

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

### Norland Church of England Voluntary Controlled Primary School

Berry Moor Road  
Norland  
Sowerby Bridge  
HX6 3RN

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Leeds</b>
Previous SIAMS inspection grade	Satisfactory
Local authority	Calderdale
Date/s of inspection	6 October 2017
Date of last inspection	9 June 2015
Type of school and unique reference number	Voluntary Controlled Primary 107537
Headteacher	Janet Clayton
Inspector's name and number	Geraldine Cooper 696

#### School context

Norland CE VC Primary school is a smaller than average school serving the small community of Norland on the outskirts of Sowerby Bridge from which some pupils travel. There are currently 101 pupils on roll, organised into mixed age group classes for all years except Year 6. The majority of pupils are of white British heritage. The proportion of pupils eligible for pupil premium is below national average as is the proportion of pupils with special educational needs. There have been significant changes in staffing and a new governing body, since the previous inspection.

The distinctiveness and effectiveness of Norland CE VC School as a Church of England school are outstanding.

- School leaders have a very clear understanding of the values and ethos which define a Church school and have actively developed and shared these with the whole school community in order to create a learning environment in which all pupils flourish.
- Explicit reference is consistently made to the school's Christian values of forgiveness, friendship, hope and trust which provide an extremely effective foundation for the excellent relationships demonstrated across the whole school community.
- There is a well thought through emphasis on spiritual, moral, social and cultural development which effectively promotes positive behaviour.
- The relationship between the school and the church is exemplary and provides a keystone for the development of pupils' understanding of Christian worship and belief.

#### Areas to improve

- Enhance the engagement of the full governing body in detailed analysis of the school's distinctiveness as a Church school.
- Develop existing pupil evaluation of collective worship in order to deepen their appreciation of the potential impact on the spiritual lives of all members of the school community.
- Fully embed opportunities for pupils to develop an understanding of Christianity as a diverse and worldwide faith.

**The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.**

The headteacher has successfully created a Christian ethos in the school in which the foundation values of forgiveness, friendship, hope and trust are fully understood and shared by all members of the school community. This creates a sense of Christian family in which everyone is welcomed and encouraged to aspire to achieve beyond their expectations in all aspects of life. Pupils recognise the very positive ways in which all adults model relationships based on the school's Christian values. Consequently, there is a very constructive environment in which pupils develop confidence and effective behaviour for learning. Pupils actively care for and nurture younger pupils who quickly develop a sense of purpose and enquiry which enables them to settle quickly and comfortably in the school environment and prepare them for learning.

The curriculum consistently provides rigour in which pupils are challenged and encouraged to develop a 'growth mindset' which equips them to see difficult learning as something that they have not learned to do 'yet'. As a consequence of this, attainment of pupils is showing incremental improvement placing the school in line with, or above national expectation. All members of the school community state that levels of attainment are due to the Christian ethos of the school and the way in which this means that pupils feel supported and, 'It's OK to get things wrong because you learn from it'. Individualised transition arrangements and learning programmes ensure that the attainment of vulnerable pupils is in line with or above that of their peers.

All staff understand the significance of the school's Christian values and the importance of pupils' spiritual, moral, social and cultural development. This is linked very closely to the school values and staff have created a setting in which pupils are immersed in these values. Elected house captains take a leadership role in developing an appreciation of a specific value through activities within their house. Christian values are deeply embedded into the daily lives of all pupils and have a beneficial influence on relationships. The trust that pupils place in their teachers and one another provides an atmosphere in which deeply sensitive issues can be discussed. This creates a high level of emotional intelligence in which pupils are both confident in sharing their feelings and responding sensitively to the needs of others.

A very high priority is given to equality and diversity and the school is very well resourced to provide opportunities for pupils to meet with others across the cluster and to develop their appreciation of diversity through the RE and PSHCE curriculum. Pupils are able to engage, with an informed sensitivity, in discussions about similarity and difference. Pupils' understanding of religious and cultural diversity would be enhanced by the provision of more opportunities to learn about the way that the Christian faith is expressed across the world.

**The impact of collective worship on the school community is outstanding.**

The headteacher works in close collaboration with the incumbent to ensure that the thematically planned collective worship makes consistent reference to the school's values. The headteacher and incumbent share a very clear understanding of worship in school and use Bible stories and teachings with a sophistication that is accessible to younger pupils whilst developing a deeper response from more mature pupils. Whilst younger pupils can re-tell the stories that they hear, older pupils are able to apply them to their behaviour and the choices that they make. Because the links between Christian teachings and school values are made explicit and presented in an active and interesting way all members of the school community are engaged. The Friday celebration assembly is very well attended by parents who enjoy the opportunity to celebrate the achievement of children at school and beyond. Worship is an integral element of this and provides all members of the school community with an opportunity to celebrate and worship together.

The daily act of collective worship is formulated around a simple liturgy which is accessible to all pupils and which introduces them to the beliefs and practices of the Church of England. As a consequence of this, older pupils are able to talk with considerable maturity about their personal faith and the impact that it has on their lives. The incumbent regularly leads collective worship and is highly skilled in the way in which she introduces complex Christian beliefs through the use of contemporary imagery. Pupils can talk about the concept of Holy Trinity with confidence because it was introduced through fidget-spinners. The church is used for the celebration of the major festivals and other key days in the Christian year for example, Ash Wednesday, Ascension Day, Pentecost and Remembrance Day. Pupils take an active part in the planning and leading worship on these occasions which adds to their appreciation of being an integral part of the life and worship of the church.

The inclusive way that teachers have developed a range of stimuli in classroom reflection areas provides pupils with strategies to help them deal with the intellectual and emotional challenges of their lives. This equips pupils to talk about the impact of prayer or reflection in their lives and the way in which this helps them to make the best choices about their work, behaviour and relationships throughout the day and at home.

The pupil collective worship committee works in collaboration with school leaders to plan and regularly evaluate collective worship which results in there being a constant focus on how collective worship can be made relevant to all members of the school community. Pupils appreciate that they are able to plan and lead worship and that school

leaders are positively responsive to their ideas. They have a clear understanding of the difference between worship and assembly. The development of a more objective appreciation, amongst the collective worship committee, of the aims of collective worship would deepen the impact of the existing evaluation process on the whole school community.

### **The effectiveness of the leadership and management of the school as a church school is outstanding.**

The headteacher, in conjunction with school staff and governors, has developed and embedded a shared Christian vision for the school which maintains a constant focus on the holistic education of all pupils and the spiritual and emotional well-being of all members of the school community. School leaders work hard to communicate their vision for the school in a manner which is understood by all members of the community through the core values of forgiveness, friendship, hope and trust which are consistently evident across all aspects of life and in the relationship between school leaders, staff, governors and the wider community.

There is a shared appreciation and understanding of the importance of pupils' spiritual, moral, social and cultural development on the achievement of all learners and this is evident in the way in which the school promotes a very broad and balanced curriculum which provides a wide range of experiences accessible to all pupils. Leaders recognise the changing demographic of the school and are pro-active in welcoming and supporting new pupils to the school. As a consequence of this, positive relationships are built between school and family and pupils are able to quickly settle into their new environment. School leaders have a sharp focus on the relationship between spiritual well-being and academic achievement and invest resources effectively into curriculum innovation such as 'growth mindset' which has motivated all members of the school to aspire to what can be achieved rather than being restricted by feelings of failure. This is already having an impact on staff morale and the achievement of all pupils.

Members of the governing body represent a wide range of experience and expertise which enables them to work effectively with School leaders to ensure that there is challenge within the context of a caring Christian environment. Leaders have developed a greater confidence in sharing expertise within the local authority and the local teaching school's alliance and the school is recognised as an exemplar of good practice.

Schools leaders have developed and implemented actions to address the areas of development from the previous inspection and the impact of these has been effectively measured. However, school leaders would benefit from a more regular engagement by the full governing body in the evaluation of the school's distinctiveness as a Church school.

School leaders actively engage with the Diocese to ensure that they are developing in their distinctiveness as a church school and staff have been provided with regular opportunities to develop their understanding of SMSC development as well as other specialist curriculum areas.

Governors and school leaders understand the significance of collective worship and RE in the life of the school and support the headteacher in her leadership of these two significant areas. The school is well resourced in RE and has implemented the assessment procedures of the locally agreed syllabus so that pupils can see the extent to which they make progress. Pupils recognise the importance of studying religions as well as Christianity and engage willingly in discussions about what different faiths teach and how these are expressed.

The relationship between the Church and the school is very strong. The incumbent is a regular visitor to the school and is seen by all stakeholders as someone who brings inspiration and support to members of the school community. As well as attending church on a regular basis, pupils use the church building as a learning resource and their work is regularly displayed there. This degree of engagement between the school and the church is seen as providing a bridge between the Church and the wider community which is greatly appreciated by the Church congregation.

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