Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Drayton Church of England VC Junior School

Vision

'In whatever you do, don't let selfishness or pride be your guide. Don't be interested only in your own life, but care about the lives of others too' – Philippians 2:3-4.

Cherishing each individual, **A**iming for everyone to flourish, **R**elationships rooted in care and respect, **E**mbracing collaboration and compassion.

At Drayton CE VC Junior School, we are committed to fostering a community rooted in humility and respect. Guided by the principle of honouring others, as well as ourselves, we strive to cultivate an environment where everyone flourishes. We encourage our learners to care for one another, embracing collaboration and compassion in all they do. Together, we aim to create a supportive and inclusive atmosphere that nurtures not only academic excellence but also the spiritual, moral and cultural development of every individual

Drayton Church of England VC Junior 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.

Notable Strengths

- The clear Christian vision and associated values are foundational to the school's practice. They are understood and embedded thoughtfully. Compassionate leaders ensure the vision underpins decision-making and is expressed in actionable ways.
- Inspired by the vision, the exciting curriculum supports growth and flourishing. Many planned opportunities and experiences instil confidence, so pupils are enabled to thrive. Provision for pupils who have special educational needs and/or disabilities (SEND) is ambitious and inclusive. These pupils are nurtured and carefully supported to develop.
- The school culture prioritises dignity and respect. Underpinned by the vision, the Christian ethos is a lived reality. Leaders set an example. Their compassion and kindness have a far-reaching impact. Relationships are cherished, and pupils and staff are highly valued and cared for.
- The breadth of the religious education (RE) curriculum and experiences provides a strong foundational understanding of faith and beliefs. It is effectively planned, offering opportunities for deep thinking and for pupils to understand in a meaningful way the beliefs and values of others.

Development Points

- Strengthen the school's understanding of spirituality. This is so that pupils can discuss experiences that influence and deepen their personal spiritual development.
- Widen the opportunities for pupils to make a positive difference in response to the vision.
  This is to help them think more broadly about justice and responsibility.

Inspection Findings

Vision and Leadership The Christian distinctiveness of the vision, rooted in care for others, is highly effective in guiding strategic decision-making and daily practice. Committed leaders have ensured that the vision is central to school life. They have carefully evaluated and adjusted the vision so that it is deeply understood and embedded. Leaders, including governors, have made sure that the vision is expressed in very practical ways so that pupils and adults flourish. The experienced governing body actively engages in the monitoring and evaluation of provision. This enables them to support leaders in their strategic development of the school. A considerable degree of thoughtfulness has been taken to cultivate a caring community. Challenging decisions are made with a desire to treat others with dignity and respect, reflecting the school's foundation. The CARE values inspire a deep compassion for others and help embed the vision. This is evident in the trusted relationships among staff that are mutually supportive. Staff work collaboratively, drawing on the shared expertise of colleagues. This positively impacts staff, particularly those new to the school. As a result, staff thrive because there is care for their wellbeing and they are equipped through ongoing training and development.
Vision and Curriculum Inspired by the vision, the curriculum provides many exciting, broad-ranging experiences. These include a visit from a Roman soldier, trips to Norwich Castle and the zoo. Pupils enjoy their learning and are highly enthusiastic about their wider curriculum opportunities. These include ukulele lessons, rocket-making week and performing in the summer concert. Undertaking water safety lessons and learning to swim in the school pool nurtures perseverance and responsibility. The wealth of enrichment activities supports pupils to develop in confidence and character formation. The regular residential trips help pupils to grow resilience. Practical tasks such as cooking provide pastoral support for small groups. Pupils who have SEND are deeply cared for through an ambitious curriculum provision. Leaders have ensured that these pupils have equitable access to varied and enriching experiences that contribute to their individual growth. These opportunities cultivate personal skills, helping them overcome barriers. While there is a developing understanding of spirituality, this is not consistent across the school. As a result, pupils are not easily able to discuss moments of awe and wonder.
Worship and Spirituality Collective worship provides time for pupils and staff to reflect, be still and pray, deepening personal spiritual contemplation. Worship is joyfully engaging through Bible storytelling and singing, fostering spirituality. Pupils participate meaningfully, developing in confidence through their involvement in worship. Reflection is a valued part of this time. The collective worship floorbook captures the thoughts of pupils and the positive impact that worship has on their lives. For example, following a Remembrance service, pupils took time to reflect and respond in their own way. Pupils can also express themselves on a prayer wall. This reflects their care, love and respect for the world. Pupil surveys about collective worship identify how they enjoy a variety of worship experiences. The links with the local church and the visits of the local clergy are highly valued. Pupils are enthusiastic about attending the local church, including at Easter and Christmas. These times strengthen their understanding of Christian celebrations. The Year 3 welcome service is a particular highlight. The partnership with the diocese provides further opportunities for spiritual growth. For example, pupils enjoy singing at the cathedral.
Vision and School Culture As an expression of the vision, leaders model a strong culture of care and support for one another. The school is a community that lives out its Christian values through the nurturing of pupils and kindness towards others. Wellbeing is important and prioritised. Leaders demonstrate humility, understanding and compassion for staff. This is evident in their care and consideration during difficult times. Classroom routines are clear and consistent. There is a supportive approach to dealing with behaviour to help pupils make positive choices. Underpinned by

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the CARE values, restorative methods are used to compassionately address this. The kindness cup and the Good Samaritan award celebrate pupils' achievements, encouraging them to live out the school's vision. Strong relationships are core to the culture in which staff and pupils are treated well. Those who are vulnerable are nurtured and cared for in very practical ways that value their growth and development. Parents recognise the wider impact the school has on their child and how it enables them to thrive.

Vision, Justice and Responsibility

Leaders and teachers have sought thoughtful ways for the school to serve its local community. One parent rightly commented, 'It is more than a school in a village; it is part of it.' Leaders and staff model the vision through their positive relationships with one another. Pupils demonstrate justice and responsibility by visiting the local care home, delivering gifts and writing postcards of kindness. They have a deep sense of empathy for their community, showing compassion and care for creation. As a result of the vision, leaders seek ways for the school to be outward-looking and of service to others. This includes working collaboratively with other schools and effective partnerships with the diocese and the church. Leaders and staff run parent workshops to thoughtfully support families to enable pupils to thrive. Pupils develop responsibility through leadership opportunities. They make a positive contribution by volunteering as library ambassadors, being involved in the eco council and the school council. They show care and empathy for others by raising money and supporting charities such as the local foodbank. Pupils spearheaded the proposal to alter the school's swimming pool facilities. Pupils have a clear sense of responsibility for their community. There are however, fewer opportunities for them to understand and engage with justice and responsibility more widely.

Religious Education

The breadth of the RE curriculum and related experiences enrich the lives of pupils. They are given a strong foundational understanding of Christianity, alongside other major religions and worldviews, including Islam, Hinduism and Humanism. The curriculum approach has been carefully planned to develop knowledge and understanding through enquiry questions. It is regularly revised and adapted to meet the needs of the cohort. The leadership of RE is highly effective. This is because leaders are proactive in keeping up to date with thinking and in sharing good practice with others. They have ensured that RE is a high-profile, well-resourced subject, enabling pupils to be knowledgeable about the beliefs of others. RE curriculum experiences are broadened through art, such as designing Islamic art tiles. These opportunities bring learning to life, deepen engagement and strengthen the curriculum. Purposeful partnerships with the diocese positively impact on staff training and support for teachers, which, in turn, enhances provision.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Road, Drayton, Norfolk. NR8 6EF		
Date	10 June 2026	URN	131287
Type of school	Voluntary controlled	No. of pupils	329
Diocese	Norwich		
Headteacher	John Neenan		
Chair of Governors	Kay Swann		
Inspector	Claire Gibson		

