



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Garboldisham Church of England Primary Academy	
Address	Church Road, Garboldisham, Diss, IP22 2SE
School vision	
<p style="text-align: center;">‘Shine as a beacon of light’ Matthew 5:14</p> <p>At Garboldisham we aim for everyone to shine out as a beacon of light into the community and beyond. Within a spirit of kindness and forgiveness we aspire for our children to become critical thinkers, sharing their knowledge and gifts to create hope for a brighter future. They will grow and develop as learners, demonstrating the resilience to learn – from others and their own mistakes. They will leap forward, living life in all of its fullness.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision, to shine as a beacon of light, is lived out by the school community. The school celebrates the wide range of pupils' achievements and this inspires them to shine by doing their best. • Ambitious leaders work hard to provide the best educational experiences for pupils. This drives exceptional teaching and learning, a well designed curriculum and an exciting breadth of educational experiences . • Collective worship is highly valued and central to the life of the school. Planned moments of stillness, singing and reflection encourage spiritual growth. Worship is enriched by the positive contribution made by the local church. This demonstrates the links between school, church and community. • The school community is harmonious. Pupils are positive, polite and treat each other very well. They live out the school's values, care for each other, and have a strong sense of belonging. • A rich, engaging and carefully planned religious education (RE) curriculum enhances pupils' understanding of world faiths, including Christianity. It positively impacts on, and is valued by, the pupils. 	
Areas for development	
<ul style="list-style-type: none"> • Extend opportunities for pupils to be change-makers in the school and wider community. This will enable pupils to understand how they can play a part in building a better world. • Continue to enhance the breadth, richness and creativity of opportunities for spiritual development in collective worship and across wider school life. This will allow greater spiritual growth for all in the school community. 	
Inspection findings	
<p>Garboldisham's Christian vision is well established, relevant and integral to the daily work of the school. The associated values embed an ethos of hope, friendship and forgiveness. Because they have been chosen by pupils across the federation, they create a unity of purpose between the</p>	

schools. Ambitious and dedicated leaders wholeheartedly promote opportunities for all to shine as beacons of light. They provide an aspirational environment where every individual can achieve their best. This means pupils are confident, curious and enjoy their learning, actively participating in the extensive opportunities provided. Leaders, including governors, provide clear direction. As a result of this, every choice the school makes reflects the needs of the children and adults. The decision to shape an outward looking curriculum reflects the way the vision is implemented in the school. Membership of St Benet's Multi Academy Trust and the Beacon Federation ensures this small village school is part of a bigger educational community. The federation provides a strong partnership between church schools which has led to Garboldisham's rapid and sustained school improvement.

Leaders have given considerable thought to developing a curriculum that offers wide and rich experiences. They deliberately ensure that the curriculum reflects the differences and diversity of the global community. For example, the RE scheme effectively provides opportunities to broaden pupils' cultural awareness. Through work on themes such as inspirational people or 'I have a dream', challenge and curiosity is encouraged. Achievements from across and beyond the taught curriculum are celebrated, ensuring all flourish and shine. Pupils are proud of their work and talk excitedly about their learning, demonstrating that they are reflective learners. Staff encourage them to be inquisitive about the wider world and take their place as global citizens. Vulnerable pupils and those with special educational needs and/or disabilities (SEND) are supported to achieve their best. Adults respond caringly to varied and changing needs and differences.

Collective worship is underpinned by the school's Christian vision and values. Because of this focus, pupils reflect deeply and frequently on what it means to live as a beacon of light in the world. The school's understanding of worship is deepened by the structured approach, use of symbolic actions and themes from the church calendar. Collective worship offers opportunities for spiritual growth. Invitations to prayerful response and guided reflection are part of every gathering. Pupils are positively involved, enjoy and value this integral part of the school day. They talk enthusiastically about how collective worship makes them think and gives the opportunity to be still, contemplate and reflect. The strong link with the local church supports the spirituality of worship. The weekly contribution of local clergy inspires pupils to reflect thoughtfully. The close location of the church to the school enables services and activities to be well supported. Seasonal church celebrations ensure pupils feel part of the wider Christian community. Parents rightly say they value these links, which enlarge the celebration across the wider school family. Worship is inclusive, allowing all pupils and adults involved to flourish. The popular Jesus and Me (JAM) club follows themes from worship and gives pupils space to reflect on the morning's theme. The federation enables the two school communities to worship together in virtual services. This provides moments to allow pupils and adults to grow spiritually together.

Relationships throughout the school are excellent because the community is fully committed to the shared values, which include friendship and forgiveness. Wellbeing is a high priority, allowing pupils and staff to flourish, whatever their unique needs. Pupils and adults treat each other well with relationships at all levels characterised by kindness and respect. Pupils value the purposeful and respectful learning atmosphere created through their exemplary behaviour. The school community is caring, with older members nurturing and encouraging the younger ones. Effective transition arrangements mean newcomers are integrated quickly and with confidence. Pupils know how to reconcile after disagreements, and that bullying in all forms is unacceptable. Parents and carers are supportive of the work of the school. They rightly recognise that individuals are valued, that no one is left on their own and there is genuine care. All aspects of pupils' lives are celebrated. The school rewards acts of kindness as well as achievements in the 'Golden Book' and on Shining Stars certificates. This underlines the importance of recognising rounded personal development. Pupils say the teachers are encouraging and 'want you to achieve your goals'. Attendance is high with effective communication and strategies in place to support families. This ensures pupils are

successful in their learning.

Leaders support staff professionally and personally, which means the whole school feels valued, respected and treated well. Wide ranging professional development opportunities from the trust, diocese and federation allow for joint subject leadership and curriculum development. This supports staff wellbeing and allows for the growth of their expertise. Leaders are proactive, ensuring staff are given the time and space to fulfil their roles. This means they know that they are appreciated and listened to. Curriculum resources are used to explore local, national and global issues. Pupils learn about justice through subjects such as apartheid, which promotes an understanding of justice and responsibility. They make a difference to others through fundraising and supporting charities. This ensures they gain an understanding of inequality. However, pupils do not yet fully understand how they can be agents of change, both in their own communities and the world.

RE has a high priority in the school and leaders ensure it has a high profile. It is meticulously planned by the subject leader who works closely with the diocese and federation to develop a high-quality curriculum. It balances the teaching of Christianity as a multi-cultural global religion with different world faiths. The curriculum enriches pupils' appreciation of religious diversity and worldviews. Leaders ensure appropriate progression of knowledge and skills for all year groups as they move through the school. The enquiry based scheme encourages curiosity and demands a range of responses, such as debate or creating Easter gardens. Responses are recorded into online class books, which can be replayed at the start of each lesson. This means all pupils can review prior learning and are motivated to engage further. RE is engaging and responses demonstrate reflection and achievement. Careful assessment and feedback mean pupils understand their learning. They consider RE an important subject and say it makes them think.

The inspection findings indicate that Garboldisham Church of England Primary Academy is living up to its foundation as a Church school.

Information			
Inspection date	13 March 2024	URN	148237
VC/VA/Academy	Academy	Pupils on roll	73
Diocese	Norwich		
MAT/Federation	St Benet's		
Executive Headteacher	Moiria Crookell		
Chair	Bruce Gordon		
Inspector	Lynne Golding	No.	2124