

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Salhouse Church of England VC Primary School	
Address	Cheyney Avenue, Salhouse, Norwich, NR13 6RJ
School vision	
<p style="text-align: center;">‘Soar on Wings’</p> <p>Our school is a happy and safe community where everyone shares a love of learning. We take strength from Isaiah 40:31 They will soar on wings like eagles; they will run and not grow weary; they will walk and not be faint.</p> <p>Our Christian core values of respect, responsibility, perseverance, trust, courage and compassion underpin all we say and do. Our school is the secure base from where we realise our ambitions. Through valuing one another and the world in which we live, we flourish. Through providing rich opportunities, we can imagine fulfilling futures. Through a shared love of learning, we transform lives.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision underpins the leadership and strategic development of the school. This is the driving force for the effective decision-making and actions taken. • Salhouse enables those who are vulnerable to flourish through a range of provision and nurturing opportunities. The Christian vision shapes the learning experience so that pupils can 'soar'. • Thoughtful opportunities in collective worship effectively make this a celebratory time. The impressive variety of worship enables the spiritual flourishing of pupils and adults in the school community. • High-quality provision within the RE curriculum provides pupils with rich learning experiences. Thoughtful planning and resourcing by leaders successfully elevate its profile, contributing to its effectiveness. 	
Areas for development	
<ul style="list-style-type: none"> • Create a school-wide understanding of spirituality. This is to enable the identification of rich experiences within the curriculum, thus aiding pupils' spiritual development. • Develop pupils' understanding of social justice and the opportunities for them to be agents of positive change. This is to provide them with a greater awareness of the value of social action in their local community and further afield. 	
Inspection findings	
<p>Salhouse's vision to 'soar on wings' shapes the provision that positively impacts the whole school community. Driven by this, leaders make important strategic decisions to help the school develop. Together with staff, they demonstrate compassion and care in making changes to drive improvement. By working in partnership across the Neatishead, Salhouse and Fleggburgh</p>	

Federation, the school effectively strengthens and enhances staff expertise. These working partnerships enable staff to develop professionally so they are further equipped and empowered in their roles. Deeply committed to compassion, leaders prioritise a school culture that is mindful of workload and wellbeing. Time is wisely given to understand challenges through staff surveys. This results in practical support to promote their flourishing. As a consequence, staff are valued and their professional needs are met. Salhouse's values of respect, responsibility, trust, courage, perseverance, and compassion underpin the work of the school. They are clearly modelled and communicated by leaders. Governors' oversight and care is evident in their involvement through regular visits. Their careful evaluative monitoring effectively informs strategic decisions.

The curriculum reflects the school's Christian vision. It provides pupils with effective learning opportunities, enabling them to gain knowledge and skills to ensure they flourish. However, curriculum opportunities with rich spiritual experiences are at an early stage of development. Currently, spirituality is not always clearly understood. As such, a school-wide approach to understanding spirituality is underdeveloped. Being part of the federation positively enhances the quality of curriculum provision to ensure pupils learn well. Reflecting the Christian foundation of the school, this effective collaboration strengthens the learning experience. Those who are vulnerable and disadvantaged are prioritised so that they can thrive. Effective intervention programmes and enrichment activities such as the crochet and music clubs are examples of how this is achieved. Pupil voice is engaged by school leaders in a variety of ways. As a result, leaders are attentive to the needs of pupils ensuring they are well supported. Consequently, pupils are empowered, confident, and flourish in school. Forest school is a valued part of school life for older pupils. They appreciate this time in nature. It provides them with the chance to reflect and think about their own spirituality.

Daily collective worship is invitational, inclusive and engaging. Pupils respond in ways that are meaningful to them. Worship is planned around the values and is thoughtfully delivered by leaders and local clergy. This time significantly serves as a valued coming together of the school community. It effectively provides the opportunity for moments of stillness and reflection. The impact of this approach enables pupils and adults to develop spiritually. Drama and dance are also used as part of worship. The impact of this enriches the experience. Music is a celebration and is used to enhance reflection and express joy. Pupils take on valuable roles including playing instruments as part of worship. They also thoughtfully lead prayers. Pupils sing enthusiastically and this joyfully enriches this time. Leaders thoughtfully evaluate provision to inform future planning. Links with the local church and clergy further enhance the worship life of the school. They are active in leading collective worship, attending training in school and supporting staff wellbeing.

Pupils and staff care for each other. Such compassion is a natural part of school activity. The house team system effectively builds unity between the year groups. Pupils willingly go out of their way to look after and support one another. Emerging from the values, behaviour towards others is respectful and responsible. This is a result of careful planning for activities across the classes to foster kindness and cooperation. As a result, pupils display increased confidence, resulting in a culture of inclusivity and care. Parents have a positive partnership with the school. They speak highly of inclusion at Salhouse and champion the many ways the needs of pupils are met. 'Empathy Day' successfully develops awareness of inclusion, diversity and the importance of social justice.

The Christian vision is reflected in the pupils' understanding of and actions in caring for the environment. 'Save the Planet' club is an example of this. Partnering with a local tree surgeon has resulted in a successful school tree-planting programme that has improved the grounds. This is an example of how pupils are empowered to take responsibility for the world around them. Pupils also demonstrate a social justice mindset and this is evident through fundraising activities and in their support of charities. Specialist resources further promote social awareness and understanding of issues concerning the environment. However, there are fewer opportunities for practical

applications of justice and responsibility beyond the school. Pupils are aware of matters in which they could become courageous advocates within the community. However, meaningful partnerships as an expression of the Christian vision are underdeveloped.

The RE curriculum offers a breadth of challenge for pupils. Subject content builds on prior learning, knowledge and skills. Pupils engage with big questions. They have knowledge and understanding of a wide range of faiths and worldviews. The school promotes debate in which pupils critically engage with the subject content. Impressive floor and RE books are further evidence of how the curriculum provides breadth and challenge. School leaders have prioritised access to diocesan professional development, strengthening RE provision. This has had a positive impact on the curriculum's profile and effectiveness. In turn, staff are helpfully supported as knowledge and ideas are disseminated in school and across the federation. RE days elevate the profile of the subject, ensuring that it is a valued part of the curriculum. Carefully planned activities enable the successful exploration of Bible stories. Storytelling, drama, art, debate, literature, and film provide a rich RE experience. Such opportunities positively impact the effectiveness and profile of the curriculum. This in turn, deepens pupil knowledge and understanding.

The inspection findings indicate that Salhouse Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	21 May 2024	URN	121053
VC/VA/Academy	Voluntary controlled	Pupils on roll	137
Diocese	Norwich		
MAT/Federation	Salhouse, Neatishead and Fleggburgh Federation		
Executive Headteacher	Hayley Sonnex		
Chair	Graham Johnston		
Inspector	Claire Gibson	No.	2227