

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Fleggburgh Church of England Voluntary Controlled Primary School

Vision

“They will soar on wings like eagles; they will run and not grow weary; they will walk and not be faint.”

Isaiah 40:31

We take strength from this verse. Our school is a happy and safe community where everyone shares a love of learning. 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.

Fleggburgh Church of England Voluntary Controlled Primary School 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

- The Christian vision and associated values are deeply embedded. They are at the heart of decision making and actions. The lived out vision is clear and discernable. It is understood by pupils, staff and families, which leads to flourishing.
- Christian values underpin provision for the vulnerable, disadvantaged, and those with special educational needs and/or disabilities (SEND). Leaders meet pupils' needs, giving them prominence and consideration. This creates a nurturing, inclusive environment where pupils can succeed.
- Staff, who have a deep understanding and concern for pupils, model caring and compassionate behaviour. This enables pupils to behave towards each other with kindness.
- Religious education (RE) provides opportunities for pupils to be curious and ask great questions. Pupils have a clear understanding about diversity of religion and faith. RE is well sequenced and planned to provide pupils with a depth of challenge.
- Collective worship is a valued time of the day for pupils and adults. It is thoughtfully planned and executed. Careful use is made of pupil voice and involvement.

Development Points

- Extend opportunities for pupils to identify and explore issues of justice and responsibility. This is so they better understand how they can have personal influence and become advocates for change.
- Embed the agreed understanding, language and school-wide approach to spirituality. This is to enhance the spiritual flourishing of pupils and adults.



Inspection Findings

The Christian vision and values of Fleggburgh Church of England VC primary school drive aspiration and the desire for everyone to 'soar on wings.' The vision is clearly visible in each aspect of school life. This includes the curriculum, the environment and the language pupils and adults use when communicating. Care for each other, coupled with the determination for everyone to experience fulfilment, is at the core of leaders' plans and intentions. They regularly review their decision-making in the light of their vision, seeking to enhance and improve provision. Governors monitor and evaluate the vision through learning walks and at ethos, vision and values meetings. These confirm policies and practices are well embedded, ensuring the promotion, understanding and support of Christian distinctiveness by stakeholders. The vision fosters a supportive and inclusive community, where individuals are valued, respected, cared for and encouraged to thrive. As a result, pupils and staff enjoy school. They see it as a happy place and parental confidence in the school is high. Strong and supportive links between school, home, church and the diocese enhance the lives of pupils, families and staff. As part of a three school federation, staff are developing opportunities to collaborate and share training and successful experiences. This contributes to a strong, supportive and cohesive partnership.

The vision for pupils to reach their full potential inspires the recently implemented curriculum. It embraces the interests and passions of pupils and staff. Pupils have the opportunity to identify and foster their talents. They are encouraged to take responsibility for their learning. The vision inspires staff to give their best, resulting in positive outcomes for pupils. Moments for reflection are woven into the learning. Pupils speak of their curiosity and enjoyment in asking big questions and participating in occasions of awe and wonder. Staff share in training to maximise spiritual development as part of their curriculum and extra curricular offer. This is implicit in much the school does. However a common use of language and understanding of spirituality to enable further flourishing is not embedded. Fleggburgh is an inclusive school. Meeting the needs of the vulnerable is a priority. Great effort is made to ensure their learning, emotional and physical needs are met. A non-teaching special educational needs and disability co-ordinator (SENDCo) provides advice and training to staff. This ensures vulnerable pupils have the scaffolding, therapies and support to achieve success. The SENDCo and staff work with families, addressing their worries and concerns, signposting to outside agencies when necessary. Families value the support they receive. Pupils are very accepting of diverse needs and are non-judgemental, underpinning the inclusive Christian ethos of this school.

Pupils demonstrate leadership responsibilities. House captains attend governors meetings and assume duties such as managing the recognition board. Pupils are also librarians, helping to select books and maintain the library. They are beginning to have an awareness of others and God's creation beyond school. They discuss injustice within curriculum learning, and as a school, share in charitable giving. Pupils' understanding of justice is evolving, however opportunities to act as change makers are limited.

The development of RE as an academic subject is enhanced through a strong partnership with the local diocese. This support has ensured the RE curriculum is well planned, sequenced and coherent for mixed age classes. Pupils experience opportunities to learn from a wide range of world religions and worldviews. Enquiry based questions enable pupils to actively reflect on different representations of belief. Pupils in the older classes particularly value this opportunity to investigate and make meaning of relationships, the world and personal belief. Pupils are encouraged to be curious and to ask thoughtful questions. This leads them to reflect on their own responses to faith at an appropriate level of understanding. Pupils can explain what they have learned, why it is important and how they feel about it. Pupils' knowledge and understanding of diverse religions and views is secure amongst the older pupils. Pupils can articulate that people of a particular faith or worldview may practice their beliefs in different ways.

Collective worship involves the whole school community. Singing is uplifting and joyful. It is an important part of



daily life, and an opportunity for Christian values and teaching to be shared. Invitational prayer and the prayer tree allow pupils to communicate their feelings. Regular visits from the local clergy and church members enable interactive participation in Bible stories that engage and inspire pupils. This leads to spiritual flourishing. Pupils understand the worth of regular worship as a time for contemplation and reflection. They also view it as a time to learn how their Christian values impact the way they should treat others. Pupils say it guides them as they go through life. Through circle worship pupils ask and answer philosophical questions, adding to their exploration of social and moral issues. Families enjoy sharing in seasonal religious services at the parish church. Events like the Penny Loaf Day on Plough Monday contribute to links between school, home and church. These occasions add to spiritual flourishing of the wider community. Governors engage in monitoring and evaluation of the impact of collective worship, strengthening its purpose.

Reconciliation and forgiveness are key features of school life. Pupils talk of needing to forgive others as they expect to be forgiven for the mistakes they make. Pupils practise restorative approaches to reconciliation. They are able to come together, often working through this process unaided by adults. As a result behaviour is extremely positive and affirming. Parents see the school as an extension of community life, appreciating the opportunity to share in the school values. Pupils talk avidly about school at home. One young child told his parent when facing a challenge 'I had courage and could persevere, you have to trust in yourself.' The wellbeing and mental health of pupils and staff are important to leaders. Staff feel part of a very close knit team. They are treated with equity and new staff feel very welcomed. Professional development adds to self-confidence and time is given to reflect on training. Caring, compassionate senior leaders are warm and approachable. Staff know they can turn to each other for support through difficult times. The school's Christian vision and values are a living reality of school life, contributing to the flourishing of pupils, staff and families.

Information

Address	Main Road Fleggburgh, Great Yarmouth. NR29 3AG		
Date	12 March 2025	URN	121081
Type of school	Voluntary Controlled	No. of pupils	54
Diocese	Norwich		
MAT/Federation	Neatishead, Salhouse and Fleggburgh Primary Schools Federation		
Headteacher	Hayley Sonnex		
Chair of Governors	Graham Johnson		
Inspector	Teresa Osborne		