

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Halam Church of England Primary School

Vision

“I came to give life - life in all its fullness” - John 10:10

'Life in all its fullness'

Our vision is to create a school where everyone is motivated to achieve their full potential within a Christian and caring environment. We aim to nurture spirituality and a sense of meaning in everyone. Our school life is distinctly Christian and fully inclusive, respecting and celebrating the beliefs of all children, whatever their faith background.

We believe that all have the potential to flourish in different aspects of life, as Jeremiah 29:11 says, “For I know the plans I have for you... plans to give you hope and a future.” We care for the whole child, providing varied opportunities for learning and growth, so that every child can live life in all its fullness.

Halam Church of England 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.

Notable Strengths

- The Christian vision is powerful in its familiarity and is intrinsic to daily life. Thoughtfully underpinned by the simplicity of 'apple' values, pupils and adults live together in a culture of belonging and hope.
- Strong and purposeful leaders are transforming lives at Halam. Their inspirational leadership demonstrates a wholehearted commitment to embedding the vision, which empowers people to flourish.
- Positive relationships enhance the mental health and wellbeing of pupils and adults. Individuals thrive as they are nurtured and celebrated as valued members of this tight-knit and supportive school community.
- Partnership with the Minster Trust for Education (MITRE) greatly enhances the Christian character of the school.

Development Points

- Ensure that the Christian vision remains prominent in governance activities. This is to continue to deepen the Christian character of the school.
- Embed opportunities within the curriculum and collective worship to recognise and enrich spiritual development.
- Further develop the religious education (RE) curriculum to increase awareness of the variety of beliefs and practices within individual religions including Christianity. This is to strengthen understanding of diversity among people of faith in the local area and beyond.



Inspection Findings

Vision and Leadership

Halam's overarching Christian vision of 'Life in all its fullness' is powerful because it is familiar and easily understood. This community embraces each moment and experience. Influential leaders live out the vision and want the best for everyone. Lives are transformed by their unified and resolute approach. Using their hand, pupils readily articulate their 'apple' values of aspire, partnership, persevere, love and enjoy. These meaningfully underpin the vision and ensure it is integral to daily life. Grounded in a shared vision of helping every child to flourish, partnership with the Minster Trust for Education is influential. This year, an annual review by the trust was on 'flourishing people.' It sets clear direction and offers pertinent, individualised support. Governors know the school well, understanding its context and vision. However, at present, their evaluation of the vision is not formalised or systematic. Consequently, awareness of impact in discussions and monitoring is not always specific.

Vision and Curriculum

Inspired by the vision, leaders make sure that pupils have access to a relevant and challenging curriculum. A calm working environment has been established and adults demonstrate sensitivity in classroom situations. Provision for those with additional needs is highly inclusive. Adaptions to the curriculum allow them to be successful in their own unique way. Knowledgeable leadership contributes to the early identification of needs. Effective partnerships, particularly with the local family of schools, strengthen support for those who have special educational needs and/or disabilities. A wide range of after school and curriculum experiences enrich provision. Leaders are committed to developing spiritual flourishing in a rich and meaningful way. Spirituality is at the heart of the school. Leaders are on a carefully considered journey to empower spiritual flourishing. A unique spirituality document has been carefully crafted which is rooted in the vision. Statements have also been created for each subject. Opportunities to express spiritual moments are in their infancy but there is undoubtedly a strong foundation on which to build.

Worship and Spirituality

Collective worship is a special time when everyone comes together to share and reflect on the vision. There is a rich sense of belonging and unity as each class brings a cross and lays it on the altar table. A common pattern to collective worship ensures consistent and thoughtful exploration of the vision and values. Pupil leaders have key roles and record what happens each day in order to prompt further spiritual reflection. Bible stories contribute to pupils' wide knowledge of biblical characters. Relevant issues in the world are also explored during the week. This encourages pupils to engage in considered discussions about faith and the world around them. A range of hand gestures used in prayers help to focus thought. Prayers written by pupils are used by classes during the day. These enrich an inclusive approach where all can join in regardless of their own faith journey. There is excitement and a sense of freedom as pupils pray spontaneously in after school tea club. Regular visits from church representatives cement valued partnerships between local Christians and the school. Visitors give challenges to take away fostering further reflection. Frequent occasions to visit the parish church throughout the year are enjoyed by the whole school community.

Vision and School Culture

Being part of the community at Halam leaves a legacy which is celebrated and warmly acknowledged. Many speak of how the school's Christian foundation impacts families and former pupils. It is transformational and influences how they live their lives. Inspired by the vision, leaders foster a culture where wellbeing is central to living life to the full. Positive relationships contribute to an environment where people know that they matter. Staff are on the playground every day to greet families as pupils arrive. Parents and carers appreciate this visible contact and acknowledge that their child is known and celebrated for their uniqueness. Staff work tirelessly, willingly giving their time to attend and support wider community events. This creates an atmosphere of deep trust and hope. Many from the local community act in response to their commitment, deepening the sense of belonging. Supportive parents and carers help the school by raising funds for additional experiences such as the outdoor classroom. Pupils demonstrate a mature understanding of peers who sometimes find it hard to access



formal learning. Behaviour expectations are consistent and fair. Staff recognise that mental health and medical services available through the trust contribute highly to their own wellbeing. The outcome is a team of adults who appreciate being acknowledged for their contributions. Consequently, they feel very well supported with the additional responsibilities and demands of being in a small school.

Religious Education

The RE curriculum has a high priority and is well led. The local diocesan team contributes to effective staff training. It supports the planning of well-sequenced activities, which are taught in a creative way. As a result, pupils enjoy their lessons and notably, the liberty they are given to express their opinions and ideas. This was evidenced when a pupil described the inner debate they were having about creation and the Big Bang theory. They know that RE is helping them to respect those of different faiths and worldviews. It prepares them to have well informed conversations and a developing awareness of world religions. For example, classes recently visited a mosque to learn more about Islam. However, real life experiences of religious practices are not strategically planned into the RE curriculum. This limits opportunities to understand how people live out their culture and beliefs every day in nearby towns and cities.

Vision, Justice and Responsibility

Strong community links foster a great sense of responsibility towards others. Visits to the local care home nurture inter-generational relationships. Pupils are confident and passionate as they describe their various leadership roles. Sustainability ambassadors help to reduce plastic in lunchboxes after learning about the impact of waste on our climate. This gives a sense of how their actions make a difference. Working towards a national award contributes to an emerging understanding of their place and responsibility in the wider world. This has led to action being taken by eco warriors to promote fairtrade through letters to parents and the uniform supplier. Pupils have the confidence to speak up for one another and step in to help resolve issues on the playground. Respect for others is deeply rooted. The school community is therefore being empowered and equipped to live life in a way that deeply reflects the vision.

Information

Address	The Turnpike, Halam, Newark, Nottinghamshire NG22 8AE		
Date of inspection	3 December 2025	URN	145646
Type of school	Academy	No. of pupils	58
Diocese	Southwell & Nottingham		
MAT	Minster Trust for Education		
MAT CEO	Matthew Parris		
Executive Headteacher	Aly Speed		
Head of School	Tracy Francis		
Chair of Governors	Briony Dickinson		
Inspector	Joy Hardy		