Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| **Harpley Church of England Primary** | |
| School Lane, Harpley, King’s Lynn, Norfolk. PE31 6DY | |
| **Current SIAMS inspection grade** | **Outstanding** |
| **Diocese** | **Norwich** |
| Previous SIAMS inspection grade | Good |
| Local authority | Norfolk |
| Name of Federation | The Great Massingham and Harpley C of E Schools Federation |
| Date of inspection | 15th November 2016 |
| Date of last inspection | 9th November 2011 |
| Type of school and unique reference number | V C primary 121092 |
| Executive Head teacher | Ann Beardall |
| Inspector’s name and number | Jenny Daniels 664 |

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| **School context**  Harpley is a small rural village School with 50 pupils on roll. A 'village' school serving the local community with 30% of pupils coming from further afield. In September 2013 a partnership with Great Massingham C of E Primary School began. The headteacher took up post as the partnership head of the two schools. In September 2015, the governing bodies of the two schools formed The Great Massingham and Harpley C of E Schools Federation, with one governing body. Currently there are no pupils entitled to free school meals and only one pupil who is not White British. The village church is within close proximity to the school. |
| **The distinctiveness and effectiveness of Harpley as a Church of England school are outstanding.**   * The fervent, inspirational Christian leadership of the head teacher, supported by an effective governing body, promotes the school as distinctively Christian and drives the direction of Harpley as a Church school. * The positive Christian ethos permeates all areas of the school promoting excellent behaviour. * Relationships are strong across all areas of the school and community, based on mutual respect and care. * The supportive and nurturing environment, along with the teaching of religious education, develops the pupils’ spiritual confidence and maturity and plays a major role in determining the Christian character of the school. |
| **Areas to improve**   * Undertake a review of the core Christian values to ensure that consideration is given to the coherent development of Christian themes deeply rooted in the teachings of Jesus and the Bible as well as giving pupils the language to articulate the Christian nature of the school more clearly. * Develop pupils’ understanding of global citizenship to increase their awareness of Christianity as a world-wide faith developing further multi-cultural understanding and diversity. |

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| **The school, through its distinctive Christian character, is outstanding**  **at meeting the needs of all learners**  The school’s vision is to be an outstanding, distinctly Christian school; where each child achieves their full potential with confidence, independence and enthusiasm. The vision is underpinned by the Christian values of: friendship, thankfulness, perseverance, respect, justice and courage. These values are integral to the work of the school, including its curriculum. The values, which are firmly rooted in Christian principles, are clearly understood by learners who are able to explain each value and its use in everyday life. The youngest learners demonstrate their understanding of the values whilst adults reinforce this understanding through skilfully integrating the values across the school day. Learners respect and care about each other. They show good attitudes to learning and to peers.  These values permeate and drive all aspects of the school, from the curriculum to the daily collective worship. On a Friday, pupils describe with immense pride how they are nominated to place their name against the value they feel they have demonstrated that week. Christian values are deeply embedded in the daily life of the school. One pupil called them ‘our school rules’. Values such as respect, service and perseverance have a significant impact on pupils’ learning behaviours and on the achievements of all pupils. Behaviour of pupils is of the highest standard and learners actively support respectful and inclusive relationships with one another. As a result, relationships between all members of the school community are very strong and can be consistently attributed to the Christian character and values of the school. This is evidenced by pupils saying how they learn ‘about the values for life’ from their teachers and from stories in the Bible. Pupils and parents speak of the school as being welcoming and warm with a strong Christian ethos. The OFSTED inspection report June 2016 states *“The school’s Christian Character underpins the culture of the school.”*  The spiritual, physical well-being, moral, social and cultural development of pupils is excellent. The Christian character, ethos and values help pupils to feel nurtured and genuinely cared for. The positive, caring culture helps pupils to feel safe.  Pupils feel that their views are listened to, that they are cared for and that they, and their contributions, are valued.  The values of compassion and caring have a significant impact on the pupils, often initiating charitable fund raising activites such as raising funds for an earthquake disaster, Action Aid, the church roof appeal and the Little Princess Trust where one pupil volunteered to have her hair cut to be made into a wig for a child suffering with cancer.  The curriculum ensures that pupils have a high degree of understanding and respect for diversity but the school recognises the need to develop the pupil’s understanding of global citizenship and to increase their awareness of Christianity as a world-wide faith, developing further multi-cultural understanding and diversity.  Work done in religious education is displayed and pupils can explain and discuss the displays. Pupils are excited and challenged by the teaching of religious education through the creative and inspirational approach by the teachers, ensuring that pupils are able to link what they are learning about with the real world and their own lives. Across the school, the evidence in books confirms the pupils’ ability to be analytical and reflective. During a recent topic the pupils were to ask themselves, “What would Jesus do?”, when considering the actions of others. One pupil spoke of the Suffragettes and how they had not always behaved in a positive way as the Bible teaches us, but they were, “fighting for a good cause”. |
| **The impact of collective worship on the school community is good**  Worship is planned around the school’s Christian values and the church’s year. The pupils experience a range of adult and learner led worship. Daily worship is planned across the year using a cycle of themes including special days and events. Collective worship is not yet outstanding as consideration is not consistently given to the coherent development of Christian themes with values firmly rooted in the teachings of Jesus and the Bible.  Children respond to collective worship (CW) by listening, willingly responding and participating enthusiastically in song, prayer and reflection showing enjoyment, respect and reverence. “It’s a bit more special here than in my last school.” A comment by one pupil shows the impact of collective worship and how it adds value to the life of the school.  The collective worship team led worship on the day of the inspection. They had planned and delivered the collective worship based on the current theme of peace. Their contributions were well prepared and confidently presented. A prayer written by one of the team closed the time of collective worship. The pupils responded appreciatively and respectfully. Pupils are always keen to support each other as was seen when pupils readily assist the younger pupils in finding the correct page in the hymn book without prompting.  Prayer is central to the life of the school with pupils frequently writing their own prayers and graces, contributing positively to the prayer life of the school. Prayers are said at each end of the day as well as before lunch. A prayer tree positioned within the library area is used by the children to “pray to God and Jesus”. The majority of children can say the Lord’s Prayer by heart and understand how prayer is ‘talking to God’. They seek out opportunities to pray in their own lives and contribute confidently and sensitively to prayer in worship.  Pupils have designated ‘quiet’ areas both in and outside the school building for reflection. The collective worship committee were involved in the new siting and re-development of the reflective prayer space in September 2016. Pupils talk confidently of how this ‘special’ place’ is used to, ‘stop and think a while’, ‘to pray to God and Jesus’. A record is kept of pupils’ independent reflection on things to be thankful for and of people or issues they want to pray for or think about.  Pupils have some understanding of the Trinity and Christian festivals. The leadership and management of the school carry out some evaluation of the impact of worship on the learners themselves which influences and feeds into  future planning. |
| **The effectiveness of the leadership and management of the school as a church**  **school is outstanding**  The effectiveness of the leadership and management, including governors, is outstanding because of their mutual understanding of how the church distinctiveness has a significant impact on the pupils’ academic achievement and personal development. The ethos and steering committee preserves and develops the Christian character and distinctiveness of the school in partnership with the local church and ensures that the pastoral care of the children and staff meets the needs of all pupils. Identified school improvement activities, around the church school distinctiveness, are fed into the school’s strategic plan. The leadership of worship and religious education is given high priority which leads to a very effective practice. Adults in school acknowledge their responsibility to model high standards of behaviour based on the Christian values of truthfulness, respect, compassion and responsibility. All decisions are led and driven by the strong Christian ethos and robust recruitment and induction processes ensure that all staff are fully committed to uphold the church school distinctiveness.  Pupils recognise that the church is an integral part of the life of the school and value the times when they celebrate major Christian festivals there. These are occasions where the children contribute significantly to the service, planning and leading the celebration alongside the vicar. The partnership with the parish church is a strength and enriches the lives of all stakeholders by promoting community cohesion. The church has a significant, positive impact on collective worship and the spiritual development of the whole community. The school publicises and resources a summer Bible club in conjunction with the federation school at Great Massingham.  Parents are very supportive of the school and speak passionately about the curriculum and the school’s ethos. One parent commented that they, ‘love that my child is taught Christian values and she will often come home wanting to discuss something they have learnt such as the importance of giving to others’. The support of parents at religious celebrations in school and at church is excellent.  Leaders ensure that spiritual, moral, social and cultural (SMSC) development of pupils is consistently high on their agenda*.* Extensive stakeholder monitoring captures the views of the whole community. A recent questionnaire was seeking responses as to the extent of the school’s Christian distinctiveness. 100% of parents agreed and strongly agreed that the school, “teaches caring, Christian values that help my child to develop spiritually, morally and culturally”.  The school has excellent links with the diocese and receives significant support from its diocesan school support officer who not only supports the leadership but regularly works alongside the worship committee to develop their skills in the monitoring and evaluation of their leading of collective worship. The vicar and headteacher regularly attend diocesan training together to ensure a joined up approach to leading a church school.  The RE leader has a good understanding of the subject. She ensures that it has a high profile within the overall curriculum and regularly attends diocesan training for RE leads. Standards in RE are closely monitored and reflect those of the core subjects. The school meets the statutory requirements for RE and collective worship.  The school has fully addressed all issues from the last inspection. |

SIAMS report November 2016 Harpley Church of England Primary School, Kings Lynn, Norfolk. PE31 6DY