



National Society Statutory Inspection of Anglican and Methodist Schools Report

Kelling Church of England Voluntary Aided Primary School

Salthouse Road
Kelling
Norfolk
NR25 7ED

Previous SIAMS grade: N/A

Current inspection grade: Good

Diocese: Norwich

Local authority: Norfolk

Date of inspection: 7 July 2016

Date of last inspection: N/A

School's unique reference number: 123083

Executive Headteacher: Mary Dolan

Inspector's name and number: Lizzie McWhirter 244

School context

Kelling Primary School received Voluntary Aided status when it became part of The Pilgrim Federation in April 2013. The majority of its 59 pupils are from a White British background and are taught in three mixed age classes. The number of pupils who are eligible for pupil premium funding is average. There is an excellent partnership with St Mary's Kelling and Weybourne Churches through its instrumental rector. The executive headteacher has been in post since April 2013.

The distinctiveness and effectiveness of Kelling as a Church of England school are good

- This is a nurturing and inclusive Christian family community which is accepting of everyone and supports its children and their families. Parents count this as a privilege.
- The strong partnership with the church and the rector, who is also a critical friend and governor, ensures the Christian character of the school permeates all school life.
- Children know they are loved and special in the eyes of God within this Christian environment. They are growing in confidence in their learning in worship and religious education [RE] which sustains them in daily life.

Areas to improve

- For the governors to embed the robust and regular monitoring of RE as an important aspect of Christian distinctiveness. This includes the assessment of RE, involving pupils' own self-assessment.

- Ensure pupils have a deep encounter with Christianity as a worldwide faith and enable them to meet people of faiths other than Christianity more frequently to enrich their learning and support their spiritual and cultural development.
- Enable pupils to develop their roles and responsibilities in leading worship in this church school, increasing their involvement and ownership.
- Deepen pupils' age appropriate understanding of God as Father, Son and Holy Spirit and key Christian beliefs to enable them to grow in knowledge and understanding of the Anglican tradition and heritage.

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

This small rural primary school's motto is 'we play our part to achieve excellence in everything'. This is truly at the heart of its learning journey as one of the four church schools in The Pilgrim Federation. Kelling is a welcoming, inclusive and nurturing Christian family where the wellbeing of the whole community is of utmost importance. This is because the school's Christian values, such as love and forgiveness, are the cornerstone of all school life, which drives positive progress. In addition, such values permeate all school life, making a good contribution to the Christian character of the school and to pupils' spiritual, moral, social and cultural [SMSC] development. For example, pupils say, 'we worship in God's place. You have to respect it when you go there, to be quiet and pray. You still respect him in his church, even if you don't believe in him'. Such respect is the key. As a result, relationships between all members of the school community are good. Attendance has always been a strength and is consistently good whilst any exclusions are met with compassion. Achievement is very much part of the journey too within a Christian ethos where second chances are given to pupils. Half termly progress meetings, working closely with parents as well as support for children who have low self-esteem, is making a real difference to pupil progress across all age groups. One to one resources and a focus on specific children is resulting in good progress. Children are given confidence and are very respectful of each other. Pupils are given positions of responsibility in school and children of all abilities are praised for their individual achievements. There is not just a focus on academic achievement, but the whole child is valued. However, pupils say they would like to visit more places of worship and meet visitors from different faiths in order to deepen their learning and enrich their understanding of diverse communities and cultures. Pupils go on to say they would like to know more about Christianity as a worldwide faith.

The impact of collective worship on the school community is good

Collective worship at Kelling is integral to daily life, making a good contribution to the spiritual development of the gathered community. This is because acts of worship involve and engage everyone and are linked to Bible stories and the school's Christian values. It embraces the Christian faith and reflects on values which everyone can relate to in their lives, such as kindness, respect, love and compassion. Pupils can name all the fruits of the spirit and 'try to show all these in our lives'. One of the strengths of worship at Kelling is the importance attached to the times when their rector, who is instrumental in the life of this school, and 'Open the Book' from the local church community lead worship weekly in school. Children are actively involved in these services, through dramatized Bible stories, such as The Good Shepherd. They regularly write and read their own prayers, with a pupil leading everyone in The Lord's Prayer. House captains lead weekly worship, with a strong focus on the school community. In addition, all pupils take leading roles in the Founding Services, held at different churches within the Federation, such as Binham Priory. Next steps, already identified, include pupils taking on more responsibility and ownership for leading worship more frequently. Action points for the future also include pupils and staff evaluating worship together, informing future development. Pupils contribute their thoughts, saying they welcome using their outdoor 'learning hut' as a prayer cabin. They enjoy being outside, reflecting in the school garden which gives them access to God's creation. They like it when their rector leads worship and the song he has recently been teaching about The Trinity as 'it helps you to learn'. They explain the three in one as being like three joints on one finger. They attend church services at St Mary's for Harvest or All Saints, Weybourne for key festivals, enjoying celebrating The Nativity in the music barn. Parents say they too enjoy church services, with some attending church more often and their children saying prayers at home.

The effectiveness of the religious education is good

Kelling pupils can relate the Christian narrative well, explaining key events in their own words. This is

especially true of the Christmas and Easter story. One pupil explained Ascension in his own words as 'Jesus escalating to heaven'. They can recall the events of Pentecost, drawing upon hearing the story in collective worship. Whilst RE teaching has a strong focus on Christianity, as is expected in a church school, the children are receiving appropriate teaching about the other world faiths, such as Judaism and Hinduism. Teaching and learning in RE is consistently good and in line with other core subjects, contributing to their SMSC development. It positively encourages reflective thinking. Key Stage 2 pupils reflect on why some key figures inspire religious believers whilst the very youngest pupils can begin to understand how the world began by sequencing the story of creation. Older Key Stage 1 pupils creatively dramatise the days of creation. Thus, RE makes a good contribution to the whole curriculum, encouraging higher level thinking around key concepts. RE is well led and managed by the RE leader. Assessment is in place, using advice from the diocesan RE adviser. However, the school recognises the need to embed the monitoring of RE in order to inform progress and consequently raise standards. Pupils say they enjoy asking important questions, such as 'Do you believe in life after death?' They speak of the value of meeting people of faith, saying they enjoy their annual visits with the Federation to places of worship, such as Norwich Cathedral. The school acknowledges the importance of such visits.

The effectiveness of the leadership and management of the school as a church school is good

Membership of The Pilgrim Federation is a strength for Kelling School which was a community school before federating. From January, the senior teacher at Kelling was appointed as deputy headteacher of the Federation. Much has been achieved over the last few years. Governors praise their executive headteacher, who is 'exceptional in her drive, decision and ability. She is inspirational to everybody; staff, children and governors, raising expectations in curriculum and teaching standards'. Moreover, the rector is instrumental in ensuring church/school links and the school's Christian character are embedded in daily life and practice. Christian values are at the root of all decision making at Kelling, where a strong sense of family is fostered. Pastoral care is a high priority. This is because Christian values and the fruits of the spirit, named in Galatians, are at the heart of the school's learning journey, ensuring the wellbeing of everybody. This results in children enjoying irresistible learning and achieving well. Staff too, comment, 'I really enjoy the feeling of being able to explore my own thoughts and feelings on life while learning alongside the children. There is a feeling of safety and mutual learning which I find comforting and supportive'. Teaching assistants note that within 'the wonderful family atmosphere, the hard working team is made even stronger by the Federation'. Moreover, all governors, not just the Values, Vision and Ethos Committee, monitor aspects of Christian distinctiveness. They are committed to ensuring that every person, whether adult or child, flourishes in this caring Christian environment. There are clear priorities for future action and development. This includes supporting training needs for staff, who are growing in leadership skills at all levels of responsibility. Kelling has benefitted greatly from diocesan support and training. Governors meet with the collective worship and RE subject leaders for the Federation regularly. They acknowledge the importance of ensuring RE is rigorously and robustly monitored, including assessment in RE, involving pupils' own self-assessment. The senior leaders and headteacher feed back regularly to governors. RE and worship therefore meet statutory requirements. Parents praise this 'welcoming, extended family where it is a privilege to have the school close by'. The children have an amazing relationship with the teachers and each other'. Pupils reflect, 'we all agree to be kind and caring and treat everyone with respect. We have the opportunity to learn and we look after our school and everything in it'. Community links are strong, with the school choir singing at local care homes for the elderly as well as the local Royal British Legion home. 'Messy Church' held at All Saints Weybourne is reported to be a strength as parents, pupils and staff worship prayerfully together.

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