

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

### Bedfield Church of England Primary School

#### Vision

Jesus says, "If you have faith as small as a mustard seed, nothing will be impossible for you" (Matthew 17:20). Bedfield's quest is to develop children's spirituality, faith and social and academic progress in its rural context. Our love and commitment to nature, learning and one another is represented in our core purpose of 'Sowing, Growing and Knowing'.

Bedfield 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

- Bedfield's vision of 'Sow, Grow, Know' is embedded and intertwines through every aspect of school life. As a result, pupils and adults build positive relationships. They deepen their knowledge of the world around them and flourish as individuals.
- There is a strong culture of providing opportunities to develop pupils' curiosity through questioning. This deepens pupils' and adults' spiritual reflections.
- Collective worship is a valued time that includes the whole school community. Pupils particularly enjoy the sense of revelation worship offers. As a result, pupils and adults see worship as central to their school day.
- Pupils are known and valued as individuals. This enhances relationships and understanding of one another. As a result, the school is truly a community of Christian hope and love.
- Collaborative work with the St Edmundsbury and Ipswich Diocesan Multi Academy Trust (SEIDMAT) and diocese ensures that religious education (RE) has high profile in the school. Creative and immersive learning experiences support pupils' enjoyment of RE. This ensures they understand who they are and how they interact with people from a wide range of beliefs.

#### Development Points

- Ensure the shared language for spirituality is embedded with adults and pupils. This is so they can confidently recognise and discuss their experiences of spiritual flourishing.
- Embed opportunities for pupils to experience justice in the curriculum. This is to enable them to enhance their understanding of taking responsibility for positive action in the wider community.



## Inspection Findings

### Vision and Leadership

Leaders and governors have carefully shaped Bedfield's Christian vision to reflect the community's needs. It underpins all aspects of school life and is strengthened by the vision of SEIDMAT. Staff are inspired by the biblical example of helping pupils to know themselves and encourage them to aim high. Pupils are proud of being the best version of themselves. They live out the core principles of being involved and included, so they can 'grow like the mustard seed.' This fosters a highly motivated school that serves its community, especially championing pupils considered to have additional needs or disadvantages. The vision gives staff clear purpose to support pupils to succeed. Staff are deeply committed to every pupil's success, building trusting relationships with families who have faced challenges. Bedfield lives out its vision through the inclusive care it provides in a dignified and respectful manner. Leaders invest in staff wellbeing, helping them work effectively and feel valued as part of a school family. Dedicated governors support and take pride in safeguarding the school's Christian foundation, regularly evaluating the impact of the school's vision. This is supported by the SEIDMAT, which ensures strong strategic decision-making.

### Vision and Curriculum

The vision promotes creative opportunities in the curriculum, seeking ways for pupils to 'grow and know.' This brings learning to life, such as through the many educational visits pupils experience. In addition, the wider curriculum considers ways to support pupils' talents and interests. This enables pupils to recognise and achieve their potential. Enriched learning experiences inspire curiosity, as well as developing skills for life. This promotes the flourishing of pupils to be the best version of themselves. Staff are persistent in their approach and focus on the development of the whole person. Carefully considered adaptations within the curriculum respond to pupils as individuals. As a result, pupils with additional needs thrive. Thoughtfully planned opportunities for spiritual growth exist across the curriculum. However, the use of language to support this is not embedded. Although work has begun to address this, some opportunities remain limited by the lack of shared language to discuss spiritual flourishing.

### Worship and Spirituality

Collective worship offers a calm pause in the school's busy day. It is a joyful and engaging experience that provides ideal conditions for spiritual development. Leaders plan worship so the school community can explore its Christian vision and values. Creative weaving of biblical texts into each session helps pupils and adults to understand the vision's roots in Christian teaching. The local church hosts services for the school, enhancing its Christian foundations. The school and local community are warmly welcomed to engage in these. Pupils feel privileged to lead aspects of spiritual reflection, prayer and dramatised Bible stories in worship. This leads to a form of worship centred around pupils' ideas and interpretations of the school's core values. Pupils and staff value daily worship as an invitation to share their thoughts with God. Others simply enjoy the tranquil and quiet time to think. Person-centred worship is a core feature. Those who find gathering together a challenge are supported by adults and even the school dog. Reflection is also built into other points of the school day, such as the lunchtime Christianity club. Consequently, pupils feel naturally comfortable in spiritual reflection and growth.

### Vision and School Culture

Pupils at Bedfield are seen and understood for their uniqueness. Adults serve their school community and demonstrate to their pupils how to treat others well. The Christian vision creates an inclusive ethos where pupils and adults are trusted. The school intentionally roots relationships in knowing everyone well and growing them to be the best version of themselves. This underpins a warm and caring welcome to pupils and their families.



Pupils with additional needs thrive because they are fully understood. The school benefits from wellbeing and mental health being a priority of the academy trust. Highly trained staff in mental health ensure the school responds effectively to the needs of pupils. Consequently, parents and carers travel long distances to bring their children to this nurturing Christian school. As a result, lives are improved because of the school's genuine hope and love for its community.

#### Vision, Justice and Responsibility

Pupils live out the school's vision of serving others through roles of responsibility and leadership. This includes school councillors and worship ambassadors. Pupils have formed close links with a local wildlife charity to raise awareness about the decline in hedgehogs in their rural location. They are driven by understanding global issues, such as extinction, but within a local context. Pupils regularly organise events to raise funds for charitable causes. This has led to them advocating greater consideration around disadvantage, such as understanding the needs of a local food bank. The curriculum provides some opportunities for pupils to make informed choices. It includes some topics for pupils to learn about injustice in the wider world. This encourages pupils to look beyond their locality but act locally. It has led them to develop a strong voice on social action. However, further opportunities to empower pupils to act in the wider community and make informed decisions are in their infancy.

#### Religious Education

The RE curriculum is carefully crafted to explore beliefs and religions in a diverse, multicultural way. This provides pupils with accurate knowledge about a range of religions including Christianity. Leaders have worked closely with the diocese and academy trust to build a curriculum that reflects the school's context. Consequently, pupils develop sophisticated ideas that enable them to respond creatively to their learning. They are enthusiastic critical thinkers and can ask and answer deep questions. This aids them to understand what they believe in compared to others. Leaders support teachers continuously to improve their knowledge. This leads to staff confidently shaping their lessons to meet pupils' needs. Because of carefully planned learning experiences, pupils have a good understanding of a range of religious concepts. These are presented in an authentic, lived way. Three key concepts of faith, understanding and acceptance, unpack a range of 'big questions.' The school explores a range of Christian beliefs that look beyond its community. For example, at Christmas they explore the Mexican Posada. Recently pupils explored diverse images representing the Christian belief that Jesus is God incarnate. This results in pupils having a rich understanding of Christianity as a global, multicultural faith.

## Information

Address	Bedfield, Woodbridge, Suffolk IP13 7EA		
Date	01 October 2025	URN	148752
Type of school	Academy	No. of pupils	17
Diocese	St Edmundsbury and Ipswich		
MAT	St Edmundsbury and Ipswich Diocesan Multi Academy Trust		
Executive Headteacher	Imogen Wallis		
Head of School	Vicky Langford		
Chair of Governors	Janine Wright		
Inspector	Christopher Allen		