

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sproughton Church of England Primary School			
Address	Church Lane, Sproughton, Suffolk IP8 3BB.		
Date of inspection	28 November 2019	Status of school	Academy – St Edmundsbury and Ipswich Multi Academy Trust – Inspected as VC
Diocese	St Edmundsbury and Ipswich	URN	142595

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Sproughton C of E is a primary school with 104 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school became part of the St Edmundsbury and Ipswich Multi-Academy Trust in 2016. The headteacher has been in post since September 2018.

The school's Christian vision

'Let your light shine' Matthew 5:16

Key findings

- The very strong leadership of the headteacher, supported by her dedicated staff, effectively models the Christian vision.
- The Christian vision and associated values impact positively on the wellbeing of the school community.
- The new curriculum has been introduced to support the development of pupils' skills, knowledge and learning behaviours with positive results.
- Collective worship is well led and effectively planned and used to embed the vision and values.
- Religious education (RE) is well led and effectively planned. However pupils do not know how well they are doing or how they can make greater progress.

Areas for development

- Pupils to take greater ownership of their learning in RE by being given the skills to more accurately identify how to improve their work and make greater progress.
- To further develop opportunities for pupils to take on leadership roles in the school to demonstrate the vision in practice.
- To embed the new curriculum so that pupils learn and develop new skills and knowledge and have further opportunities to shine and flourish and make a positive contribution to the world.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The strong leadership of the new headteacher has created an effective, united team of staff that are passionate about articulating the school vision. The vision, rooted in clear theological Christian narrative, is creatively underpinned by eight associated Christian values; mutually respectful, effective communication, patient, just, compassionate, aspirational, collaborative and reflective. The vision, which was established following consultation with all stakeholders, closely shapes policy and practice. Governors work closely with the senior staff to ensure that the vision and Christian ethos are central to school improvement and effectiveness. There is a close supportive relationship between the school, the local Church and the diocese which enhances the learning experiences of staff and pupils. Through being part of the diocesan multi-academy trust, staff and governors access training opportunities and teachers share expertise and good practice. The school is seen as an integral part of the community. Pupils take part in a number of village activities developing their confidence in serving and caring and illustrating the vision in practice. Parents praise the school for its exceptional care for all its pupils.

The Christian vision shapes the way decisions are made regarding the curriculum and extended learning. The new curriculum has established a thread of continuity and progression in learning across the school. This enables pupils to develop skills and knowledge with a new 'C' focus each half term; culture, community, conservation, communication, conflict and courageous advocacy. The curriculum ensures that pupils' spiritual development and wellbeing are as important as academic outcomes. This, along with the wide selection of extra-curricular activities, allows pupils to flourish and shine in a variety of ways. The good teaching and pastorally sensitive staff enable all pupils to make good or better progress from their starting point. The robust systems for self-evaluation mean that there is a clear plan for the way ahead. All weaknesses are quickly identified and addressed. A great strength of the school is the provision for pupils who have special educational needs or disabilities (SEND). The needs of every pupil are met through tailored academic, social and emotional support very effectively delivered by the staff team and, where appropriate, from outside agencies.

The vision promotes character development as integral to pupils' self-esteem. Pupils share their views through the school council and faith council. One pupil noted, 'Everyone has a voice that deserves to be heard'. Charities are selected and supported because pupils understand the concepts of giving and sharing and the need for justice for all. An example is the recent fund-raising for cancer research following the sad death of a child in the village from cancer. The school also raises money for national events such as Children in Need and Red Nose Day and the local charities Families in Need and Ipswich Homeless Association.

Behaviour is excellent as the school has an ethos of celebration. Pupils are encouraged to talk about any behaviour difficulties and are encouraged to behave well as they receive positive reinforcements. Positive behaviour that illustrates the values is rewarded with 'dojos'. When awarded, an electronic message goes to the parents' phone so the reward can be further celebrated. A recently trained and appointed wellbeing lead ensures that staff and pupils are being well supported.

Attendance is good and pupils love coming to school. The school is fully inclusive and through its curriculum celebrates difference and diversity. There is a programme of special experience days to support this, such as the recent day on Hinduism and Judaism.

Pupils' spiritual development is enhanced through the focus on reflection and prayer which are integral parts of worship and the school day. A prayer corner and a reflection garden both contribute to pupils' spiritual growth. Collective worship is engaging and central to the life of the school, effectively focusing on the vision and values. There is regular input from the 'Open the Book' team which supports pupils' biblical understanding. Two services a term are held in the local church. Supported by the clergy pupils take on active roles welcoming parents and members of the community, ringing the bells, carrying candles, reading and acting. Members of the school also have opportunities throughout the year to join in Sunday worship at the church. For example for Christingle and Christmas services when the school choir are invited to lead the congregational singing. Visits

to the church and the involvement of local clergy supports pupils' growing understanding of Anglican traditions. An example of this is the recent experience day on the Eucharist. Pupils now have greater opportunities to contribute to the worship programme. The faith council along with other pupils are taking an increasing role in daily worship and are encouraged to give verbal feedback. However, they do not have the skills and opportunity to be proactive in leading worship. Governors' monitoring is effective and appropriately focused on ensuring that worship embeds the vision and contributes significantly to pupils' and staff's spiritual journey. The development points from the previous denominational inspection have been successfully addressed through the greater focus on prayer and reflection and by increasing the number of church services so that parents can be more involved in the worshipping life of the school.

RE lessons are based on the Emmanuel Project. Strong leadership through support and monitoring from the RE subject leader ensures that lessons are well taught, exciting and innovative. Pupils enjoy RE as all their views are listened to and valued. They talk positively about how their RE lessons can involve art, music, craft, acting or discussions and how this variety helps them engage fully in their learning. There is an appropriate balance between the teaching of Christianity and other world faiths. This supports pupils' developing understanding and respect for diversity and difference and living well together. The Church of England's statement for entitlement is being met. There is a whole school approach to assessment. However, pupils say they don't know how well they are doing in their learning as teachers do not engage pupils in discussions on this or how they can strive to make even greater progress in RE.

Headteacher	Jane Stalham
Inspector's name and number	Gillian Holmes 849