

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Stoke by Nayland Church of England Primary School

Vision

'May the God of peace, ...that great Shepherd of sheep, equip you with everything good for doing his will' Hebrews 13:20-21

Stoke by Nayland 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

- The Christian vision, with its strong biblical roots, is confidently and clearly articulated by school leaders. It underpins and drives the life of the school, enabling pupils and adults to grow and flourish.
- The vision driven curriculum encourages pupils to be curious, reflective learners and to be proud of what they achieve. It comprises a broad range of opportunities to develop pupils' interests and talents.
- Worship is a daily highlight and central to the life of the school. It creates a strong sense of a unified worshipping community. It enables pupils and adults to understand the significance of the vision for themselves in daily life. It is well planned, monitored and evaluated.
- Leaders determinedly create a culture where pupils and staff are treated well. Relationships across the school are warm and trusting because the vision is a lived reality. This means attitudes are positive and behaviour is good.
- Creative approaches to religious education (RE) stimulate interest in the subject. RE is valued and pupils demonstrate depth and breadth of knowledge and can make links between world faiths.

Development Points

- Expand pupils' knowledge and understanding of injustice and how they might respond to it. This is to enable pupils to have a more far-reaching sense of personal responsibility, beyond the school and local context.
- Embed a shared understanding and common language of spirituality across the school. This is to enable adults to strengthen the planned opportunities for spirituality within and beyond the curriculum.
- Extend pupils' understanding of a range of non-religious worldviews. This is to enable pupils to develop their knowledge about the beliefs of others.



Inspection Findings

Stoke by Nayland Primary School is a welcoming and friendly school with a strong sense of service at its heart. The deeply embedded Christian vision and associated values of curiosity, courage, compassion and creativity are powerfully lived out. As a result, pupils and adults flourish. Staff are deeply committed to the school. They work tirelessly to ensure pupils feel safe, loved and valued for the unique individuals they are. Pupils know they are genuinely celebrated as part of God's family and are excited for the weekly 'Good Shepherd Award.' The vision driven culture of wellbeing and inclusion ensures pupils have equity and equality of opportunity, enabling them to grow and thrive. Pupils who are vulnerable or have special educational needs (SEND) are supported sensitively and compassionately. Focused, tailored provision ensures pupils flourish. Parents appreciate the school's vision and values and the impact these have on the lives of their children. Governors know the school well and are a visible and supportive presence. They monitor and evaluate the impact of the vision systematically. Adults and pupils share a strong sense of pride in this small, church school.

In collaboration with the trust to which it belongs, principles underpinning the curriculum have been implemented. The result is that pupils are educated for 'life in all its fullness.' (John 10:10). The principles have a theological foundation which supports the school's vision well. As a result, pupils have rich learning experiences with opportunities for critical and philosophical reflection. The vision of the trust accords with that of the school. In addition, there is a wide range of educational visits and outdoor learning programmes. Pupils value the opportunities they are given for memorable experiences. These include occurrences of awe and wonder, and moments of stillness and reflection. However, some opportunities to develop spirituality through the planned curriculum are missed because staff and leaders do not have a shared language of spirituality.

Collective worship is integral to school life. It is designed to meet the needs of pupils and adults and gives a distinctively Christian start to each day. It is invitational and unites and nourishes those present. Well-chosen music and song further enhance the experience and encourage spirituality. Explicit connections are made between the school's vision and biblical messages. These are taken beyond worship, to the wider school day, aiding flourishing. Pupils confidently articulate how learning in worship empowers them to consider other points of view and marvel at the miracles of Jesus. Pupils talk of worship as a time for coming together as a family, and as a reminder of all that is good. They have a secure understanding of the Christian belief in God as Father, Son and Holy Spirit. Pupils describe the smoke from the extinguished worship candle thoughtfully. 'The Spirit of God is always with us and loving us even when we don't notice him, or sometimes forget him.' Partnerships with the local church and church groups are very strong. Frequent visits from the clergy enhance worship. Pupils look forward to this as they are often interactive and creative in nature. Similarly, pupils are animated in their discussion of the work of the 'Open the Book' team. This team inspire pupils in a meaningful way with theology and the school's vision through the enactment of Bible stories.

Through the vision, leaders have successfully created a culture of positive mental health and wellbeing. Staff have ready access to the leadership team, including governors, church leaders, and a counselling service. As a result, adults are extremely positive about the ways in which they are cared for in the workplace. Issues of workload are sensitively considered to ensure no one is overwhelmed. Professional development is supported, and career aspirations are nurtured by the school and trust leaders. The knowledge that 'everybody is invested in' provides reassurance, and encourages good will and flourishing. The open-door policy embraced by staff, demonstrates the care and practical help offered without question. Parents speak of the respect they receive, which is absent of



judgement and results in positive interactions. Consequently, they feel able to approach the school with worries they may have. They know they will always be treated with respect and dignity. Likewise, pupils are equally supported by knowledgeable and empathetic staff, who embody the school's vision in their practice. Pupils get comfort and companionship from the company of the school's guinea-pigs, (Cheese and Crackers) and the therapy dog (Bailey) in times of need.

Christian generosity, in line with the value of compassion, is evident in the many clubs and wraparound care offered by the school. Kidz Club led by representatives of the church community is a particular strength and frequently oversubscribed. The school's vision is also seen in the many fundraising events. Acts of charity have included families donating to the local food bank and to the community hub. Opportunities to explore justice beyond the local context are not always taken. As a result, consistent chances for pupils to take a lead in social action are underdeveloped. The school recognises this and has begun work to embark on the Global Neighbours project.

Leaders have ensured that RE is given a high status with an appropriate allocation of resources and time. The collaboration with the diocese has resulted in a thoughtful and effective RE curriculum appropriate to the school's context of mixed age classes. Learning is planned so that it is progressive. This enables pupils to deepen their knowledge over time of a variety of religions and non-religious world views. Pupils confidently share their opinions through role play, questioning and textual learning. Their written work satisfactorily shows they are able to draw on their knowledge to support their own ideas. Pupils are keen to talk about their learning and make confident reference to the world faiths they have studied. However, pupils demonstrate a less secure understanding of non-religious worldviews. Monitoring and evaluation of RE by leaders ensures consistency in approach and fidelity to the curriculum. The leader of RE supports and empowers staff through whole staff training.

Information

Address	School Street, Stoke by Nayland, Nr Colchester, Suffolk, CO6 4QY		
Date	4 February 2025	URN	144553
Type of school	Voluntary Controlled	No. of pupils	40
Diocese	St. Edmundsbury and Ipswich		
MAT	St Edmundsbury and Ipswich Diocesan Multi-Academy Trust		
Headteacher	Kelly McGrath		
Chair of Governors	Jane Addis		
Inspector	Pamela Gough		