Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

North Elmham Church of England Primary Academy

Vision

'Everyone then who hears these words of mine and does them, will be like a wise man who built his house on the rock.' Matthew 7:24

To provide an inclusive Federation supporting the community we serve where all our children *believe* in their potential, *achieve* the best they can and have a feeling of *belong*ing in our supportive communities**.** To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment. This will be achieved through a carefully structured and delivered curriculum with clearly planned and delivered support which is underpinned by our school values of: Compassion, Friendship, Perseverance, Forgiveness, Responsibility and Trust.

North Elmham Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- A clearly discernible Christian vision reflects the context of North Elmham Church of England Primary Academy. Its impact is felt in relationships and informs decision making by leaders. Through its vision, leaders have developed values that are known and owned by the school community. This leads pupils and adults to thrive.
- Spiritual growth and development are woven into lessons, the wider curriculum and worship. Time for pause and reflection enhances learning opportunities. These experiences enable pupils and adults to develop their own beliefs and recognise the wonder of the world around them.
- Christian values underpin provision for pupils with special educational needs and/or disabilities (SEND) and those deemed vulnerable or disadvantaged. Compassionate staff meet pupils' needs, putting their requirements at the forefront of planning and actions.
- Leadership is characterised by care for others. This positively impacts the school's inclusive culture and ethos. The wellbeing and mental health of pupils, families and staff are of great importance. As a result, behaviour and relationships are dignified and respectful.
- Collective worship is carefully planned, giving opportunities for reflection and contemplation. This enables spiritual growth and flourishing.

Development Points

- Enhance the impact of leaders' assessment, monitoring, and evaluation of religious education (RE). This is to enable pupils to clearly understand the next steps they need to take to extend their progress.
- Extend opportunities for pupils to identify and explore issues of justice, fairness and responsibility. This is to further empower them to make a difference to the lives of others, both independently and within their local community.

Inspection Findings

Vision and Leadership

The Christian vision is at the centre of school life at North Elmham, shaping its place within this rural community. Its vision complements that of the Diocese of Norwich Education and Academies Trust (DNEAT) to develop and facilitate individuals' potential. Together with dedicated governors, it drives the school community to share in a powerful sense of belonging and commitment. Governors are developing their role focusing on vision and values. Their monitoring and evaluation processes ensure governors gain a deeper understanding and openness as they provide appropriate challenge. Built on the firm foundation of Christian values, the vision gives purpose to the work of the school. Serving the community, the school strives to be an asset that is cherished and valued. Leaders use the vision to make wise decisions, for example, provision for pupils with SEND. These demonstrate a determination to improve and enhance opportunities and outcomes for pupils and families. Supportive links with partners through the federation, the multi-academy trust and local diocese aid professional development for staff. These partnerships allow the school to be outward facing, working with other neighbouring church schools. Consequently, pupils and staff learn, behave and care for each other within a community shaped by its vision and values.

Vision and Curriculum

Influenced by its vision, the school provides a spiritually rich curriculum allowing space for pupils to grow and reflect. It inspires pupils' curiosity and thinking. Embedding the values has resulted in more representative texts being used to support positive attitudes towards difference and diversity. Spiritual growth is woven through learning. This consciously encourages pupil reflection, wonder and appreciation of the world around them. As the language of spirituality becomes more embedded, pupils are growing in their spontaneous response to the out-of-the-ordinary. Consequently, they are much less afraid of making mistakes and are eager to engage in 'I wonder if?' and 'Can you imagine if?' questioning. Confident and caring adults adapt teaching to suit the needs of pupils with SEND and those deemed vulnerable or disadvantaged. Pupils are taught alongside peers with no ceiling placed on learning. This leads to pupils gaining confidence in what they can achieve. SEND cafes, advice and signposting to support agencies and therapists offer wide-ranging provision and reassurance to families. The newly created sensory space allows pupils a chance to de-escalate their emotions and use their words to express their feelings. As a result of this inclusive and extensive support, behaviour and emotions are well regulated.

Religious Education

RE rightly reflects the vision to provide a spiritually rich learning experience. Through the use of big questions and enquiries, pupils are encouraged to be curious and reflective. RE is a safe place to debate issues like suffering and moral decision making. Visits to the synagogue and the cathedral afford pupils opportunities to compare and contrast religious belief and practices. Teachers use art, drama, writing and discussion to lead learning. Effective support from the local diocese enables the creation of a coherent, well-balanced and challenging RE curriculum for mixed-age classes. Pupils think deeply about faith and belief across a range of religions and worldviews, expressing their thoughts with confidence and respect.

Learning is sequenced to provide pupils with increasing knowledge and skills. Pupils requiring more support learn alongside others. They are able to contribute to learning through sensitive and adaptive teaching. In keeping with the inclusive vision, outcomes are expressed in a variety of ways so each pupil has the opportunity to participate. Collaboration across the multi-academy trust and with the diocese has strengthened teacher knowledge and understanding. This has aided staff confidence in delivering RE. Assessment and evaluation of the new planning for whole key stage classes is underdeveloped. Consequently, teacher feedback to enable identification of pupils' next steps is inconsistent.

The National Society Church of England and Church in Wales for the Promotion of Education is a registered charity (313070) in England and Wales

Worship and Spirituality

Daily worship reflects the school's values and vision. It is a welcome space in the school day to pause and think. Worship is thoughtfully planned around the school values. Collective worship is viewed as a time to be close to God, enabling pupils and adults to be better in their relationships. Storytellers and clergy from the local church communities come and tell or act out Bible stories. These give opportunities for discussion while providing pupils with skills for navigating life beyond school. Worship varies during the week from whole school to class worship, sharing in awe and wonder. These occasions add variety and meaning to the spiritual life of the school. Pupils enjoy singing and often lead prayers. Worship impacts not only the pupils but also the adults. It creates a safe space for them too, the routine and lighting of the candle signal a time to think. Staff across the school lead worship. Training through the local diocese is shared with staff. Evaluation of collective worship by governors enables changes to be made. This results in a greater impact from the stories and the subsequent discussions, with reflections becoming more inclusive. Parents and carers welcome opportunities to share in worship with the school at the parish church for key Anglican festivals during the year.

Vision, Justice and Responsibility

The Christian vision inspires pupils to build their life on solid, principled foundations. Reflecting this the school seeks to develop pupils as responsible, ethical, and compassionate individuals. Through the pupil parliament pupils have a voice and channel their input into leadership decisions. Values leaders take responsibility for the organisation of physical areas of the school. Pupils are proud to be chosen, though recognising that everyone is special. Tea for Two at the village hall allows the school to reach out to the elderly in the community. Through curriculum learning pupils learn about the importance of eco-friendly living. Pupils and families engage in charitable giving during the year. However, pupils have fewer opportunities to develop independent responses to justice and responsibility.

Vision and School Culture

The vision powerfully affects the culture of this school. The vision and values are a strength in a time of change, enabling school actions to be consistent with values. Staff uphold and 'breathe' the values. Embedding the vision and values impacts pupils' attitude and behaviour. Establishing an effective relationships policy ensures staff hold restorative conversations with pupils, reflecting on behaviour choices and emotions. These approaches to behaviour have impact. Staff are accessible and understanding of the views of parents and carers. Families and their children are valued and listened to by compassionate staff. They appreciate how the older pupils care and look after the younger ones. Leaders provide an environment that supports the wellbeing of staff. They are appreciative of the commitment adults at the school dedicate to their roles. Staff meetings are characterised by an opening of 'how are we today?' Newly qualified staff are wisely mentored and professional development for middle leaders is encouraged. Adults are treated with equity and dignity, they are a close-knit group who also intuitively support and care for each other. Both DNEAT and the local diocese provide support for senior leaders. Living its vision, the school is visible within its community. The school contributes to the parish newsletter enabling the school to remain central to the life of its neighbourhood. Members of the school community volunteer to help in school, for example with the outdoor sensory area, the library, and gardening groups.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Address	Holt Road, North Elmham, Dereham, Norfolk NR20 5JS		
Date	19 November 2025	URN	150625
Type of school	Academy	No. of pupils	51
Diocese	Diocese of Norwich		
MAT/Federation	Diocese of Norwich Education and Academies Trust The Flourish Federation		
MAT Chair	Beverly Tilson		
Headteacher	Carol Jeary		
Chair of Governors	John Robson		
Inspector	Teresa Osborne		

