

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Waldingfield Church of England VC Primary School	
Address	Folly Road, Great Waldingfield, CO10 0RR
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
We are proud of our welcoming inclusive school, where children are individually recognised. With a Christian foundation at its heart and Jesus' promise of 'life in all its fullness', our ethos encourages open minds and kind hearts. Our children accept challenge and are inspired to flourish in all they do. Matthew 19:14
Key findings
<ul style="list-style-type: none"> • The school's Christian vision, lived out by all, promotes welcome, celebrates diversity, supports the individual and develops acceptance. The inclusive ethos positively effects policy, permeates action and leads to the flourishing of the whole community. • Leaders have developed a curriculum that enables pupils to reflect on religious, social, moral and cultural diversity. However, opportunities to broaden pupils' spiritual development, beyond that which impacts on personal and community relationships, are less prevalent. • Leaders, in applying the vision to practice, have developed a school community where academic challenge marries together with personal development. This leads to a harmonious and accepting community where high standards of behaviour are the norm. • Collective worship is inclusive and invitational. Biblical messages are made relevant through real-life example, prayer and reflection. Pupils' roles in the planning, leading and monitoring of worship are limited. • Provision for religious education (RE) is well-planned to include Christianity, world faiths and worldviews. Pupils are clear about how a religion is lived out by believers. They are not clear about the key theological concepts and ideas for that faith.
Areas for development
<ul style="list-style-type: none"> • Further develop the school's understanding of, and approach to, spirituality. Broaden opportunities to develop this across the wider curriculum. This is so that the school community can continually reflect on the mystery and meaning of life. • Involve pupils further in the planning, leading and monitoring of collective worship. Give them meaningful opportunities to inform practice so the school will further promote and live out its inclusive ethos. • Ensure that pupils understand the key theological concepts and ideas underpinning Christianity and world religions studied. This is so that pupils can understand the beliefs that motivate values, character and moral choices.

Inspection findings

Leaders are passionate advocates that all are welcome and all belong. The Christian vision for the school reflects a community where difference is celebrated and embraced. All, whatever their social, religious, ethnic and cultural identities, are seen as unique individuals who are part of the community as a whole. The outworking of the vision is seen in the supportively harmonious relationships between pupils and exemplary behaviour across the school. The staff have a strong belief in teamwork. This enables them to give of their time, resources and talents contributing to the school as a whole. There is a heartfelt passion that all should flourish. It pervades action, policy and curriculum decisions. Relationships with partners are effective and mutually beneficial. The relationship between the school and the local church is very strong and both reap the benefits. Clergy work closely and effectively with staff on spiritual development, pastoral support and governance. They are invited to contribute to the teaching of the curriculum where they have expertise. Members of the school community support initiatives such as the parish larder and food bank. Clergy lead collective worship on a weekly basis and are pleased to take part in RE lessons, for example on baptism. The link with the diocese is good and regular involvement in recruitment, training and advice is actively sought by leaders. A developing partnership with the local nature reserve has been actively pursued enabling pupils and staff to connect with God's creation. Governors have recently redeveloped their structured approach to monitoring the curriculum in partnership with subject leaders. This informed self-evaluation process means that monitoring is increasingly robust. Now, subject leaders and governors discuss school priorities and national developments in an area of focus prior to the monitoring visit.

The school's Christian vision for the curriculum is exciting, relevant, broad and diverse. Driven by the vision, leaders aspire to see pupils flourish in modern Britain. They want to help their pupils to see beyond the village and appreciate the national and global community. Careful curriculum choices have been made which widen the cultural horizons of pupils. This is reflected in historical cultures studied and the choice of core books read to pupils in each year group. Schemes have been adopted that celebrate and encourage the inclusion of all. Pupils with additional needs are welcomed and staff are highly motivated to always do their very best to make mainstream placements work. For some pupils, the care and continuity offered by the school and the ability to trust staff, has been transformative. Intervention and support for pupils is deployed according to need and the effectiveness of interventions are assessed frequently. There is an emerging understanding of spirituality. This is particularly noteworthy in the outworking of relationships and values such as responsibility for the environment. Leaders offer fewer opportunities to explore spirituality, the connection to that which is 'other', and fewer conditions where this might be fostered. The encouragement to contemplate, wonder and question that which is beyond is not well developed. Whereas, the aspect of spirituality which appreciates people, their characteristics and contributions, is a strength.

Through the vision and Christian values, leaders aim to develop the 'whole child'. They offer increasing opportunities for pupils to contemplate big questions and to foster a developing appreciation of different world views and perspectives. The curriculum gives them opportunities to consider their personal responsibility for the care of the natural world. A recent charitable investment scheme enabled the school community to raise a considerable amount towards fundraising for those in need. Interpersonal relationships are noteworthy. Restitution and forgiveness are practices that are taught and lived out in day-to-day relationships. Pupils are courteous, caring and respectful one to another. Mental health provision is good. Trained emotional literacy support assistants thoughtfully deploy

appropriate interventions . They regularly assess their effectiveness. Staff speak warmly of the mutually supportive team and open, helpful relationships. Leaders have been successful in ensuring that the curriculum reflects and celebrates diversity. This is an area of particular strength wound through all aspects of school life. Pupils are able to share their own thoughts, opinions and lifestyle choices with openness and without fear of judgement. In this way, the vision to value all God's children is highly effective.

Collective worship has been well planned by leaders in collaboration with local clergy. It is biblical and relevant and the sung worship is particularly joyful. Members of the prayer team light a candle to invite everyone and the 'call and response' ensures a warm welcome. Pupils are given opportunities to reflect on themes within the worship time and relate them to life. There are far fewer opportunities for pupils to plan, lead and monitor worship. The school regularly leads services in the local church, and these are appreciated by the whole community. Parents comment on being moved by the pupils' singing in particular. It is clear that the school and church link is vibrant and mutually beneficial. Leaders have supported staff requests for working patterns which enable the time to support church ministries such as the toddler group. This has, in turn, led to growing class sizes. Parents of under fives, comfortable with the shared church and school ethos, have been spurred on to subsequently enrol children in the school, for example.

RE is planned through the diocesan scheme and uses the locally agreed syllabus. It broadly reflects the Church of England Statement of Entitlement. Pupils are offered a curriculum that covers an appropriate balance of Christianity, world religions and worldviews. Leaders have ensured that depictions of Christianity in displays and examples are not always from a White British perspective. Pupils understand that Christianity is a global world faith. This promotes the school's inclusive vision. Pupils can thoughtfully explain how a believer might act; this could be in a kind or compassionate manner for example. However, they find it more difficult to explain the key theological concepts and ideas that they have studied, for example salvation. Developing understanding and promoting pupils' religious literacy is less well embedded. Pupils do not always appreciate which foundational ideas motivate the actions and choices of believers. The RE lead actively monitors curriculum planning, good practice is shared and discussed by staff. New training opportunities and updates are viewed as essential and considered during professional development discussions.

Information			
School	Great Waldingfield Church of England VC Primary School	Inspection date	26 January 2023
URN	124699	VC/VA/Academy	Voluntary controlled
Diocese/District	St Edmundsbury & Ipswich	Pupils on roll	193
Headteacher	Tina Hosford		
Chair of Governors	Mark van der Lande		
Inspector	Jane Trampnow	No.	954