

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harleston Primary Academy			
Address	School Lane, Harleston, Norfolk IP20 9HG		
Date of inspection	27 June 2019	Status of school	Voluntary Aided Primary Academy, St Benet's Multi Academy Trust
Diocese	Norwich	URN	I46064

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Requires Improvement

School context

Harleston Primary Academy is a primary school which has 472 pupils on roll. Most pupils are of White British heritage and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school has a nursery and an independent pre-school on site. The school became part of the St Benet's Multi Academy Trust in August 2018.

The school's Christian vision

Flourish and grow with responsibility, respect and resilience. 'As I have loved you so you must love one another' John 13:34.

Key findings

- The vision is clearly understood by all pupils and is evident through their attitude to work and relationships.
- Inclusive, nurturing relationships, based on Christian care and respect, allow all pupils to flourish socially and spiritually.
- Collective worship is inclusive and welcoming and there is an excellent partnership between the school and the parish church.
- Pupils enjoy religious education (RE) and talk confidently about Christianity and other faiths. However, teachers' marking and assessment of RE are underdeveloped.

Areas for development

- Take steps to make the Christian vision secure and sustainable. Ensure that the whole leadership team have the knowledge, skills and confidence to demonstrate their capacity to take on more responsibility for upholding and deepening the vision.
- Develop a more robust system for teachers' marking and feedback in RE to inform assessment and develop pupils' critical thinking skills.
- Provide greater opportunities for pupils to ask 'Big' questions in RE to deepen their theological understanding.
- Continue to develop effective monitoring of RE, worship and spiritual development by the newly formed governing body, to support the positive impact of the Christian vision on the education of all pupils.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's embedded Christian vision is positively expressed through the values of responsibility, respect and resilience. These values are supported by the four areas of the Church of England vision for education; dignity, community, hope and wisdom. The leadership team find it difficult to express how the vision nurtures and supports the pupils' spiritual journey. This means that they are not able to demonstrate depth of understanding and the capacity to move the school forward in the absence of the headteacher. Although there is evidence that the vision is having an impact on outcomes for pupils, the lack of confidence shown by the leadership team suggests that sustainability may be an issue. However, the leadership are effective in nourishing the wellbeing of adults and pupils enabling them to flourish, feel safe and supported. The school works closely with the diocese and is part of the Diocese of Norwich St Benet's Multi Academy Trust (MAT). As part of the MAT it has joined with the local secondary school, Archbishop Sancroft High School, and now has a new combined governing body. The governors are very supportive of the school and the reorganisation associated with becoming an academy has resulted in improved new monitoring systems being established. However, the governors' self-evaluation and monitoring roles have only recently begun to be effective in supporting the school. Partnership with the other schools in the MAT is mutually beneficial, providing all staff opportunities to be part of best-practice groups. The school leadership is supported by strong partnerships with the parish church. As a result pastoral links between church and school are very effective.

The Christian vision shapes the way decisions are made regarding the curriculum and extended learning. Policy and practice are firmly rooted in the Christian vision. The school provides a wide range of extra-curricular activities so that all pupils have the opportunity to flourish and grow not only academically but through sport and creative activities. Outcomes for pupils are good and progress is mostly acceptable, but some groups do not make the progress they should. Attainment is in-line with national expectations. Pupils who have special educational needs or disability (SEND) are well supported by the special needs co-ordinator. He tailors programmes for individual pupils and works in partnership with parents by keeping them well informed.

Led by the pupils the school raises money for charities such as Red Nose Day and Children in Need as well as local causes such as Juvenile Arthritis and Nelson's Journey. They also support To Kenya with Love. This charitable giving includes developing hope for others as they look beyond themselves. A strong sense of justice and fairness prevails in their concern for world problems. Pupils and adults are keen to make a meaningful difference beyond their local context. This supports their understanding of Christianity as a global faith and of respecting the diversity of God's world. Opportunities are given for reflection both in class and outside where the well-developed peace garden is well used by the pupils.

Pupils enjoy school and attendance is good. Excellent relationships abound, and as a result staff and pupils feel valued in belonging to the school family. This illustrates well the Bible verse from the school's vision, 'As I have loved you so you must love one another'. Parents affirm that staff 'go the extra mile' in making themselves available. Building on their vision, this is a welcoming, inclusive and caring school. The ECO Rangers and school council give a strong voice to pupils and the newly established parent council allows parents to be fully part of the school family. The parents' involvement in worship planning has resulted in more parents being able to attend school church services. In rare cases exclusion has been used to ensure that all pupils and staff are safe. However the Christian Pastoral Support Worker and her team work very effectively with pupils and their families to support all pupils with social and emotional difficulties. This enables the majority to pupils to feel happy and confident in school.

There is an agreed understanding that every child is unique and, as the vision indicates, all deserve to be treated with respect. Relationships in the school encourage everyone to speak respectfully and to listen respectfully to others' points of view. All pupils are encouraged and enabled on their journey to flourish and grow. The creative curriculum fosters respect for diversity and difference.

Pupils and staff say that collective worship is an important part of their school day which contributes significantly to their spiritual journey and impacts positively on pupils' behaviour and relationships. The worship programme is well planned by the worship leaders and includes weekly visits from the Open the Book team from the parish church, as well as other local clergy. Due to restrictions of space, three days week worship takes place in key stages. Pupils talk enthusiastically about how they have frequent opportunities to plan, lead and evaluate key stage worship. Pupils have excellent Bible knowledge, with a clear understanding of God the Father, Son and Holy Spirit as one. The Lord's Prayer and the Grace are used daily in worship and prayers written by the pupils used before lunch and at the end of the day. Pupils have some understanding of Anglican traditions and although there is no school Eucharist all pupils understand the importance of it to Christians. The parish church is used regularly

for festival services when parents enthusiastically join the pupils. Pupils and staff frequently join with the community in special Sunday services such as Remembrance and Christingle. Statutory obligations are met.

The RE subject leaders effectively plan the teaching across the school using the Norfolk locally agreed syllabus and the Understanding Christianity resource. This ensures that there is a good coverage of faiths and enables pupils to develop skills of enquiry and interpretation. Pupils enjoy RE and creative ways are used to engage pupils in their learning. Pupils say they feel safe to discuss religious and spiritual ideas and their views are listened to and valued. Pupils have good Bible knowledge and are able to reflect and apply what they learn. The school vision underpins the RE teaching and is referred to regularly by the pupils. The vision is clearly evident in the study of world faiths and pupils' respect for diversity and difference. To support this pupils have opportunities to visit places of worship of a range of faiths. The RE subject leaders share good practice and undertake monitoring activities with schools in their MAT and local cluster. Statutory obligations are met.



The effectiveness of RE Requires Improvement.

The RE subject leaders have established an assessment system which is being used across the school. However, further work is needed to ensure that staff are confident in their judgements. Data indicates that progress in RE is in line with English, but not all pupils make expected progress. The subject leaders consider that teaching and learning is good. Evidence in books shows some good outcomes, but assessment procedures are not convincing. Monitoring is not robust and lacks clear focus, and as a result makes no significant contribution to raising standards. Pupils' books are marked but the marking is not effective in helping pupils to see what could be better. As a result, it does not support pupils to move forward in their learning.

Headteacher	Lisa Blowfield
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