

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Sporle Church of England Primary Academy</b>	
<b>Address</b>	82 The Street, Sporle, Norfolk PE32 2DR

<b>School vision</b>
<p>“Our Christian vision is rooted in theology, centred round biblical texts. Matthew 5:16, which gives us our motto “Let your light Shine” and Luke 10:25-37, the Good Samaritan. Our vision is one of personal excellence, being the best person you can be (being a ‘captain of your own learning’) and letting your light shine both in the sense of talent development and modelling our values, but also being a good team member (‘crew member’) using those values to support others, exactly as the Good Samaritan did.”</p>
<b>School strengths</b>
<ul style="list-style-type: none"> <li>• The Christian vision is well established and drives the school’s actions. This enables pupils and adults to ‘let their light shine,’ and enhances their work.</li> <li>• The school has an inclusive ethos which enables pupils, including those who are vulnerable or disadvantaged, to flourish. Leaders and staff ‘go the extra mile’ to provide a safe and supportive environment for pupils and their families. This overcomes barriers to learning and fosters a close relationship between the school and its community.</li> <li>• Collective worship is an important focus in the school day. This develops a reflective culture and contributes well to the spiritual life of pupils and adults. It is enhanced by the involvement of a range of visiting clergy.</li> <li>• The vision nurtures a culture that provides pupils and adults with a safe and welcoming environment, particularly in difficult and challenging times. The school has strong and mutually beneficial partnerships within its community, trust and diocese. These help it to live out its vision.</li> <li>• Religious education (RE) has a high profile in the school. Carefully planned provision enables pupils to produce high quality work and understand why RE is important to their learning.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Embed regular, systematic governor monitoring of the school’s Christian vision. This is so the subsequent evaluations can contribute to developments for Sporle as a Church school.</li> <li>• Develop pupils’ capacity to become independent agents of change by extending opportunities for them to think deeply about and act on issues of social injustice.</li> </ul>

- Develop the RE curriculum to embed pupils' knowledge and understanding of Christianity as a worldwide faith, and to encompass a range of non-religious worldviews.

### Inspection findings

Purposefully chosen to reflect the community it serves, Sporle's Christian vision is inclusive and aspirational. Based on Bible verses from Matthew 5:16 and Luke 10:25-37, the principle of 'letting your light shine' through the message of the Good Samaritan is embedded within the school community. It drives the actions of leaders. They embody the 'captain' role within the vision's image of a boat through proudly leading the community to live as a Church school. Their passion for the vision is seen in action around the school, for example in restorative approaches to behaviour management and the level of support given to the community. As a result, relationships are strong and caring, and the school is seen as a tight knit 'crew'. Underpinning the vision are the core values of respect, responsibility, kindness, courage, hope and forgiveness, which pupils and adults demonstrate in their behaviour and attitudes. The school is a central part of the local community. Its Christian vision also has a strong, positive impact on pupils' attitudes outside of the classroom. Pupils reflect the messages of the vision at home. Although there are some processes in place, governance systems for monitoring and evaluating the impact of the vision are at an early stage. This limits contributions when supporting developments as a Church school.

The Christian vision is evident in the choices leaders make around curriculum design. 'Real life experiences' are discretely planned for, such as pupils contributing towards an art exhibition, or writing letters to significant people. These have helped pupils grow in confidence and awareness of the wider world. Following training from the diocese, there is a clearer understanding of spiritual development within the local context. As a result, opportunities for pupils to experience spirituality across the curriculum are being embedded. They are encouraged to think deeply through 'end of day' reflections, linked to a range of themes and ideas. These build upon their learning from that day. The inclusive ethos means that pupils' needs, including those who are vulnerable or disadvantaged, are effectively met through appropriate support. Leaders have mapped learning about issues around diversity across the curriculum although the impact of this work has not been realised.

Collective worship is a daily focal point for the school. It provides time for stillness and reflection which contributes to the spiritual growth of pupils and adults. Worship is planned around the school values, which in turn are underpinned by Bible stories and the teachings of Jesus. These values are reinforced every week when the community comes together to celebrate the awarding of 'values certificates'. Pupils are nominated for these because they demonstrate a certain value in action during the week. This motivates them to continue to live out the values of the school. Strong partnerships with a range of clergy and visits to the local church enhance pupils' spiritual growth, for instance through work around Pentecost. These approaches inspire pupils in collective worship and they often take the messages and experiences from it with them into the school day and beyond. The use of prayer is invitational and inclusive. Reflection time outside of collective worship provides a meaningful context for worship which is echoed throughout the school environment through display and a prayer corner.

The school community places a high value on the wellbeing of pupils and adults. People are treated with care and compassion. Staff feel valued because leaders have a focus on their professional development. The school works with the church to provide coaches and mentors for some pupils. This provision helps those pupils to overcome their barriers to learning. The trust also promote good mental health and wellbeing in their communications and ways of working. As a result, a clear sense of togetherness and support pervades. Those who have experienced difficult and challenging times have been comforted by the actions of leaders and the wider school community. These actions epitomise the Christian vision in action. Families appreciate the availability of staff. Their needs are well catered for as leaders have invested time and money into creating regular opportunities for families to access personal or pastoral support. This is well used and has a high impact, providing a safe space to come together and feel valued.

There is a strong desire to see pupils become agents for positive change. To promote this they are provided with meaningful leadership opportunities, such as becoming a 'Values Ambassador,' 'Head Pupil' or joining the school council. These provide a vehicle through which they can make a difference to issues which affect their lives. Pupils are beginning to independently initiate action, such as fundraising for a local air ambulance charity. Another instigated a pen pal project with a local care home, leading to a meaningful, mutually beneficial partnership. Individuals and their actions are celebrated. However, most actions are prompted through experiences outside of school. Whilst learning about diversity and injustice is planned for, opportunities to engage with these issues in the curriculum are not embedded.

RE has a high profile within the curriculum. There is varied programme of study which encourages pupils to think deeply about a range of religions through an enquiry-based approach. As a result, they enjoy lessons and understand the importance of RE in respecting the views of those which are different to their own. Pupils learn about Christianity and a range of world religions. However, they do not fully understand the place of Christianity as a diverse, global religion, or appreciate that there is a range of non-religious worldviews. Teachers' subject knowledge is enhanced by bespoke professional development delivered by the diocese, and pupil outcomes are moderated with the support of the trust. This strengthens RE provision through the involvement of a breadth of expertise. Teachers assess against defined criteria and have a sound knowledge of learning which enables pupils to make progress.

The inspection findings indicate that Sporle Church of England Primary Academy is living up to its foundation as a Church school, and is enabling pupils and adults to flourish.

Information			
Inspection date	11 June 2024	URN	142465
VA/VC/Academy	Academy	Pupils on roll	62
Diocese	Norwich		
MAT/Federation	Diocese of Norwich Education and Academies Trust (DNEAT)		
Headteacher	Anne Neary		
Chair	Bruce Gordon		
Inspector	Paul Seeman	No.	