

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Swanton Morley Church of England Voluntary Controlled Primary School			
Address	Manns Lane, Swanton Morley NR20 4PX		
Date of inspection	03 April 2019	Status of school	VC primary
Diocese	Norwich	URN	121083

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

School context

Swanton Morley is a primary school with 180 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. However, a large number of families attract service pupil premium. This results in high levels of mobility. The number of pupils who have special educational needs and/or disabilities is in line with national averages. The incumbent was appointed in October 2017 and the headteacher in January 2018. In November 2018 Ofsted judged the school as good.

The school's Christian vision

'Love your neighbour as yourself.' Mark 12: 31 (NIV)

Key findings

- Inspirational leadership by the headteacher empowers all staff to embed the school's Christian vision across the whole community. Currently, not everyone can link this vision to its biblical source.
- Adults and pupils are able to flourish academically and socially because of the strong Christian ethos, the love, support and forgiveness within the school. However, identifying experiences for a shared understanding of spirituality and the importance of prayer are on-going areas for development.
- The commitment to pastoral care and wellbeing nurtures adults and pupils across the school community, and in particular reaches out to the military community.
- Regular school productions enable pupils to celebrate the gifts of music and drama with the whole school community. However, daily worship does not reflect the same leadership experiences for pupils.
- Motivated by the school vision, work on developing the broad and balanced curriculum, enables pupils to critically reflect and think, supporting their personal development.

Areas for development

- Establish the pupils' role in planning, leading and monitoring of collective worship so that it empowers the whole school community to grow together as part of a shared understanding of spirituality. This includes a focus on the importance of prayer in the life of the community.
- Ensure that the biblical underpinning of the school vision is known and understood by all.
- Extend the ongoing development work in religious education (RE) to ensure that the subject is given its rightful importance in this Church school.

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

A committed headteacher, ably supported by the RE subject leader, has ensured that the refreshed vision underpins all aspects of school life. It shapes policies, forms part of school development planning and there are a range of displays throughout the school. However, the biblical root of the vision from Mark 12:31 is not consistently articulated by leaders. This means that it is not well known by pupils or parents. As a result, the school is less securely good. Links with the diocese are well utilised and the school has accessed courses and services that have improved practice within the school. Teachers speak of increased confidence in teaching RE due to the support of the RE subject leader. Clergy and members of the military community are school governors, ensuring strong links with the different aspects of the local community. Monitoring visits take place both in the school and out in the community and the result of this work impacts on school improvement. An experienced chair of governors, assisted by other governors, offers support and challenge, allowing adults and pupils to feel safe and to flourish.

On-going work on the curriculum shows the impact of the vision. Thinking skills, questioning and an investigative, resilient approach to learning equip pupils with important life skills. Pupils make good progress and attain well across the curriculum because of their engagement with learning. Ensuring that staff are clear on how to promote spiritual aspects of their teaching is identified as important. Helpful documents from the diocese are well used, showing how this can be achieved in the youngest classes. The school is keen to increase the range of trips or visitors to enhance the curriculum. Currently, it organises a residential camping trip for older pupils. A Year 1 child spoke proudly of her trip to Norwich Cathedral. However, trips to other faith centres have not taken place recently.

Applying the school's vision means the headteacher and governors have made courageous decisions to benefit all. This includes funding for the school's swimming pool. Leaders ensure this valuable resource is available for the community to use at a fair price. Pupils and staff are proud of their school and compare it favourably with other schools they have attended. One pupil said, 'People care here.' Pupils raise money for a range of different charities, including ones supporting local families. Pupils can also apply their vision of 'loving their neighbour' to real life situations, beyond their immediate environment.

Strong relationships are evident throughout the school, with pupils able to articulate how they 'love their neighbour' on a daily basis. They talk through problems to find a shared resolution. A Year 2 child explained, 'You need to make sure that you treat people like you would like to be treated.' There is a strong emphasis on forgiveness and appreciating one another. Parents speak of how their children relate friendship matters back to the life of Jesus. Staff members also feel supported. One person said, 'I love being part of our school community, I feel cared for, respected and valued.' It is clear that the approachability of the headteacher is valued by staff. He builds aspiration by supporting their ideas and leadership development. For example, the idea of wrap around care provision was generated by a teaching assistant. This benefits the whole community. This feeling of being respected enables pupils and adults to grow and flourish in a safe and caring environment.

The school is proactive in ensuring links with military families are strengthened and that they feel welcome. The appointment of a service pupils' champion means that there are regular visits to the camp, ensuring that no parent needs to feel disconnected. Pupils who live on the military barracks talk about the increasing interaction facilitated by the school. They feel proud that they can showcase where they live and the work that their parents do. A highlight was a recent visit of military vehicles to the school. One pupil spoke of how his parents were starting to come to parties in the village. This sense of belonging is important to pupils who often have transient lives. This shows the priority that the school puts on living well together.

Wellbeing is promoted by the school with parents invited to join the pupils in a daily mile activity on a Thursday and Friday. Pupils are keen to talk about their achievements in running and cross country competitions. The school also accesses support from the Benjamin Foundation for individual pupils. This supports their emotional needs and develops a more positive approach to mental health. Parents of pupils with additional needs speak of the high level of support from the school. They feel that even when things go wrong, the school works hard to improve the situation, treating them with dignity and respect.

High quality drama productions, held at regular times through the school year, bring religious texts to life. This allows pupils to celebrate their God given talents with obvious enjoyment. A variety of adults, including local clergy and the military padre, lead collective worship. However, there is little evidence of pupils planning and delivering worship on a regular basis. A degree of monitoring by pupils and governors does take place, but the impact of this is not clear. The pupils' understanding of the Trinity is limited and prayer does not play an obviously important part in daily school life. Pupils know the Lord's Prayer, but are unable to describe other times when they use prayer in their school day.

Adjustments to the RE curriculum ensure cross curricular links, and work in books shows high standards of presentation. Pupils develop an informed and respectful understanding of a diverse range of religions within their RE lessons. However, the prominence of Christianity is not clear in the work of pupils in the upper school. The profile of RE within the school's curriculum and on its website is currently limited.

Headteacher	Tom Snowdon
Inspector's name and number	Jacqueline Crockett
QA Assessor	Lizzie McWhirter 244