

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

<b>Blundeston Church of England VC Primary School</b>	
Address	Church Road, Blundeston, Lowestoft, NR32 5AX
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent

School's vision
<p>A place to flourish</p> <p>"I have come that they may have life, and have it to the full" (John 10:10)</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's Christian vision of flourishing shines as a golden thread throughout the whole school. Inspirational and bold school leaders are exemplary in their systems and processes to support the school's vision and its embedded moral imperative for all to flourish.</li> <li>• Collective worship is remarkable due to excellent planning, following the church's calendar. Its creativity of approach has a profound effect on the whole community. Pupils do not yet fully lead collective worship at class or whole school level.</li> <li>• Pupil-led work on social justice is a real strength. Pupils are supported to lead, influence and make a difference in the world. Values of family, respect and flourish drive pupils' own successful impact at local, national and global levels.</li> <li>• Religious education is transformational for all pupils thanks to a well-planned and inspirational enquiry-based curriculum. Teachers enable pupils to understand complex religious concepts through big questions and engaging discussions.</li> <li>• Spiritual development is excellent. Pupils and adults appreciate the richness of opportunity to engage in spontaneous moments of spirituality, beyond basic reflection. Pupils have a mature and highly developed sense of the spiritual, which is supported by evolving indoor and outdoor spaces.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• To increase independence of pupil leadership for collective worship at class and whole school levels.</li> <li>• To enhance and develop further indoor and outdoor opportunities for spiritual development.</li> </ul>

## Inspection findings

This is an excellent Church school. The school's vision of 'a place to flourish' is infused throughout every aspect of school life without exception. All decision making processes are fully embedded and rooted in flourishing as a natural moral imperative to serve the common good. The whole school community is impacted positively by the vision. Inspirational leadership at all levels is exemplary in its effectiveness in enabling its unique children of God to flourish. Parents from out of catchment consider this a school of choice due to its ethos and 'indiscriminate inclusivity'. Pupils exude confidence, have aspiration and radiate reflectiveness and spirituality. The wealth of practical support to enable flourishing stems from a shared core belief that everyone deserves to 'reach their potential independently'. As a result, the most vulnerable in this school thrive and all pupils flourish academically, socially, mentally, physically and spiritually.

The Christian vision emboldens leaders at all levels to make wise decisions about the development of this unique school. The mutual respect shown between strategic and operational leadership levels creates a strong culture of hope and aspiration for everyone to achieve. Strategic decisions are bold and innovative, with the school's vision at its heart, including the funding for full time nurture provision. The school is highly effective in enabling flourishing for all, but is also outward looking in sharing good practice. Exceptionally effective partnerships exist with the Diocese of Norwich, parents, community, local schools, music service and the church. Representatives of the school participate in collaborative partnerships to support other schools with curriculum subjects and racial justice resources. Staff benefit professionally and personally from investment in their own development and collaborate closely to ensure universal flourishing.

The dynamic curriculum is exceptionally well planned, adapted and reviewed to enthuse and inspire pupils. The deeply embedded Christian vision enables pupils to acquire the wisdom, knowledge and skills for them to flourish independently in later life. As a result, pupils are inquisitive learners with highly developed skills of reflection and resilience. Global citizenship is skilfully woven throughout the curriculum, inspiring curiosity and a global outlook, which is reflected in a recent Bronze Global Neighbours Award. Pupils of all ages are impressively reflective and articulate in their understanding of diversity in all its forms. The school's 'Life Skills' programme brings together all elements of the curriculum which enables pupils to cherish themselves as unique and wonderful individuals. Nurture provision is outstanding, enabling pupils and their families to receive support whenever they need it. Pupils learn how to listen actively, to disagree well, to make compromises and to achieve conciliatory outcomes. Displays and weekly flourisher events celebrate and value the good in everyone and pupils are genuinely delighted when their friends' achievements are recognised. Behaviour is outstanding and is rooted in forgiveness and honest reconciliation. Pupils willingly take care of peers when they are struggling, injured, lonely or need to be included in a game. The common language of 'Ow, Wow, Now', based upon Isaiah 64:8, constantly supports spontaneous moments of spirituality and a sense of unique self-worth. Versatile outdoor areas provide pupils with opportunities for spiritual flourishing and periods of self-reflection. Some of these areas have been well used and are ready for the next stage of development. Pupils are inspired by the wonder of God's creation and speak eloquently about the positive impact that natural spaces have in their busy school lives.

Religious education is a strength of the school. Inspirational school leaders plan and constantly refine a scheme of work which excites and challenges. Enquiry-based learning inspires pupils to delve deeper into big questions about faith and belief. Reflection time promotes a much deeper understanding of personal conviction and pupils find their own



place in the world, whatever their beliefs. Pupils respond with beautiful artwork and thoughtful written responses. According to the neighbouring minister, pupils show a startlingly deep understanding of complex theological and philosophical topics in his question and answer sessions. RE teaching is rigorous and challenging. As a result, pupils speak with confidence and authority about religions and make spontaneous comparisons between them. All pupils are able to explain the idea of God the Father, Son and Holy Spirit, which is represented by the three candles shining daily in every classroom. Pupils speak eloquently about their learning and understanding of RE with excellent use of religious vocabulary. They are enthusiastic about and interested in the nature and impact of Christianity around the world, placing themselves within a global context.

Collective worship is a joyful and inspirational expression of the school's Christian vision. Collective worship is meticulously planned, following the church's calendar, and captures the imagination of pupils in the creative ways it presents Christian messages. Collective worship acts as the golden thread of the school's vision. Pupils may experience real closeness with God and are respectful, reflective and responsive. 'Open the Book', staff, individual classes and clergy all lead memorable and inspiring worship which energises everyone spiritually. Pupils sing beautifully and enthusiastically. Many pupils easily recall times they have tried to modify their daily actions after hearing messages from the Bible. They speak naturally and freely about prayer and collective worship as spiritual time to 'gather together and reflect in prayer'. Pupils are now ready to take a more independent lead in the planning and leadership of collective worship. Dedicated reflection time after every collective worship is highly valued as a way to process messages and consider personal responses. All children have regular class worship in the church and create changing displays for the church to show what they are learning. Pupils regularly write prayers as a natural way to respond to spiritual moments and some of these prayers are displayed in the church.

The school empowers pupils to be agents of change in a variety of chosen, elected and voluntary groups in the school. Pupils are motivated by making a difference to others. Digital leaders learn to present to peers, to conduct pupil perception interviews and to react to feedback. Eco Council members inspire all to action with a wide range of ecological and sustainability measures. Staff are now more mindful of their own energy usage as a result of the work of the Eco Council. Whilst learning about rainforests and the impact of deforestation, some older pupils set up a Stop Palm Oil Club (SPOC). They raise awareness of the impact of palm oil upon orangutans by writing letters to supermarkets and campaigning to reduce palm oil usage. Community endeavours which are staff-led are also excellently supported. Pupils 'see those in need as family', happily bringing items for the school-run community larder and supporting generously with toy donations for a local school where deprivation is high. Pupils understand that not all support needs to be financial and that they can make a difference in a variety of ways. The school encourages pupils to see how small kind actions can enable others to flourish.



Information			
School	Blundeston Church of England VC Primary School	Inspection date	14 July 2023
URN	124751	VC/VA/ Academy	Voluntary controlled
Diocese/District	Norwich	Pupils on roll	181
Headteacher	Helen Laffin		
Chair of Governors	Claire Robertson		
Inspector	Caroline Vinall	No.	2107