

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Earsham Church of England Primary Academy

Vision

Working together, with the light of compassion, respect and truth, so that all can shine.

‘Light brings every kind of goodness, right living and truth’. (Ephesians 5: 9)

Strengths

- Strong Christian vision and values are deeply embedded at Earsham school. The vision is clearly understood and lived out by pupils and staff. Compassionate leadership underpins decision-making.
- There is high-quality provision and profile of the religious education (RE) curriculum. This includes carefully planned RE days that enhance pupil experience. This results in rich RE experiences celebrating the diversity of faiths and worldviews.
- Collective worship is a joyful time. It is thoughtfully planned and developed to offer opportunities for spiritual flourishing for the whole school community. As such, it is an outworking of the vision and is a celebration of the Church school foundation.
- There is an active culture of justice, responsibility and a deep sense of care for others. This positively impacts school culture and ethos. The outworking of this is further seen in the school’s social action and charity work.

Development Points

- Plan for and develop spirituality across the wider curriculum. This will allow for more opportunities for the spiritual development of pupils through learning moments.
- Equip adults and pupils with a language with which to discuss spirituality. This will enable pupils to consider the world with awe and wonder.



Inspection Findings

Earsham school's Christian vision drives leaders' actions, decision-making and the school's development. It has helped the school forge strengthening partnerships across the Kingfisher federation and Diocese of Norwich Education and Academies Trust (DNEAT). The vision of the trust is aligned with that of the school; committed to working together to enable flourishing. The church school foundation is further expressed through compassionate leaders who live out the school's values even in challenging times. Governors are proactively engaged and have a deep understanding of school life. This is evident through planned monitoring, regular visits and support. The impact of this means that strategic decisions taken are informed ones enabling staff and pupils to flourish. The motto of 'Shine from the inside out' is known and lived by pupils and adults. It is deeply embedded in the school's holistic approach prioritising the development of each child. The vision underpins the school's purpose to enable flourishing and is further enacted through positive relationships within the wider community.

Supported by expertise within the trust, the developed curriculum provides rich learning experiences including school visits and extra-curricular activities. The Christian vision shapes provision enabling each pupil to thrive. Staff are trained and equipped to support pupils with special educational needs and/or disabilities (SEND) and those who are vulnerable. Working with families, the school supports pupils and removes barriers to learning. This is evident in how the pastoral needs of individual pupils are met through targeted nurture support. The care and kindness of this intervention enables pupils to flourish through activities such as Lego therapy. The school is active in engaging and working with families to meet the needs of pupils. The impact of these partnerships results in enhanced provision and the vision being lived out. Collaboration across the federation and the trust has enhanced the curriculum by enabling access to relevant teacher training increasing staff confidence. The Kingfisher and DNEAT partnerships provides opportunities for staff to lead training, sharing best practice for others. Such professional development results in a strengthening of expertise. Staff are empowered professionally through relevant training so that they too can shine. The school supports the spiritual development of pupils who are mostly able to discuss this wider dimension in their lives. However, spirituality is not fully mapped across the curriculum. There is currently no shared language with which to discuss spirituality.

Collective worship is joyful, inclusive and enables spiritual flourishing. This is because the school prioritises it ensuring that this is quality time that is carefully planned, delivered and monitored. Daily worship is a rich opportunity for pupils to think and reflect. Acts of worship are varied to enrich spiritual development. Pupils express worship through singing, liturgy, prayer, drama, Bible reading, discussion and reflection. Pupils talk of their enjoyment in singing their favourite worship songs. Staff acknowledge the value of this time to reflect. Supported and monitored by the trust, governors and leaders, worship is a celebratory time for the school to come together. It contributes to spiritual growth by reminding pupils of how they should treat themselves, each other, and the wider world. This impacts school ethos and culture. Collective worship in classes engages pupils in additional ways through discussion and small group activity. Strong links with the Church have forged deep a partnership. The impact of this in worship time further extends spiritual flourishing. Regular visits to the church are an important, valued and enjoyable part of worship. Prayer space in classrooms, the prayer box and the new outside reflective area reinforce the value of prayer for spiritual wellbeing. Pupils are engaged in the prayer life of the school and have collectively written the school prayer.

The school values of compassion, respect and courage underpin the commitment of the school in living well together. This ethos is consistently modelled for pupils by caring staff. The Church school foundation and motto of 'Shine from the inside out' recognises the importance of an inclusive community. It drives decision-making so that all pupils are valued and are enabled to thrive. Staff are encouraged and equipped through development opportunities within the federation and across the trust. Regular governor visits prioritise staff wellbeing. High



quality staff training has resulted in leaders who are confident in their professional abilities. Parents describe the impact of the school culture on their child as confidence building, enabling them to thrive. The school acknowledges and celebrates their giftings. It recognises small achievements of individual pupils, even those accomplished outside of school and champions them.

Justice and responsibility are part of the school culture and evident in its outward-looking approach. Social action emerges from the school values. Pupils understand how they can be agents of change and make a difference. Care for the local community and wider world is evident in their actions. These include raising awareness and providing financial support, collecting for the local foodbank, litter picking and caring for those in need. Compassionate deeds contribute to positive relationships within the community. The outworking of the school's Christian vision is also evident in the positive impact of their supportive partnerships with schools in the federation and in the trust.

Religious education has a high profile at Earsham school. The RE curriculum, including termly RE days, explore topics in greater depth. 'Godly Play' enriches pupil experience. This is a well-resourced and valued part of pupil experience. Such activities deepen and enrich pupil understanding. Some RE lessons are taught in the church to further enhance learning. Religious traditions and worldviews are a robust part of the curriculum. Pupils talk with confidence about various faiths and worldviews. Diocesan training and trust support enhances teacher expertise. Regular monitoring of RE by governors and leaders means that there is a clear grasp of the impact of the curriculum and informs decisions. However, Christianity is not always fully explored as a global faith,

There is high-quality teaching of RE. This is evident across the school and in the discussion and engagement of pupils. Learning offers a rich variety of activity much of which is focused on the RE learning experience being at greater depth. Pupils make good progress in RE. Teacher assessments inform planning. Pupils are inquisitive and have the confidence to ask 'big questions' and discuss their understanding. RE floorbooks indicate the school has an exciting approach to the delivery of RE and is compelling evidence of pupil progress. The books reflect a breadth of the curriculum and capture detailed learning activities and reflections. Diocesan training on RE assessment has informed current practice. Pupils take pride and delight in their RE work.

Information

Address	School Road, Earsham, Bungay, NR35 2TF		
Date	16 September 2024	URN	150175
Type of school	Academy (inspected as Voluntary Aided)	No. of pupils	82
Diocese	Diocese of Norwich		
MAT/Federation	Diocese of Norwich Education and Academies Trust (DNEAT) Kingfisher Federation		
Executive Headteacher	Heather Brand		
Head of School	Martyn Woodcraft		
Chair of Governors	Caroline Hutton		
Inspector	Claire Gibson		