

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Rougham Church of England Primary School

#### Vision

‘You are the light of the world...let your light shine’ Matthew 5: 14, 16

We foster a vision of guiding and inspiring every child to fulfil their potential in a nurturing Christian environment. We aspire to instil within young people the desire to pursue excellence and to be confident, positive and compassionate members of society who demonstrate respect for others.

‘Together we shine brighter’

Every member of our school family is encouraged to use their individual gifts to the full, working together closely, enabling the school community to flourish and grow collectively.

Rougham 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

- In this nurturing and ambitious school, the Christian vision drives policy and action. People are enabled to ‘shine brightly’, flourishing as confident, positive and compassionate individuals.
- Leaders are motivated by the aspiration of working together. Teamwork is at the heart of the school’s approach. People’s strengths are recognised and nurtured, adding to the effectiveness of the school’s impact on its own community and beyond.
- Motivated by the vision, leaders have created a curriculum that enables each individual to grow and develop. As a result, pupils, including the most vulnerable, flourish in the school.
- Highly supportive partnerships with the church and the Tilian Partnership Trust broaden and deepen the worship life of the school. As a result, members of the school community are guided and inspired to ‘grow collectively’.
- The curriculum for religious education (RE) is well planned. It is structured in a way that enables pupils to remember what they have learned and build on that prior knowledge. Leaders assess the quality of the curriculum accurately, leading to improvements.

#### Development Points

- Develop a whole-school understanding and language for spirituality. This is so that leaders can plan opportunities for spiritual development within the curriculum that deepen pupils’ spiritual growth.
- Involve pupils further in planning, delivering and evaluating collective worship. This is so that their perspective can inspire their peers towards greater understanding and spiritual growth.
- Give pupils the means and autonomy to respond to issues of injustice. This is so that they understand how they can make a positive difference beyond the school community.



## Inspection Findings

The school's distinctive Christian vision is a living reality, driving leaders' actions and motivating pupils to give of their best. The central themes of the vision have a high profile in the school environment. The trust actively promotes the centrality of the vision in all that the school does. Pupils are proud of themselves and their unique talents: their 'light'. They recognise how others also 'shine' and appreciate the gift that each person is to the school community. Staff have a deep-rooted belief in the value and potential of every individual. Professional development for staff, within the school and trust-wide, gives opportunities for career development. Teacher expertise is utilised and targeted to support other Church schools. This vision-inspired drive for excellence, coupled with the development of individual talents, leads to a flourishing learning community. Consequently, staff mobility is low and growing numbers of pupils attend the school. Governors robustly monitor and evaluate the impact of the vision, leading to improvements. For example, recent consultations on spirituality and collective worship have resulted in constructive plans for development.

The curriculum is centred around the vision for individuals to 'shine'. Leaders intend that all learning secures excellence, harnesses connection and is inclusive. They want it to nurture curiosity and provide engaging experiences. Leaders passionately advocate inclusion. They have put systems in place so that pupils who have special educational needs and/or disabilities (SEND) can access lessons. Teachers scaffold learning so that pupils can meet each lesson's aims. Motivated by the vision's aim that pupils should be given the chance to develop their 'unique talents', leaders provide a broad range of experiences. For example, with the support of a local partnership, the school offers an extensive range of music tuition. Thus, pupils are given chances to shine in their creativity. Teachers explore some aspects of spirituality as they arise within the curriculum. Staff use 'awe and wonder' moments and connections to nature, along with 'big questions', to help pupils develop spiritually. These approaches, however, are not planned explicitly into the curriculum. As a result, staff are not consistent in the way that they approach spiritual development. Leaders have begun to address this and the development of a shared understanding and language for spirituality is in its early stages.

Staff and local church leaders have a strong commitment to collective worship. Clergy regularly lead worship, exploring Christian values. Together with weekly worship in church, this deepens pupils' understanding of biblical teaching. A team of local volunteers, which dramatises Bible stories in a meaningful way, visits the school weekly. This input deepens pupils' understanding and encourages reflection, making a significant contribution to spiritual flourishing. Pupils value worship. They say that they 'learn more, believe more and remember more'. Worship is described as a peaceful time to reflect and step away from daily pressures. It is invitational. All are welcomed, as candles are lit and sign language used collectively. Strenuous efforts are made to ensure that all are included. The language used enables those participating to pray and respond or stay respectfully silent. 'I wonder' questions encourage deep reflection. Popular extracurricular clubs, such as 'Rock Solid', give pupils chances to explore Christianity further. Governor monitoring is robust and identifies areas for improvement. Currently, pupil contributions to worship, whilst valued, are limited. For example, pupils organise the weekly celebration of achievement. However, they are not active partners in the planning, delivery or evaluation of worship beyond this. As such, the power of collective worship to nurture pupils' spiritual growth is not fully realised.

Motivated by the vision's aspiration to nurture individuals, leaders provide a range of mental health, wellbeing and family support systems. This results in improved pupil attendance and family engagement. Leaders and staff actively support each other in this tight-knit team. People feel cherished and cared for. They are well supported



during difficult times. The trust invests in the mental health and wellbeing support of its senior leaders. In so doing, it builds resilience, enabling them to be supportive and available to staff, pupils and families. Parents of pupils who have SEND actively seek out the school as a place of acceptance and inclusion. Targeted help is given to pupils who need it and no time is wasted in beginning programmes of support. As a result, pupils gain in confidence and feel successful. The vision of nurturing respect promotes a culture where pupils learn to understand themselves and others. They accept each other and value their unique attributes. As a result, pupils behave well. In this way, the school is fulfilling its vision to be a light for the community.

The way that leaders foster a culture of responsibility for others is a strength of the school. This inspires pupils to be confident and compassionate. A range of pupil leadership opportunities, such as play leaders, promotes positive relationships and the understanding of responsibility. Older pupils compassionately nurture those younger than themselves. They help them to develop interpersonal skills, such as sharing with others. Pupils are friendly and confident in expressing their opinions. Inspired by the vision, teachers plan opportunities within the curriculum that help pupils look outwards, beyond their locality. For example, a day where pupils considered life as a Christian in Tanzania raised the profile of the fairtrade ethic. Pupils respond by making ethical choices at home, as well as in school. However, opportunities for pupils to challenge injustice themselves are underdeveloped. Thus, they have less understanding of how they can act to make a positive difference within the world.

The curriculum for RE is effective. It comprehensively covers a range of world faiths and worldviews. It gives pupils the opportunity to consider belief, the impact of faith on life choices and helps them to consider 'big questions'. Systems of assessment enable leaders to accurately monitor the impact of the curriculum. Effective training, provided by the diocese, gives staff confidence and enthusiasm to deliver the subject. The way in which the curriculum is planned and sequenced enables pupils to remember more and build on their previous learning. Consequently, pupils, even the very youngest, are able to discuss their work knowledgeably. Older pupils show a sound understanding of Christian concepts, such as Incarnation and Salvation. Pupils enjoy RE. They engage well with the topics that they study and appreciate the diversity of beliefs within a range of religions and worldviews. Pupils have opportunities to develop knowledge and hone their skills of evaluation and critical thinking. They become increasingly able to compare, contrast and understand how and why religion and belief is important in society.

## Information

Address	Church Road, Rougham, Bury St Edmunds, Suffolk IP30 9JJ		
Date	9 December 2024	URN	145237
Type of school	Academy	No. of pupils	190
Diocese	St Edmundsbury and Ipswich		
MAT	Tilian Partnership Trust		
Headteacher	Clare Clark		
Chair of Governors	Terry Jennings		
Inspector	Jane Trampnow		