

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Martin at Shouldham Church of England Voluntary Aided Primary Academy

Address	Lynn Rd, King's Lynn PE33 0BU		
Date of inspection	16 January 2019	Status of school	Academy inspected as VA Diocese of Ely Multi Academy Trust
Diocese	Ely	URN	140870

Overall Judgement	Grade	Excellent
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 Judgements		
The impact of collective worship	Grade	Excellent
The effectiveness of religious education (RE)	Grade	Excellent

School context

St Martin at Shouldham is a primary academy with 220 pupils. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages, as is the proportion of pupils who have special educational needs and/or disabilities. The school is led by an executive head and is part of the Village Saints Partnership. It joined the Diocese of Ely Multi Academy Trust in 2014.

The school's Christian vision

The actions of St Martin inspire our three golden words: Respecting, Generous and Achieving. Our school community, like St Martin, aims to serve God. It strives to create a school family in which pupils are educated and inspired through a love and understanding of God, each other and our world.

Key findings

- This is an inclusive school, where the vision of achieving is fulfilled in how the curriculum is designed to meet the needs of every pupil. Everyone feels safe to contribute without risk or worry.
- There are good opportunities for the pupils to champion causes and explore diversity and difference. As a result pupils feel proud and empowered to live out the vision of the school.
- The school's vision of respect – generosity – achievement drives the induction and training of all staff, enabling all to flourish. Leaders cherish every adult and recognise them as an important part of the whole school.
- Collective worship is joyful and uplifting. Pupils enjoy leading and monitoring many aspects daily. This is complemented by weekly visitors, parental involvement and links with the local church.
- RE has high priority in the school and is exceptionally well led. Academic rigour is evident in learning providing a safe place to explore the theological, philosophical and social human sciences.

Areas for development

- Further develop links with the wider community so everyone fully embraces and understands the school's vision has a focus on respecting, generous and achieving.
- Enable pupils to continue to champion global issues such as inequality and injustice by embedding their courageous advocacy through wider curriculum learning and continuing the successful work on Eco Schools.
- Ensure high expectations in RE are maintained and monitored by undertaking moderation of pupil work with fellow professionals beyond the school and Village Saints Partnership.

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

Leaders at every level in the school can effectively demonstrate the impact of the school's vision of respect- generosity – achievement which encompasses every aspect of decisions made in school and shapes its strategic direction. The leadership of the executive head has empowered them to 'go the extra mile' and a high level of trust and respect exists. By living the values of St Martin the school is a community that considers the needs of everyone. It celebrates the forces families it has within both pupils and staff and provides well established support systems to ensure that they continue to flourish and grow at times of change in their lives. Additional emotional literacy sessions, regular contact with relatives working overseas and a community that checks everyone's wellbeing deepens the ethos of this successful school. Parents appreciate this and talk about how their children enjoy this support, how the school comes alongside and will go the extra mile to make sure their children are valued and listened to. One parent said, 'the school supports my child when I am on deployment and makes sure life is as smooth as it can be for them and my wife.' Staff and parents talk about generous giving of time; the executive head unequivocally gives of her time to staff, pupils and parents. As a result a sense of everyone looking out for each other is clear. The staff appreciate the training, well-being and time the school gives to them to flourish both professionally and personally and as a result staff surveys are very positive. This is extended by strong links with the local church, the padre at Marham Airfield and the links with the Diocese of Ely Multi Academy Trust who provide pastoral support and professional guidance for the school and families in its care. Each new member of staff is inducted effectively into the school and their talents are nurtured and grown so they give a great deal back to this special place. They are reflective practitioners and use their continuing professional development logs to capture this in an evaluative manner. Every single child and family knows that they are seen as individuals in this school. Everyone values this and many speak about the transformative effect the school has had on them as a result. One parent said, 'You get the support no matter who you are or what your needs are. It means you know that things will be fine, the approach is all encompassing for every child in the school – it always thinks about the best support it can offer' and another spoke of the 'moral compass the school gives my child for life'. Whilst governors have experienced many changes since the last inspection, the current chair of governors and vice – chair are strong leaders who have recruited a wide skill-set to ensure the work of the governing board is effective; they have well-established and purposeful systems for monitoring and evaluating the school. It is clear the school has a strong vision and it has undertaken some work with the local community to share this, such as an art exhibition in the local church.

The curriculum of the school is built on curiosity and celebrating difference and diversity. It is made real through the vision of achieving by using local links and resources; a good example is the work undertaken with King's Lynn museum on soldiers at war, leading to a memorial being created by the school for Remembrance Day. Each class captures their exploration of spiritual and ethical learning in social, moral, spiritual and cultural development books in their class reflective areas; these are good examples of the wider curriculum the school offers for every child. Where learning barriers are identified by the school these are broken down by how the school makes adaptations to ensure every child is fully included and learning is maximised. The staff model their relationships with pupils and each other on St Martin and as a result lessons are taught in a spirit of respect. Through the staff's generosity of their own time pupils are offered early learning club in the mornings and the school staff give this time freely as well as lunchtime learning clubs to ensure pupils are ready and able to access learning to the full. High expectations underpin the success of the school, where it consistently over time achieves above national benchmarks in Early Years, Year 1 phonics, Year 2 and Year 6. Progress is significantly above average for all pupils, including those pupils who are disadvantaged and those who have special educational needs or disabilities. This is especially commendable as the school has a high level of mobility due to staff and pupils being connected to the forces. Spirituality is planned within the curriculum, but staff are highly experienced at seizing the moment and developing spirituality with individual pupils. One teacher spoke of a child on a residential trip who described the moon as 'Jesus placing his arms around us all in his love' and how they had a deep discussion about this.

Pupils live out the school's values on a daily basis; this is evident by their use of 'I have seen ... I have heard ...' cards. These cards are used by every child to recognise classmates who demonstrate the school values. Pupils in each class are then selected to be the 'yellow jumper person' for the week and have tea with the senior leaders as recognition of living these values out. The Eco Council in the school has relentlessly championed the causes of injustice, inequality and exploitation of natural resources for many years, achieving Green Flag status three times

in a row. Pupils confidently advocate this cause and have a voice that is not only heard in the school but shapes how the school works to protect the world God has created. The school is on the cusp of being truly global neighbours although currently initiatives are neither sufficiently broad nor securely enough embedded for this.

The school is a place of reconciliation and support. No one feels unfairly dealt with or ignored. The school uses the life of St Martin as a framework to deal with any issues and ensures everyone is given time to be listened to and promotes fairness all of the time. Staff, pupils and parents feel valued; one parent said, 'This is a real community, it doesn't matter who you are you are welcomed and included'. A good example of this is the work the school does to support real matters within the community such as Elf Day where pupils raised funds for Alzheimer's. Staff and pupils learnt about the disease, met people who have experience of it and decided to make the school a centre for change in their community as a result. The staff buddy system in place means everyone is looking out for each other, it means that staff feel they are respected and treated with dignity. As a result a real culture of care is seen in the school. One parent identified this through collective worship and said everyone will take part without concern or worry – because everyone wants you to be and do your best. This is also seen in the work the school undertakes to challenge negative views of diversity and difference. It uses resources provided by the charity Stonewall and the Church of England guidance on Valuing All God's Pupils to provide the main principles of tolerance and celebration of difference. Pupils as a result feel humbled to be part of this patchwork of culture and feel proud to be at the centre of their school. Exclusions are very low in the school as are incidents around behaviour as the school values tolerance and respect of all.

Collective worship is a joyful and uplifting experience led by a wide range of people. Pupils are central to this, leading each day the aspects of gathering, prayer and sending. Biblical teaching is central to worship and pupils understand the liturgical pulse of the year through changing the vestments on Reverend Freddie (collective worship puppet) and the cloths used on the worship table. Parents speak of worship being a time that everyone truly comes together and value their role in it. Pupils speak of a 'calm time to talk to God' and explain how in prayer they feel a stillness and quietness that is special in their school day. The church, diocese and local community play a daily role in the life of the school. These relationships are fruitful and beneficial in developing an understanding of the school as an Anglican worshipping community. A good example is how Year 6 pupils talk excitedly about being prepared for their first Eucharist in church and how 'Year 5 comes along to watch so they know what to do next year'. The pupils talked about how the rural dean explained the Eucharist as a special meal and how it linked to the last supper with Jesus. Pupils frequently lead worship and monitor it on a daily basis using a set format as do governors and the collective worship leader. Some pupils form a worship group which meets weekly with senior leaders and affects change in the school as a result; a good example would be the changes these pupils have made to class worship spaces. All pupils recognise and value the importance of worship; one pupil said, 'Collective worship is very special because we light a candle so we are in the light of Christ when we take part.' Music also helps to create a special place; pupils and adults sing out from their hearts and truly enjoy themselves making collective worship accessible to all.



The effectiveness of RE is Excellent

RE is exceptionally well led by an experienced subject lead; as a result, pupils are inspired by the creative learning opportunities they experience which are systematically planned by staff. Pupils explained that they explore lots of ideas in RE and they are encouraged to say what they want to say and be what they want to be. In lessons pupils are challenged to make deep connections. As a result of staff training on the Understanding Christianity project, pupils interrogate texts, develop their religious literacy and make links to the world they live in. Concepts learnt are challenging, such as 'What does Jesus' sermon on the mount mean to us today?' Here they discussed the theological content and wider context of the Bible and four evangelists before exploring a wide range of views and expressing their own in a safe way that included everyone. Teaching is consistently better than good, lessons are paced, challenging and academic. Standards in RE are similar to that of other subjects such as English in the school. Work in books shows progress over time and children tackling challenging concepts in their learning. This is regularly monitored by the RE lead and governors in the school. A clear action plan is in place to monitor impact of training. Moderation happens within the school but there are no procedures for benchmarking pupil work against other schools to agree precisely what expectations in every year group should look like. Teachers have a good subject knowledge developed through effective training by the RE leader. RE meets the Church of England's statement for entitlement and is valued as an academically rigorous subject in the school.

Headteacher

Mrs Katherine Howe

Inspector's name and number

Christopher J Allen 847

