

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Gregory Church of England VC Primary School, Sudbury	
Address	Church Street, Sudbury, CO10 2BJ
School vision	
<p style="text-align: center;">'Life in all its fullness'</p> <p>Jesus said, 'I have come that you may have life in all its fullness'. (John 10:10). At St Gregory CEVC Primary School it is through the love of Jesus Christ and the example that he gave us in the way that he lived his life that we strive to embrace life in all its fullness.</p>	
School strengths	
<ul style="list-style-type: none"> • St Gregory's Christian vision is the inspiration and driving force for curriculum decisions, action and policy. Pupils flourish in this inclusive, vibrant and accepting community. They are enriched personally, academically, creatively and spiritually. • There is a tangible culture of inclusion in this harmonious school where 'fullness of life' is evidenced in caring relationships. People are accepted, respected and valued, They are unhindered by barriers of age, disability, belief or difference. • Motivated by the vision, pupils are encouraged to respond to issues of injustice. They take initiative in righting wrongs and providing help. In this way they extend 'fullness of life' to others. • Collective worship is inspiring and inclusive. It is thoughtfully and systematically planned. Reflective opportunities enable pupils to grow in confidence and develop their own ideas about faith. • The curriculum for religious education (RE) is broad, balanced and uses a range of creative approaches to inspire learning. Staff confidently deliver the subject due to regular training. Pupils wholeheartedly enjoy lessons and share their personal responses enthusiastically. 	
Areas for development	
<ul style="list-style-type: none"> • Strengthen the school's shared understanding of spirituality. This is so that staff are able to provide opportunities for spiritual development more confidently in the wider curriculum. • Embed the revised curriculum for RE, ensuring that the human science and philosophical elements are explicitly applied. This is so that pupils can understand more fully the impact of faith on belief and life choices. • Deepen pupil flourishing by building a richer understanding of the diversity of belief and its impact on society and the wider world. 	
Inspection findings	
<p>Leaders ensure that the school's Christian vision is at the heart of all their actions. They intentionally root all aspects of the day to day life of the school in the vision's objectives. It inspires them to want the very best for those in the school community. It ensures that they feel cared for and valued. Pupils with special educational needs and/or disabilities are fully integrated in all school activities. This</p>	

culture of inclusion has infused community relationships with respect and empathy, regardless of difference, leading to personal flourishing. Governors regularly monitor church school effectiveness including the impact of the vision. Pupils can thrive and staff feel valued and supported. Professional development opportunities are tailored for the needs of those working in the school. They feel well-equipped to deliver the curriculum effectively. Staff are able to flourish as confident professionals who enjoy their roles.

The vision is the starting point of all curriculum planning and long-term goals. Subject leaders weave the vision into all that they do, consequently, it infuses learning. Pupils who are vulnerable are supported through personalised learning targets and intervention. Staff are motivated to ensure that pupils thrive. Learning is tailored specifically to the individual and their needs. For some, this may be having the confidence to enter the water when swimming. For others, developing ways of communicating their needs. Inspired by the vision, the school offers pupils a range of extra-curricular experiences which generate a real excitement about learning. The leadership team are adept at networking and tapping into popular culture. This has led to the school featuring in significant high-profile events. As a result pupils feel valued and are happy. Pupils grow in confidence through the richness of experiences they are offered. They see this dynamic curriculum as a celebration of the breadth of life and possibilities.

Leaders purposefully offer a range of opportunities to develop spirituality. These enrich the outworking of the vision enabling pupils to be confident in discussing their convictions. The ethos of inclusion, friendship and respect also aids spiritual development. 'Wow moments' abound, spirituality is intrinsic to many curricular and extra-curricular activities. Leaders have begun to consult groups in the school, including the faith council, about their perspectives on how spirituality is viewed at St Gregory's. However, not all views have been captured. Therefore, those in the wider school community do not share a common language for spirituality. Consequently, opportunities to promote or develop this aspect in the curriculum, the environment and beyond are limited. As a result, the way spiritual flourishing for all is promoted is underdeveloped.

Collective worship is thoughtfully planned and linked to half-termly values. Staff and pupils speak of the impact of worship on their lives. They seek to live out the vision in the security of God's love through the example of Christ. There are many opportunities to be reflective, leading to an inner confidence in pupils who share their personal beliefs readily. In composing prayers, they demonstrate their hopes for themselves, each other and the world. Every class contributes to one of the church services in the year. In their planning, they are thoughtful about the stories or values they are focussing on. There are strong partnerships with the church. The rector and the Open The Book team deliver engaging worship times. Pupils thoughtfully respond to worship. It helps them make important decisions about the way that they live, how they relate and what they believe. In doing this, they develop spiritually. Leaders take feedback about worship from the faith council who represent pupils' views. They facilitate improvement to worship times. As a result, for example, classes now plan and deliver more worship times. This initiative has broadened leadership skills and promoted involvement, enhancing pupil flourishing. Stories and examples of worship from around the world are used to broaden pupil understanding. Opportunities to explore and experience a greater range and diversity of worship styles are limited.

Motivated by the vision, pupils demonstrate palpable care one for another. Older pupils happily spend time with younger members of the school. Behaviour is good and relationships strong. Pupils are taught to understand and regulate their emotions. As a result they flourish in their understanding of themselves and others. Staff effectively support pupil mental health and wellbeing through difficult times. This is a place of dignity and respect. Care extends to looking outward beyond the school to making a difference in the wider world. Leaders have supported pupil initiatives that challenge injustice and unfairness. One pupil, for example, approached local

supermarkets to provide food for any who did not have enough in their packed lunchboxes. This resulted in donations of food to the school to supplement any pupil in need. Another was inspired to send toys to children affected by war. Letters have been sent to members of parliament about the environment. Pupils are inspired by the vision to follow the example of Jesus in forgiving each other and resolving difficulties. Leaders are dedicated to enabling staff to embrace fullness of life. They work hard to protect work life balance. As a result, many feel supported and empowered. They know that they are cared for and consequently, job satisfaction and rates of retention are high. Partnerships with the diocese are strong. As part of leaders' commitment to fullness of life, expertise is shared with other Church schools who need support and guidance. Diocesan staff enhance the school's work through training and coaching. In this way, wholistic flourishing is promoted meaning that pupils and adults are supported and developed both locally and further afield.

RE is given a high profile. Teachers are confident to deliver the curriculum due to the extensive training and support that they have received. The curriculum for RE is balanced and meets the requirements for the subject as a Church school. A range of faiths and world views are studied. Recent adaptations to the chosen scheme have been made to ensure a multi-disciplinary approach covering theology, philosophy and human sciences. Pupils enjoy their learning and take pleasure in recounting important stories from a range of religions. However, pupils do not confidently explain why these stories are important to believers' faith and life. Pupils value their visits to Christian places of worship which enhance understanding of the breadth of the Christian faith. However, experiences of a diversity of worship styles and of broader faith practices are limited.

The inspection findings indicate that St Gregory Church of England VC Primary School is living up to its foundation as a Church school.

Information			
Inspection date	7 March 2024	URN	124757
VC/VA/Academy	Voluntary controlled	Pupils on roll	229
Diocese	St Edmundsbury & Ipswich		
MAT/Federation			
Headteacher	Daniel Woodrow		
Chair	Damian Thomas		
Inspector	Jane Trampnow	No.	954