



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Walsingham Church of England VA Primary School	
Address	Wells Road, Walsingham, NR22 6DU
School vision	
<p>As God’s children, we all play our part in making learning irresistible within our Federation communities. We all learn through the Christian values that are at the heart of our schools, and strive to be the best we can be, knowing, 'What we will be has not yet been made known' (1 John 3:2) Christian values are at the heart of our journey together as the Pilgrim Federation. Love, compassion for others; kindness, tolerance, respect are the cornerstone of our learning community. Staff, parents, governors, children and the local community all play their part in our learning and achieving excellence in everything we do. We believe that learning should be creative, innovative, inspirational and irresistible.</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision is firmly embedded and understood by leaders, staff and pupils. It reflects the needs and the context of this small rural school, offering support, nurture and aspiration. • The relationship between the school, clergy and lay members of the local church are particularly strong and supportive. These enrich the lives of pupils, staff and families. • Collective worship is a valued part of daily school life, offering experiences in a variety of styles. This enhances its impact and enables spiritual growth for pupils and adults. • The school vision empowers this community to live together with dignity. Pupils behave well. Caring, compassionate leaders ensure a mutually respectful environment enables flourishing. • Religious Education (RE) is well led, sequenced, balanced and diverse so enhancing learning. Knowledgeable and confident staff enable pupils to gain a good understanding of world religions and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Build on current good practice by embedding the shared understanding and language of spirituality across the curriculum. This is so opportunities for spiritual development beyond collective worship and RE, can be utilised. • Continue to broaden pupils' understanding of justice and inequality locally, nationally and globally. This is so they may develop their own voice and understand how they might influence change. 	
Inspection findings	
<p>The schools’ Christian vision provides a firm foundation for the work of this small school. The remote rural setting presents challenges for the community in terms of opportunities, and choice. The wise decision by committed governors to collaboratively come together as four schools in The Pilgrim</p>	

Federation is impactful. It creates viability, structure and wider provision for the school and staff. Monitoring by governors and leaders is regular and focused. This evaluative understanding enables them to know the vision is being lived out in the life of the school. A trusting relationship between the school, families and church is a cornerstone of community life. Some families have difficult and challenging lives, circumstances and needs. In keeping with the vision, the school and church are committed to offering support and nurture. As a result of this partnership, families and pupils are able to see the Christian vision and values in action. Visible and proactive staff help raise parental engagement. Together with enthusiastic clergy, they provide a strong bank of goodwill leading to flourishing.

Underpinned by its Christian vision to inspire and enthuse, pupils encounter meaningful learning opportunities. Bespoke support and interventions are planned to match individual need. Speech and language therapists and a family support worker enhance provision. These enable confidence, well-being and close learning gaps. The thematically planned curriculum inspires pupils to ask lots of big questions. Cherished as God's children, each is embraced and included in learning. The curriculum reflects recent professional training on spirituality. This is inspiring pupils to ask how and why questions of themselves and others. As a result, pupils, including the most vulnerable, are developing the language to hold meaningful and deep conversations. Sharing trips, residential, extracurricular activities and the annual Founding Day celebration across the federation are pivotal to widening experiences. These partnership activities help cement the mutual vision as Church schools. They also allow pupils to develop relationships with a wider peer group. Consequently horizons are broadening, inspiring pupils to expand interests and skills.

Collective worship is a central pillar of each school day. The local vicar works with leaders to plan worship ensuring relevance and engagement. Pupils sing beautifully together and share in prayer by invitation. Worship is varied in style, it is seen as a time when pupils and adults can reflect and pray to God. Pupils talk about the ever presence of God. They describe with insight how worship makes them think, feel and behave. It encourages them to apply the school's Christian values in their daily lives. Representatives from the local church enhance worship and add to its variety. Pupils relish the Open Book weekly sessions and enjoy being asked to participate. Of particular value is the time church members spend talking and eating lunch with them before the collective worship. Pupils also experience the liturgy of the Anglican tradition led by clergy each week. These contrasting worship styles enrich the spiritual experience for pupils and adults. The weekly after school Prayer and Pizza youth club is well attended. These occasions add to the deepening of pupils' understanding of the Christian faith. Parent, church and school links are strengthened further by invitations to attend worship and significant festival celebrations held at the church. This contributes to deeper spiritual development for pupils and adults. Leaders engage in regular monitoring and evaluation of the impact of collective worship, strengthening its purpose.

The vision inspires staff to seek out the vulnerable and disadvantaged. Caring and compassionate adults are readily available to speak with parents and assist with practical help. As a result, confidence and trust in the school is high. Governors and leaders prioritise well-being, treating staff with appreciation, dignity and equity. Adults are supportive of each other and anyone struggling is helped. Pupils behave well and are considerate of others. Where mistakes happen they are seen as opportunities for learning. Living out the school's values, restoration and reconciliation are key components of the way behaviour is managed. Parents express confidence that staff will find a way to deal with pupils who are struggling. Acceptance of difference is typical, with the view expressed that "everyone gets a chance here." Families feel well held by the school and supported. Pupils enjoy school and so their attendance is good, attitudes towards learning are positive.

The vision seeks to give pupils a sense of the wider, future world they will become part of. Diversity and difference is therefore threaded through the curriculum. These support the limitations pupils in

a rural setting have in encountering a range of cultures. Each year the pupils have the opportunity to take part in the Children’s Pilgrimage from Walsingham shrine. In partnership with the local church pupils meet children from multi- ethnic communities country-wide, so broadening their experiences. Pupils’ understanding of injustice, ethical choices and fairness is growing through their curriculum learning. This is raising their awareness around issues of poverty, conflict and challenges to the environment. Pupils engage with charitable giving such as supporting the foodbank. However they lack confidence to use their independent voice, champion causes and act as agents of change.

The teaching of RE has a high priority. Governors ensure it is well-resourced. Reflecting its place on the curriculum of a Church school it is a standing item at governors’ meetings. RE provision meets the requirements for a Church school. Monitoring and evaluation of RE by leaders ensures high quality teaching is sustained. Staff are supported by the RE leader. Regular training across the federation takes place and so confidence to teach the subject is high. In collaboration with the Diocese of Norwich a well-balanced RE curriculum has been developed. Planning is highly organised through a rolling programme, meeting the needs of this two class school. True to the school’s vision this curriculum offers pupils opportunities for creativity and challenge through its enquiry questions. These enable pupils to think deeply and reflect on belief and its effect on human behaviour, strengthening spiritual growth. Pupils’ knowledge and understanding of Christianity as a global faith is secure. RE supports the pupils’ understanding of diversity as they explore a range of religions and worldviews. The RE leader’s participation with the racial justice group has led to greater consideration being given to diversity and difference. This has added impact across the whole school curriculum. Progress in RE is tracked and recorded at the end of each unit. Pupils make progress, as the RE curriculum invites meaningful responses in a variety of ways. The school implements further assessment techniques developed by the diocese to aid this process. Outcomes of pupils’ work are moderated across the federation confirming the consistency of teachers’ assessments. RE monitoring and evaluation by leaders ensures high quality teaching is sustained.

The inspection findings indicate that Walsingham Church of England Voluntary Aided Primary School is living up to its foundation as a Church school.

Information			
Inspection date	24 April 2024	URN	138797
VC/VA/Academy	Voluntary aided	Pupils on roll	32
Diocese	Norwich		
MAT/Federation	Pilgrim Federation		
Executive Headteacher	Tom Snowdon		
Chair	John Burrows		
Inspector	Teresa Osborne	No.	2130