity and enquiry. Pupils are enthusiastic about RE. They rightly say it challenges them to think deeply about beliefs and how they affect the way others live. Pupils are keen to share their understanding and opinions. Monitoring of lessons by the subject lead and governors shows learning is effective. Well structured planning and accurate assessment enables teachers to know how to help pupils progress. Careful feedback to pupils means they know how to improve further. Moderation of pupils' work across the federation confirms the consistency of teachers' assessment. This also ensures standards remain high. Subject leadership is kept up to date with supportive training and advice from the local diocese. The RE leader's participation with the racial justice group has led to greater consideration being given to diversity and difference. However the ways in which this is reflected in pupils' understanding of Christianity as a worldwide faith is not fully embedded.

The inspection findings indicate that Kelling Church of England VA Primary School is living up to its foundation as a Church school.

Information

Inspection date	15th February 2024	URN	138796
VA/VC/Academy	VA	Pupils on roll	46
Diocese	Norwich		
MAT/Federation	The Pilgrim Foundation		
Headteacher	Tom Snowdon		
Chair	John Burows		
Inspector	Teresa Osborne	No.	2130