Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Little Plumstead C of E Primary Academy

Vision

The Parable of the Mustard Seed Matthew 13:31

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

From this, we continue to work together to shape our vision and ensure it is in action in all that we do at Little Plumstead C of E Primary Academy. The vision we have created is: ***'From a tiny seed … all things are possible'***. We are committed to providing a nurturing environment where all learners flourish. Through all that we do we believe that all learners can grow and achieve in order to live life to its fullest, be welcoming to all and be outward looking.

Little Plumstead C of E 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

- The vision has been carefully and thoughtfully adopted to serve the needs of this rural village primary school. It is aspirational and driven by inspirational leadership. The dedicated staff team strives to support pupils to believe that all things are possible. Consequently, they flourish.
- Inclusivity and equity have high priority. The culture of compassion, kindness and respect, enables the school community to thrive.
- The curriculum inspires pupils. They are supported as unique individuals to develop gifts and talents, acknowledging that they can be successful in different ways.
- School leaders and St Benet's multi-academy trust (MAT) empower staff. This provides opportunities to look outwards and be responsible in nurturing others to believe that 'all things are possible'.
- Relationships are strong. The Christian values of compassion and hope inspire adults to work unstintingly for the wellbeing of others. Consequently, staff feel appreciated, and pupils are valued, leading to a school where people flourish.

Development Points

- Embed spiritual development by supporting pupils and adults to develop a language to express their own spirituality. This is to enable spiritual flourishing to be recognised and articulated.
- To develop the systems for monitoring and evaluating the effectiveness of religious education (RE). This is to enable systematic tracking of progress, therefore supporting pupils to achieve their potential.

Inspection Findings

Passionate, dedicated leadership drives the vision in this rural, caring, happy school. Staff, governors and the trust are deeply committed to meeting the needs of pupils and adults. The school-wide sense of ownership and deep understanding enables the vision and values to be embedded and lived out daily. Led by the vision, soaring aspiration and high expectations are at the heart of all decision-making. This enables pupils to become confident, responsible, and reflective learners. Links with the trust are strong with closely aligned visions. This enriches opportunities for pupils and staff 'to grow without limit.' Training for staff and governors is highly valued and effective. Staff are actively supported to grow their skills, becoming proactive and outward looking practitioners. Governors know the school well, evaluating the impact of the vision and supporting the focus on spirituality. The welcoming, inclusive atmosphere creates a culture of community and care. Relationships built on trust, respect, and an open-door policy ensure high parental involvement.

The school's vision and values are interwoven through the curriculum. This enables pupils, including those who are vulnerable or disadvantaged to develop gifts and talents, supporting their flourishing. The commitment to 'all things are possible' ensures inspiring, inclusive learning experiences. Spiritual development opportunities are carefully planned through the curriculum. Learners 'grow from the smallest seed' by thinking for themselves, expressing their views confidently and reflecting deeply. However, there is not a shared vocabulary to enable pupils and adults to articulate their spiritual flourishing. Provision for pupils with additional needs is highly inclusive. A bespoke programme provides opportunities beyond the curriculum for learning and spiritual development. Pupils and parents speak proudly about collaboration with the community café. Pupils' lives are enriched by experiencing the value of helping others. Subject leaders receive training from the diocese supporting their understanding of how to support spiritual flourishing. Pupils, therefore, expand their perception of the world, enabling them to become outward-looking, globally aware citizens.

Collective worship is valued highly by pupils and staff, centred around 'from a tiny seed…all things are possible.' The Christian values of compassion, hope, trust and respect thread throughout worship. Biblical texts develop an understanding of the vision's roots in Christian teaching. Pupils are encouraged to reflect on their faith and values, building a strong spiritual foundation. Daily worship provides opportunities for developing personal spirituality. Messages from worship are lived out through behaviour choices that build a harmonious school community. The 'big questions' shape reflection during worship and give pupils opportunities to articulate individual thoughts during class reflection time. This cultivates a sense of respect and value for others whilst deepening spiritual awareness. Worship is inclusive. The school is proactive in supporting the needs of vulnerable pupils so they are enabled to participate. Invitation is given to pray or to take time to reflect, enhancing opportunities to seek out spirituality in their own way. Consequently, pupils and staff feel naturally comfortable in spiritual reflection. Weekly singing worship develops a sense of belonging and connectedness as 'we all sing and praise together.' Pupils share stories, questions, and reflections from collective worship at home, enriching lives beyond school. There are positive relationships with local churches. The vicar leads worship in school each half term. In addition, services are held in the church for the celebration of Christian festivals. This provides a natural connection between the school and the church, fostering a sense of shared purpose and ministry. A pastor from another local church also leads musical worship. This allows opportunities to celebrate a range of worship styles.

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Leaders seek to serve the school and village communities. Strong and positive relationships are a result of the embedded vision. Leaders are supportive, visible and approachable. Consequently, pupils and adults are valued, respected, and treated with fairness and equity. Inclusivity is evident across every aspect of school life. Behaviour expectations are consistently modelled by staff. This ensures a positive, respectful, and safe environment where pupils and adults thrive. Pastoral support for pupils, staff and parents is highly appreciated. Parents are happy to seek advice or support knowing there will be no judgement. The trust provides extensive support for staff through access to supervision and support services. This has a positive impact on their wellbeing.

The curriculum is developing outward-looking, globally aware learners. Pupils live out the school's vision of growing through roles of responsibility and leadership. They plan and lead clubs that 'help others to grow from a little seed.' House captains thrive on the responsibility of being positive role models. Active Leaders for lunchtime sports activities take their role seriously and consciously lead by example. They take pride in teaching younger pupils new skills, promoting responsibility and understanding differences. The school has a close link with 'The Walled Garden', a community café and shop. Through this collaboration, pupils have delivered singing performances to visitors. Christmas cards were made for the community 'in case someone didn't get a card from anyone.' Pupils understand what it means to be part of a community, exhibiting kindness and compassion. They engage in discussions about justice and the importance of standing up for what is fair and right. Consequently, informed decisions about how pupils can be courageous advocates in the wider community take place.

The RE curriculum is a comprehensive, balanced programme. Learning is broad and relevant, enabling well-informed conversations about religions and worldviews. This results in opportunities for pupils to learn about the diverse nature of living in modern Britain. Pupils are introduced to new concepts through 'big questions'. Collaborative learning ensures the quality of questioning and thinking. Pupils discuss concepts with knowledge and understanding. Engaging in a reflection alley 'lets us reflect on our beliefs or ideas and listen to the ideas of our friends.' Staff are supported to develop their skills through regular, effective training. As a result, they are confident in delivering engaging, thought-provoking teaching. Learners, therefore, show compassion and empathy. They make informed decisions through understanding and critically applying their knowledge.

Teaching in RE is good. As a result, the majority of pupils make at least age-related progress. Through strong staff subject knowledge and a cycle of enquiry skills, pupils develop knowledge and understanding. They evaluate and make connections between religions and worldviews. Formative assessment gives opportunities to check that learning is retained over time whilst addressing any gaps or misconceptions. RE outcomes are tracked across the school. This ensures that staff shape learning to meet pupils' needs. Assessment approaches are being refined to ensure all pupils make at least good progress.

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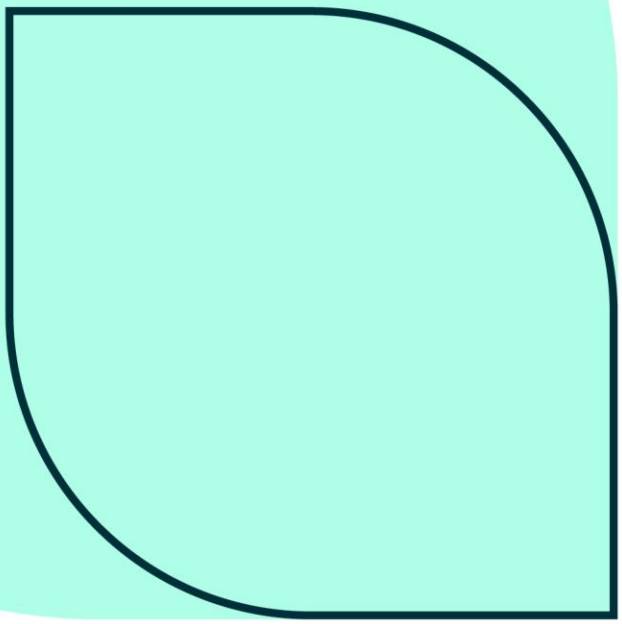
Information

Address	Old Hall Road, Little Plumstead, Norwich NR13 5FA		
Date	13 March 2025	URN	149878
Type of school	Primary	No. of pupils	190
Diocese/District	Norwich		
MAT/Federation	St Benet's multi-academy trust		
Headteacher	Pierce Hunt		
Chair of Governors	Sam Nixon St Benet's multi-academy trust CEO and Transition Board Chair Alastair Smyth – Local Governor role		
Inspector	Laura Davies