

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kersey Church of England Primary School

Vision

On a journey together, leaving no one behind.

'The Lord is my shepherd... he guides me in the right paths.' Psalms 23:1 and 4

We find joy in ourselves and others. We understand our past, our place in the world today and the world of tomorrow, learning resilience as we strive to nurture our gifts and talents, celebrating excellence in our youngsters.

Kersey 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 of Kersey is inspiring, understood and lived out throughout the school community. It drives strategic decision making and actions, enabling pupils and adults to grow and develop.
- This welcoming and nurturing school enhances the lives and wellbeing of pupils. Kindness and warmth underpin relationships and allow pupils and staff to flourish.
- Strong partnerships with the local church, diocese and The Tilian Partnership Multi-Academy Trust, enrich and support the work of the school. The school plays a major role in the village as they seek to foster growth and success for adults and pupils.
- The religious education (RE) curriculum is carefully devised and adapted for mixed-age working. This enhances pupils' knowledge systematically and enables deeper thinking and discussion.
- Collective worship is a valued part of the school day, supported by the pupil worship council, and offers meaningful moments for spiritual growth.

Development Points

- Widen opportunities for spiritual development across the curriculum, both in planned activities and as they arise in the school day. This is to ensure pupils and adults flourish spiritually.
- Enhance the coverage of worldviews within the RE curriculum. This is to enrich pupils' breadth of knowledge and understanding about a range of beliefs and views.
- Develop opportunities for pupils to actively support the needs of others beyond their school community. This is to support pupils in developing their experience of justice and responsibility.



Inspection Findings

This small, Church school offers a warm, caring and nurturing atmosphere and experience. Kersey's carefully considered and refreshed Christian vision of 'on a journey together' accurately captures the ethos of the school. It is strengthened by that of the trust. The vision offers the staff a clear purpose - to be attentive to the needs of all pupils 'leaving no one behind.' Leaders and governors ensure it permeates through their decisions and actions. As a result, adults and pupils are inspired by the parable of the good shepherd and aim to guide and care for others. Committed leaders and staff serve their community well. They provide a stimulating vision-inspired learning environment where individuals, from their unique starting points, can achieve their best. This means pupils are confident, inquisitive and enjoy their learning. The diocese, leaders and governors regularly monitor and evaluate the positive impact of the vision on the school.

Inspired by the vision, staff equip pupils in this small, rural school to be inquisitive and enjoy their learning. Membership of the trust, the local pyramid of schools and diocese enhances learning opportunities, placing Kersey within a wider educational community. The leadership model of job-sharing headteachers is beneficial to this small school. It builds in mutual support and additional subject leadership. Leaders have carefully developed and organised the curriculum to work effectively in mixed-age classes. The beautiful environment and opportunities in the local community facilitate meaningful Kersey outdoor explorations where pupils of all ages engage. Rich experiences such as hatching and raising chicks give chances to experience awe and wonder. Pupils who are vulnerable and those who have special educational needs and/or disabilities (SEND) are identified, supported and experience success. This is inspired by the Christian vision and rightly, parents value it. Extra-curricular activities are well supported by pupils, are impactful and inclusive. Access to professional development from the trust and diocese allows for the growth of staff expertise. The school has developed specific areas in classrooms to reflect and experience moments of calm and stillness. However, the way spirituality is planned through the curriculum is at an early stage. This means pupils lack opportunities to experience spirituality across their learning. Consequently, this limits the way pupils and adults develop spiritually.

Collective worship is a valued and special time of the school day. It is planned carefully and includes events from the Anglican calendar. Close links with the local church and the regular contribution of clergy enrich the delivery of worship and support its impact on spirituality. Pupils benefit from regular time in the local church and as a result, feel part of the wider Christian community. They are respectful and interested, with pupil worship leaders taking a major part in leading and managing worship. Their role is respected and valued because of such positive involvement and responsibility. Clear structure, with routines for gathering and sending, including using school or church bells, presents opportunities for stillness and reflection. Consistent monitoring and constructive feedback from governors ensure that collective worship is impactful and spiritual flourishing is enhanced. Parents and carers, quite correctly, value their inclusion in worship at church and school services.



Kersey is a warm and welcoming school where relationships are strong because pupils and adults are respected and cared for. This nurturing culture enables those who are vulnerable to access every aspect of school life. In this way, the Christian vision to leave no one behind is consistently promoted. Pupils play harmoniously, and during social times, older members of the school guide and encourage younger ones. A warm and inclusive atmosphere is developed through a caring and personalised approach to pupils and families. Adults and pupils say they are, 'always seen' and that 'none of the sheep get lost.' Class reflection areas, including a 'pondering place' in reception, are available, appreciated and accessed by pupils. Good links with pre-school provision and effective transition arrangements ensure pupils settle into school well. They develop self-confidence at Kersey, and parents and staff report this assurance means leavers move onto their next school positively. High attendance is a priority for leaders and this ensures pupils are in school, ready for successful learning.

Pupils enthusiastically support acts of generosity, including national and local good causes. They demonstrate that they care about the environment by litter-picking regularly. Relationships with the parish church are strong and mutually beneficial. The outside education area on church grounds allows pupils access to a wonderful green space. This develops their understanding of sharing within the neighbourhood. The local community is enriched through activities that forge strong links to the school. Past pupils and villagers celebrate 150-year anniversaries, and tea parties are held that strengthen bonds between the school and locality. Work within school councils ensures that pupil voice is recognised and valued. Pupils understand that even the smallest 'sheep' can have an impact and understand how to campaign, for example, over recycling collections. They are developing their understanding of justice. However, an understanding of how to challenge injustice is less developed. Enrichment activities and educational visits support the broadening of pupils' horizons across the curriculum, including in music and art.

Dedicated and enthusiastic leaders ensure RE is highly prioritised. It is considered an important subject by pupils, who enjoy RE and appreciate the opportunity to discuss their learning. RE balances the teaching of Christianity as a global religion with different world faiths. This enriches pupils' understanding of difference and respect for diverse beliefs and cultures. As a result, they recognise the importance of understanding their own beliefs and develop respect for the views of others. However, opportunities to widen a global outlook for pupils are less well-developed and consequently limits an understanding of worldviews. Professional development for RE is provided by the diocese, which means leaders and staff become confident in their knowledge. Pupils benefit from the use of the local environment for activities such as making an Easter garden in the outside education area. The curriculum is carefully planned to build pupils' knowledge and understanding as they move through the school in mixed-age classes. Learning is structured around questions that encourage curiosity and deep thinking. The RE scheme engages pupils and asks for a range of responses. It offers pupils the chance to reflect, debate and think creatively. Pupils build upon what they have learnt and are motivated to engage further.

Information

Address	Cherry Hill, Kersey, Ipswich, Suffolk IP7 6EG		
Date	12 June 2025	URN	148846
Type of school	Academy	No. of pupils	36
Diocese	St Edmundsbury and Ipswich		
MAT	The Tilian Partnership		
Headteachers	Jess Damant and Claire Dunnell Paley		
Chair of Governors	Paul Copeland		
Inspector	Lynne Golding		