

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kessingland Church of England Primary Academy

Vision

'Live life in all its fullness' (John 10:10) by Being the Best You Can Be!

Strengths

- Compassionate leaders successfully work to ensure appropriate and supportive ways to make the school's Christian vision a reality. In turn, pupils and adults flourish.
- The well-crafted and developed curriculum is rich, broad, and inclusive. Underpinned by the vision, it has been adapted and developed with care according to the school's context. It is further enhanced by many varied learning opportunities.
- The Christian vision shapes the provision for pupils who have special educational needs and/or disabilities (SEND). The emphasis on inclusion is a significant part of the work of the school. Through many thoughtful, effective strategies pupils are enabled to flourish and their needs are met.
- There is an aspirational culture at Kessingland where pupils and staff are treated well. They are enabled to 'be the best they can be'. This also drives an outward looking approach, where staff collaborate effectively.
- The high-quality subject leadership of religious education (RE) and the ongoing training and development of staff is a strength. It has a direct impact on the rich curriculum and profile of RE.

Development Points

- Adopt a consistent approach to spiritual development across the curriculum so that moments of spirituality are a planned part of learning.



Inspection Findings

In line with the Christian vision, leaders at Kessingland are committed to ensuring pupils and adults flourish. They achieve this by recognising and nurturing the unique qualities of those in the school community. The vision, aligned with that of the trust, is inspired by 'the good shepherd'. It is articulated and modelled by leaders. They understand the school's context and compassionately tend to the needs of pupils and adults. In turn, this has shaped purpose and provision resulting in significant ways for those in the school community to thrive. Supported by the trust, the school's development journey is about 'equipping and enabling'. For example, through regular training leaders develop staff and this has a positive impact on learning and flourishing. Governors are engaged in school life in many ways, such as their regular visits and attending school trips. Such engagement is further evidenced by their monitoring and evaluation. For example, in understanding pupil voice and parent perceptions. The impact of this is that they understand how the school lives out its vision as a church school.

'Live life in all its fullness' drives the provision and learning experiences. With the support of the trust, the curriculum has been designed to reflect the school's vision. It is rich in developing knowledge, curiosity and the development of the whole child. This is achieved through many learning opportunities involving the arts, outdoor learning, visits, and engagement with the local community. The school has created a sanctuary for pupils who are deemed vulnerable and/or disadvantaged. 'Being the best that you can be' underpins the curriculum and extra-curricular activities. To achieve this, the school works to remove barriers to learning through support and adjustments. For example, the school's approach to behaviour helps pupils with their social and emotional development and helps them to build their resilience. Significant work around inclusion has resulted in tailored support for individual needs, enabling pupils who have SEND to flourish. 'The Den' and 'The Nest' are separate spaces in the school that enrich the experiences for these pupils. Leaders are proactive, pre-empting need and putting support in place. This means that those who are vulnerable thrive. There is a compassionate focus to support young carers in the school community. However, planned opportunities for spiritual development across the curriculum have not been fully explored.

Daily collective worship provides opportunity for stillness and reflection in the school day. Worship is explored through drama, prayer, singing, inspirational talks, media, art and Bible stories. It is an outworking of the vision and has a strong impact on spiritual flourishing. Leaders ensure that it is relevant, inspirational, invitational and inclusive. Worship is a calm time and a 'coming together' of the school community. No moment is lost. Awe and wonder are part of the experience. The partnership with the local church is a valued and reciprocal one. Pupils have thoughtfully created their own guide for St Edmund's Church. This partnership enriches the church school experience. The local church is an important place for the pupils' to worship where they enjoy celebrating Christian festivals.

Kessingland is a school community where everyone can thrive. As a consequence, pupils are confident and happy. Caring leaders have put effective strategies in place to support pupils who are vulnerable and/or disadvantaged. Pastoral support for mental health is a strength of the school. The vision is lived out through the inclusive culture. There is a shared language to help pupils discuss their emotional wellbeing, this is reinforced through classroom displays. In line with the school's vision, staff are cared for and developed as individuals. This is achieved through support, coaching and nurturing their individual skills and abilities. One leader talked of 'finding the potential in everyone.' This has been accomplished through care, patience and time given to staff. They are given many varied training opportunities. As a result, they are confident and enabled to flourish. They



feel valued and equipped to be 'the best that they can be.' In turn, they provide expertise, support and training to those outside the school. This reflects the school's foundation and purpose as a Church school.

Working collaboratively is a strength of the school. The partnership with parents is a priority. They describe the kindness and compassion evident in how the school lives out its vision. This care and positive partnership are evident during the morning arrival of pupils. The school has designed practical support sessions for parents including parent forums, stay and play sessions and the Nursery parent café. Leaders work to share good practice with other schools in the trust, diocese and at national conferences. The school engages in the subject support groups and is committed to working with others.

The current partnership with Hopton Primary School has further enabled the sharing of expertise. Such partnerships develop staff and are outward looking. The aspirational school culture is enhanced by the opportunities for pupils to understand and show kindness in their actions towards others. Kessingland champions pupils who have made a difference locally, acknowledging their 'community successes'. The range of trips and experiences such as visits to the local care home also develops pupils' awareness. Another school opportunity enabled pupils to learn about the organisation and role of the local parish council. Projects are linked to the vision and develop an ethos of care for the local community as well as global partnerships. An example of this is through learning about and developing links with Malawi. Fundraising for charities that are meaningful to the school community is also part of the culture of responsibility towards others.

The RE curriculum is rigorously planned, well sequenced, with high-quality resources. The time given to RE reflects that it is a priority at each of the key stages. Governors are active in their monitoring of it. Wonderful floorbooks highlight that the RE curriculum provides a wide range of activities that are engaging and relevant. Work with the diocese on RE for pupils who have SEND demonstrates the commitment of the school to ensure an inclusive curriculum. Visits to places of worship and visitors to the school have further strengthened the profile and provision of RE. The curriculum offers a deep appreciation of worldviews and of difference and diversity. It provides pupils with the opportunity to celebrate Christianity as a living, global faith. Teacher expertise is effectively developed through staff training. This includes additional support for new teachers. As a result, staff feel confident in teaching RE. Additionally, staff are trained through their involvement in whole school RE days and shared planning further develops teacher knowledge. Continuing professional development for RE is supported by the diocese. Attending ambassador meetings enables the school to keep up dated with local and national updates for RE.

Information

Address	Field Lane, Kessingland, Lowestoft, Suffolk, NR33 7QA		
Date	22 October 2024	URN	141172
Type of school	Voluntary Controlled	No. of pupils	211
Diocese	Norwich		
MAT	Diocese of Norwich Education and Academies Trust		
Interim Headteacher	Kellie Egleton		
Chair of Governors	Jenny Snowden		
Inspector	Claire Gibson		