

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Wilby Church of England Primary School

Vision

'I can do all things through Him who gives me strength' (Philippians 4:13)

At Wilby School we believe that we are all God's children, made in His image and therefore equally precious. Our Christian faith teaches us to strive so that we flourish in every aspect of our lives, believing in ourselves and knowing that we are given strength by our faith in God. We have faith and strive to achieve, leaving no one behind.

Wilby 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.

Notable Strengths

- The Christian vision is carefully crafted to reflect the needs and context of this Church of England school. Through its roots in scripture, it expresses the school's values and drives the work of the school enabling pupils and adults to flourish.
- Christian values underpin provision for pupils deemed vulnerable or disadvantaged and those who have special educational needs and/or disabilities SEND. Staff meet pupils' needs, putting their requirements at the forefront of planning and actions. This creates a nurturing, inclusive environment where pupils can succeed.
- Deeply committed governors, supported by robust partnerships with the Diocese of St. Edmundsbury and Ipswich and the Tilian Partnership multi-academy trust (MAT), make wise decisions with the vision at its heart. This enables school leaders to ensure pupils can achieve and be the best they can be.
- The school has a strong sense of community together with a supportive, inclusive culture. This creates an environment where members of the community can thrive in their mental and emotional wellbeing. Relationships between pupils, adults and families are overwhelmingly positive.

Development Points

- Broaden opportunities within the curriculum to embed a shared and explicit understanding and language of spirituality. This is to nurture, and deepen opportunities for spiritual growth and flourishing.
- Enhance pupils' learning in religious education (RE) about the richness of diversity within religion and worldviews, including Christianity. This is to strengthen understanding of the diverse range within religions and belief systems.
- Enrich approaches to collective worship so that those present are given the opportunity to experience deeper spiritual moments and times of quiet reflection.



Inspection Findings

Vision and Leadership

The vision of Wilby Church of England Primary reflects school life, driving the actions of leaders. Echoing its biblical vision and values, staff and pupils seek to become resilient learners, believing in themselves and striving to leave no one behind. Dedicated leaders demonstrate a commitment to enhance the wellbeing of staff, pupils and families. The vision creates a strong sense of cohesion and purpose to the work of this school, this is supportive during a time of change. The vision and ethos of the MAT is aligned with that of the school. This partnership enables leaders to review their decision-making and make changes in the light of their vision. Fruitful monitoring and evaluation by the governing body and the executive officers leads to improvement and transformation. The vision fosters a supportive and inclusive community. This creates a culture which values, respects, cares and encourages individuals to thrive. As a result pupils and staff enjoy school. Pupils succeed, they see school as a happy place and parental confidence is high.

Vision and Curriculum

The vision for pupils to work towards reaching their potential, inspires leaders to devise a curriculum suiting their pupils' needs. Wilby is an inclusive school. Leaders believe striving to achieve means different things to different pupils from a variety of starting points. As a result, high expectations for learning outcomes, combined with an emphasis on the relevant support, is enabling pupils to flourish. Meeting the needs of pupils who have SEND is a priority. A focused effort ensures their learning, emotional and physical needs are met. Pupils deemed to be vulnerable and/or disadvantaged therefore have the scaffolding, therapies and support to achieve success. Pupils also have the opportunity to identify and foster their talents through a rich extra curricular offer. These offers are fully inclusive, free of charge so leading to greater pupil engagement. Staff training to maximise spiritual development as part of their curriculum learning has taken place, it is implicit in much the school does. For example, investigative science, using ambitious and diverse reading texts. The emerging use of the school grounds for outdoor learning is developing. However, these opportunities have not transferred into explicit planning to further spiritual growth and development. As a result, pupils are losing opportunities to seek a wider and fuller aspect to life.

Religious Education

In keeping with the vision to flourish in every dimension of life, RE is valued in this school. It rightly receives due prominence and resource within the curriculum. It allows pupils a safe and respectful space where they can develop their opinions, explore beliefs and deepen their understanding of people and faith. Staff new to the RE role, and those requiring further professional development, are able to access support from the diocese. This leads to greater teacher subject knowledge and understanding. Through RE, pupils experience opportunities to learn about a wide range of religions and worldviews. Enquiry based questions enable pupils to actively reflect, investigate and make meaning of relationships, the world and belief. With encouragement, pupils ask thoughtful questions, think critically and reflect on their own responses to faith. Through this safe space for discussion, pupils talk and debate their personal beliefs. They are clear on why it is important to learn about a variety of religious and non-religious views. Pupils establish a knowledge and understanding of diverse religions and worldviews through their RE curriculum. However, they meet few opportunities to learn and understand that people of a particular faith or worldview may not all believe the same thing. They have not developed sufficient understanding that this leads people to practice their beliefs in different ways. Their understanding and experiences of Christianity as a global and diverse faith and are also less secure.

Worship and Spirituality

Daily worship and invitational prayer expresses the school's vision and associated values. Leaders provide opportunities for families to share and reflect on these values through their inclusion in newsletters so strengthening home/school links. The interests and achievements of pupils are thoughtfully celebrated in



worship. As a result, pupils develop confidence and self-esteem through such recognition. Members of Christian church groups, including the parish church, come into school to support worship. Through coming together for worship, pupils have the opportunity to recognise their lives matter to God. It is through these shared experiences that spiritual flourishing occurs. Pupils understand the worth of worship as a time for contemplation and personal reflection. They also view it as a time to learn how their Christian values guide and impact the way they should treat others. However, pupils and staff lack time and space for reflection to unpick and share their thoughts and opinions following worship. Families value being invited to key festivals at the church, gaining a sense of togetherness between home and school.

Vision, Justice and Responsibility

Shaped by the vision to leave no one behind, pupils assume roles of responsibility. This inspires and motivates them to make their school a better place, improving life for themselves and others. Through curricular learning across a range of subjects, pupils develop an understanding of justice and responsibility. Groups such as the eco council, school council and play leaders also focus on how responsibility towards others can result in a more equitable world. These mixed age groups empower pupils to plan collaboratively and acquire the skills to see a project through. Pupils are knowledgeable about recycling and its potential benefits to the environment. As part of Key Stage 2 learning, pupils value the trip to a local recycling plant. Sharing their learning with class members and families, resulted in changes of attitude and behaviour around sustainability. The school cherishes its links with a school in Kenya, giving pupils an opportunity to discuss fairness and difference within a wider world context that is real to them.

Vision and School Culture

The school's vision and associated values form and uphold a vibrant culture and ethos. The wellbeing of staff, pupils and families is central to this vision. Approachable senior leaders, combined with relationships underpinned by mutual trust and respect, create a strong, equitable Church school culture. Adults are well supported, offering reciprocal care and compassion to each other. Accessible, communicative staff are readily available to families. They work with them, promptly addressing their worries and concerns, signposting to outside agencies when necessary. In keeping with the vision, pupils know they are equally precious in God's sight. They see staff modelling compassion and forgiveness, shaping the school's behaviour plan. As a result, the school ensures pupils who make wrong choices can find reconciliation and a fresh start. They are very accepting of the diverse needs of others, openly speaking about it and are non-judgemental. This underpins the inclusive Christian ethos of this school.

Information

Address	Brundish Road, Wilby, Suffolk IP21 5LR		
Date	13 October 2025	URN	150251
Type of school	Academy	No. of pupils	99
Diocese	St Edmundsbury and Ipswich		
MAT	The Tilian Trust		
MAT Chair	Stephen Yapp		
Headteacher	Simon Hipwell		
Chair of Governors	Rebecca Spurling		
Inspector	Teresa Osborne		