Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Happisburgh Church of England Primary Academy

Vision

'Let your light shine' – Matthew 5:16

We let our light shine for ourselves, our school and our wider community.

Our theologically-rooted Christian vision encourages us to ensure that every member of our community has all that they need to flourish so that they can let their light shine – to help support others in their community, to do good works and to have bold aspirations and high expectations for themselves and others. With these things we will grow as a community and we will bring hope that even when life is hard, the light of Jesus will shine on through us.

Happisburgh 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.

Strengths

- Happisburgh Church of England Primary Academy is an inclusive and caring community in which members of the school are highly valued. Leaders effectively ensure that the Christian vision to 'let your light shine' permeates the life of the school.
- Worship provides a welcoming and reflective atmosphere that includes and enriches the whole school community. It is well-supported by members of the local church and meaningfully contributes to pupils' spiritual development.
- Leaders model a strong commitment to care for others. This positively impacts on the school's culture and ethos. The outworking of this is evident in the drive to support the wellbeing and mental health of pupils, parents and staff.
- Spiritual development is thoughtfully mapped out across the curriculum. Opportunities, in lessons and in the wider curriculum, are meaningfully presented for pupils to question and reflect. This enables them to develop their own beliefs and recognise the wonder of the world around them.

Development points

- Enhance the impact of leaders' monitoring of the curriculum to strengthen the way it enables pupils to explore questions of justice. This is to extend their understanding of how to make a positive difference to the lives of others.
- Strengthen the way the religious education (RE) curriculum enables pupils to explore Christianity as a global faith. This is to deepen their understanding of religious diversity beyond their local context.

Inspection Findings

The biblical encouragement to 'let your light shine' inspires staff, pupils and governors alike. Leaders have carefully reviewed the vision to ensure it reflects the changing needs of the school. Hope, in particular, has emerged as one of the school's core Christian values. This motivates staff and governors to take actions to support those facing the emotional impact of coastal erosion within the local community. As a result, strong links have been forged with organisations that promote positive mental health, supporting pupils and adults. The outward looking vision is a key driver for the school's work with families. It also underpins the school's aim for high aspiration among its pupils. The vision of St Benet's Multi-Academy Trust (MAT) to be 'immeasurably more than we can imagine' aligns with the school's ambitious vision. This enhances the way that pupils and adults are able to shine and flourish.

The aspirational curriculum includes varied and diverse texts and big questions. Staff regularly give time in lessons for pupils to reflect on their learning. Additional, planned curriculum events, such as days and walks of wonder, stimulate pupils' curiosity and their love of learning. Beach school activities, for example den building, encourage pupils to appreciate nature and God's creation. Visits, such as those to the Tower of London, enrich the curriculum and are considered an important part of school life. They also give pupils the chance to experience diversity and broaden their horizons. Through such experiences, pupils have many opportunities to grow spiritually and are developing a language to help them express this. Shaped by the vision, leaders have high aspirations for pupils, including those who have special educational needs and/or disabilities (SEND) and those considered vulnerable. These pupils thrive in the school's nurturing environment, where they are valued as individuals. Learning is carefully adapted to meet their needs. The interests and achievements of pupils are thoughtfully celebrated in worship. As a result, they develop confidence and self-esteem through such recognition.

Leaders plan worship carefully so the school community can fully explore its Christian vision and associated values. Pupils enjoy collective worship because the staff and clergy who lead it make it varied and engaging. For example, pupils look forward to the fortnightly Open the Book worship led by local church members. As a result, pupils have a growing knowledge and understanding of Bible stories. Collective worship provides opportunities for pupils to experience prayer, stillness and reflection. Reflection journals allow them to follow up themes in lessons or at home by considering questions, such as 'how can you encourage other people?' Consequently, worship has a positive impact on the spiritual development of pupils and adults. The strong partnership which exists between the school and the local church results in well-attended services during the Christian calendar. Parents value the invitation to come into school to share the experience of collective worship with their children. They rightly recognise that services and events at special times of the year draw the local community together. Leaders engage well with collective worship training from the local diocese and governors effectively monitor its impact.

The Christian vision helps create an inclusive ethos where pupils and families feel valued and trusted. Leaders demonstrate kindness and compassion, making sure they provide time and space to listen to any concerns. As a result, parents are confident to approach the school. Family learning sessions provide opportunities for leaders to share the Christian values and develop the partnership between school and community. This leads to parents feeling included in their children's learning journey. The school vision inspires staff to support those going through difficult circumstances. For example, topics for café learning sessions include ones about managing anxiety. Driven by the vision, leaders encourage teachers' professional development. Staff and leaders feel well-supported by the trust and can access high quality instructional coaching programmes. The vision strongly influences the school's behaviour policy, ensuring a consistent restorative approach. Pupils demonstrate empathy to those who find learning difficult and treat each other with respect.

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RE has an increasingly high profile at the school. This is the result of staff engaging well with training from the diocese. Leaders ensure that the curriculum reflects the school's context and provides opportunities for pupils to investigate the way people live out their beliefs. Pupils are challenged to discuss big questions in RE, for example, 'How and why does religion bring peace and conflict?' There is a good balance of teaching about theology, philosophy and the impact of faith on life. Enrichment activities, supported by the local clergy, broaden the RE curriculum. These include a visit by younger pupils to the church to learn about baptism. In addition, older pupils develop their understanding of the way faith is lived out by monks during a visit to Norwich Cathedral. Consequently, carefully planned visits and support from clergy enrich pupils' knowledge of religion.

Effective monitoring of RE by leaders and governors accurately demonstrates that learning is effective. Consequently, pupils make good progress in most areas of the RE curriculum. To maximise impact, RE leaders carefully reflect on the outcome of any monitoring and actively implement changes where needed. An example includes a new recording system to enhance how teachers assess pupils' learning. This ensures that information gathered in lessons feeds into future teaching and learning. Pupils have a sound knowledge about the beliefs and practices of many of the religions they have studied. They appreciate the varied and creative ways they can respond in RE, such as through art and drama. Their understanding of diversity is strengthened as they encounter differing faiths and worldviews. However, the way Christianity is presented as a global faith is inconsistent, limiting pupils' understanding of its diversity.

Pupils live out the Christian vision through the roles of responsibility and leadership offered to them by the school. This includes the school council who take seriously their role of increasing awareness of local charities and fundraising. Pupils demonstrate respect for the environment by actively engaging in a local beach clean. Effective partnerships, for example with local coastal organisations, raise pupils' awareness of the impact of erosion. The curriculum and collective worship programme provide meaningful opportunities for pupils to gain a good understanding of justice-related issues. For example, the Windrush topic has led to thoughtful discussions about immigration and prejudice. Monitoring, by leaders, of the way pupils can explore issues of injustice within the curriculum is at an early stage. Consequently, the impact of this is not yet embedded. Leaders are mindful of the importance of the school's role in the life of the community. This has led to the setting up of popular 'stay and play' sessions run by a member of staff. These serve a need for families with younger children and provide a warm welcome to the school. In such ways the school's values of friendship and compassion benefit the school and the local community.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	The Street, Happisburgh, Norwich, Norfolk, NR120AB		
Date	19 May 2025	URN	121039
Type of school	Academy	No. of pupils	52
Diocese	Norwich		
MAT/Federation	The Lighthouse Federation Diocese of Norwich St Benet's Multi-Academy Trust		
Headteacher	Laura Watts		
Chair of Governors	Anne Cottingham		
Inspector	Neil Henery		

