

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tudor Church of England Primary School

Vision

Everyone at Tudor Church of England Primary School is fully committed to Tudor being a place where children, and adults alike, find 'Life in all its fullness' (John 10:10), academically, spiritually, physically and emotionally.

We hope that everyone who enters our doors, child and adult alike, will learn as much as they can, to be the best person that they can and can go out into the world to make it a better place. Here we: 'Live to learn and learn to live in fullness of life'.

Tudor 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.

Strengths

- Staff and governors are driven by the Christian vision that everyone in school should live life in all its fullness. This provides a moral impetus that propels adults to act in the best interests of children and their families.
- The school's broad and inspiring curriculum is carefully planned so that it expands pupils' horizons, taking into account each individual's background and needs. Leaders are tenacious in providing new opportunities and activities to help pupils and their families live ever fuller lives.
- The daily act of collective worship draws the school together as a friendly and mutually supportive community. Pupils listen with respect and interest to each other's responses to the teachings of the Bible and the Church.
- The school is an oasis of respect and compassion for any adult or child who comes through the door. This is selflessly modelled by leaders, and staff and pupils are inspired to follow their example.
- Pupils use and understand religious ideas and vocabulary accurately because religious education (RE) is very well taught. They enjoy thinking and talking about religion because their knowledge is secure.

Development Points

- Further extend pupils' understanding of what it means to be spiritual. This is so that they can enjoy an even greater depth of fulfilment as secure and well-rounded individuals.



Inspection Findings

Leaders, staff and governors at Tudor Church of England Primary School are single-minded in their determination to offer the best to the children that they serve. Adults are motivated by the school's Anglican foundation, rooting their ambition for every pupil in the teachings of Jesus. The school's values are carefully chosen to bring urgency and clarity to the delivery of the vision. Most staff have worked at Tudor for a long time. They stay because they are inspired by, and benefit from, the daily application of the Christian vision. They thrive professionally through the support they receive from leaders. The school belongs to St Edmundsbury and Ipswich Diocesan Multi Academy Trust. Consistent with the school's vision, the trust's own vision drives its leaders to support the school effectively. The trust has helped the school to develop its 'Tudor Passport' and promote the 'Children's University'. As a result, pupils benefit from a breadth of enrichment activities. These include going to the theatre or playing a musical instrument, enabling all pupils to enjoy ever-deeper fullness of life.

Leaders have shaped a curriculum that broadens and deepens pupils' education in keeping with the Christian vision. They are careful to ensure that pupils develop spiritually because of what they experience at school. Leaders understand spiritual development in terms of the connections that pupils and staff make. One way they do this is by encouraging and developing the artistic expression of every child. As a result, striking artwork is visible in every part of the building. This means that pupils can connect spiritually with the idea of beauty and extend their cultural understanding. After school clubs such as 'boxercise' further enrich pupils' fullness of life. Planned singing and drama activities promote the development of all pupils. This is particularly true of those who lack confidence or who have special educational needs and/or disabilities (SEND). Leaders also ensure that these pupils are well supported in class. This means that they can enjoy the school's calm and focussed learning environment alongside their friends. A programme of careers advice expands pupils' aspirations. Leaders acknowledge, however, that pupils' spiritual horizons are still limited because they do not connect broadly enough with God's creation.

Leaders ensure that daily collective worship promotes spiritual development for staff and pupils. It embeds the school's idea of spirituality by bringing the community together to connect with each other in a calm and friendly atmosphere. Pupils gain a deeper understanding of the school's values because they discuss them together thoughtfully and carefully. For example, pupils know the difference between hope and wishful thinking, and this gives them a strong foundation for their own hope. The regular involvement of the local parish church and other Christian organisations significantly enhances worship in school. This is because they teach about the Bible in different ways that grab children's attention. In turn, this inspires them to act on what they have learned. Parents and staff are delighted by the children's joyful singing. Singing and praying together promote the communal spirit of the school. They form the heart of worship. Prayers are brought from the prayer tree in the well-used reflection area. Sharing each other's needs in prayer draws the school community closer together in mutual compassion. Leaders encourage the practice of prayer. This helps pupils to be calm and enhances their mental wellbeing. Pupils and leaders monitor worship together. This ensures it remains a time that the whole school community treasures.

A calm and orderly atmosphere promotes the expectation that pupils, staff and families will be treated with respect and dignity. Pupils value themselves and each other because staff treat them as valuable and trustworthy members of the school community. The wide range of leadership roles for pupils helps them to feel useful and important. These include head gardeners and faith ambassadors. Parents and carers are fiercely loyal to the school because they appreciate how well they are treated by staff and leaders. The school's confident and experienced teachers and support staff understand the needs of their pupils. This includes those who are vulnerable or disadvantaged,



and those with SEND. This means that pupils' emotional problems are dealt with quickly, often with additional support from expert trained staff. Leaders work closely with outside agencies to get the best for pupils. When pupils' families experience difficulties, the school is inspired by its Christian vision to help in any possible way. Hard-working staff support each other and are well supported by leaders.

Pupils understand justice and responsibility because they see it modelled to them by staff daily. They appreciate that they have a right to education, but also a duty to help others experience fullness of life. This creates an atmosphere in classrooms that is friendly and supportive as, led by staff, pupils learn well together. When difficulties arise, pupils and staff know what to do to put things right fairly and compassionately. This can involve use of the reflection area or intervention from the school's specialist support staff. Pupils feel calm and secure in school because they trust staff to apply sanctions and rewards fairly and consistently. Leaders encourage pupils to take responsibility for making the world a better place in keeping with their Christian vision. Often inspired by their own experiences and challenges, the pupil-led rainbow group chooses charities and organisations to support. Pupils are generous in their fundraising. Leaders also ensure that pupils learn about the underlying causes of injustice. They do this by visiting the local food bank or inviting representatives of local charities into school to speak to them.

The RE curriculum-provides pupils with a broad range of detailed and accurate knowledge. It builds on a very strong start in the reception classes. Here, leaders have thought deeply about how to make the subject fun, using named puppet characters, whilst maintaining age-appropriate rigour. As pupils move up through the year groups, leaders ensure that the content of the curriculum becomes ever more challenging. Pupils build on what they have learned to develop an increasingly detailed understanding of several religions and worldviews including Christianity. Lessons are built around 'big questions.' These require pupils to think not just about what religious people believe but also why they believe it. They deepen pupils' thinking through dilemmas like the conflict between loyalty to self and loyalty to family or religion. The diocese helps teachers to have a good understanding of what they teach about religion. The diocese also helps leaders and teachers to assess pupils' knowledge accurately.

Pupils make good progress in RE. Teachers make clear to them what they are supposed to know and help them to remember it. Leaders have introduced systems to help teachers to do this and they check them regularly. This includes use of a 'bookmark' which helps pupils to use key knowledge and vocabulary regularly and accurately. As a result, pupils can talk with understanding about what Christians believe about Jesus. They also speak confidently and knowledgeably about their studies of religions other than Christianity, such as Islam. Strong assessment systems enable staff to know how well pupils are doing in RE across all year groups. Assessment is also cleverly constructed to help leaders to see how well pupils understand links between beliefs across different religions. This means that leaders know where to focus any necessary improvements to teaching or the curriculum. An example of this is the recent introduction of visits to a broader range of places of worship.

Information

Address	Tudor Road, Sudbury, Suffolk, CO10 1NL		
Date	6 February 2025	URN	142026
Type of school	Academy	No. of pupils	268
Diocese/District	St Edmundsbury and Ipswich		
MAT/Federation	St Edmundsbury and Ipswich Diocesan MAT		
Headteacher	Elizabeth Campbell		
Chair of Governors	Lynne Golding – Chair of Governors Andrew Blit – Chair of the Board of Directors		
Inspector	Richard Hopkins		