

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

### Stutton Church of England Primary School

#### Vision

Our children are Stutton stars! Let your light shine before others that they may see your good deeds-Matthew 5:16

Successful, Team Players, Aspirational, Resilient and Special

We are an inclusive Church school, helping each child to flourish and achieve their very best academically and holistically in a nurturing and creative environment, underpinned by our Christian values, supported by the church and the wider community.

Stutton 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 school's distinctive Christian vision is the driving force of leaders' decision making, action and policy. Supported by highly effective partnerships with the trust, church and diocese, this is a thriving community where people flourish.
- Motivated by the vision, leaders have placed wellbeing, support and personal development at the heart of their actions. Consequently, pupils know that they are special and are helped to be resilient, successful learners.
- Leaders, passionate that pupils 'achieve their very best academically,' have developed a well-balanced and sequenced curriculum for religious education (RE). Building on previous learning and carefully adapted for individual needs, it offers breadth of content and challenge.
- Pupils are confident to let their 'light shine before others' and do 'good deeds' making the vision a living reality. They make a difference in the wider community with acts of compassion and care.

#### Development Points

- Further develop the school's shared language of spirituality. This is so that pupils and staff are enabled to reflect and consider spiritual development in an increasingly meaningful way.
- Plan more explicit opportunities to inspire pupils and adults during collective worship. This is to enrich their responses and reflect the holistic aspiration of the school vision.



## Inspection Findings

Leaders, at local and trust level, are passionately determined to see pupils and adults flourish in this school. The distinctive Christian vision has been fundamental to school development. A nurturing, supportive and inclusive ethos enables pupils to aspire to be their best. As a result, the school has grown from unsustainably low numbers to becoming the school of choice for many. Often described by pupils and adults as a 'family', being part of this school community enables growth academically, spiritually, socially, and emotionally. Expressed through carefully chosen Christian values, the school's vision is a living reality for pupils and adults. They experience compassion and respect. Being taught to be aspirational inspires hope for their future as individuals. Feeling secure in the school community, pupils grow in confidence. Regular monitoring by the trust and leaders locally, ensures that the effectiveness of the vision is evaluated. The trust provides training for staff that is current, supportive and challenging, consequently their professional needs are met. They are also given opportunities to fulfil career aspirations. In this way, the school's drive for success is fulfilled in staff as well as pupils.

In line with the vision's aims of providing an inspiring environment, the school has shaped a curriculum and extra-curricular offer which fosters creativity. Singing and forest schools work are particularly valued. Pupils' singing is rousing and clearly gives a sense of teamwork and community. Leaders ensure that pupils experience the diversity of the world through special days and events. For example, refugee focus days and regular analysis of news stories gives pupils information about the world beyond the school. There is a strong thread of inclusion running through the curriculum. Staff make strenuous efforts to ensure that it is adapted so that pupils can be successful. This may be where a pupil sits or stands for a lesson or providing a quiet lunchtime space. The trust provides financial and training support so that agreed curriculum schemes and approaches are affordable and effectively delivered. The school's approach to spirituality is developing. Working closely with clergy, spiritual opportunities, including encouraging questioning and personal expressions of belief, have been considered. Whilst spiritual experiences are woven into some areas of the curriculum by staff, there is scope for further development. The language used to help pupils and staff describe spirituality is also underdeveloped. As a result, pupils, who are often articulate in expressing their general opinions, are less confident when describing this wider dimension to their lives.

Staff work hard to ensure that collective worship is accessible. They make provision for pupils' wellbeing enabling them to feel able to attend. In this way, the vision's aim for an inclusive church school is fulfilled. Leaders have planned worship so that it is varied across the course of the week. Celebrations, music, prayer, reflection and the exploration of values add to the diversity of expression. Pupils particularly enjoy weekly worship where Bible stories are dramatized by a team including clergy, members of the church and the local community. These opportunities help pupils to remember the message of the parables and other teachings of Jesus. Prayers written by pupils are used in worship. It is a source of pride when an individual's prayer is chosen. As pupils focus on world news, they are encouraged to reflect and ask "big questions". This develops their ability to wonder. Pupils value the pause in the day that collective worship brings, but are not always aware that it is a space to enable spiritual flourishing. This means that there are fewer opportunities for pupils to consider the wider dimension of life. Regular services at the local church are valued by the school community and there is a tangible excitement during these events. Those involved are enabled to 'let their lights shine' and encourage others.

Inspired by the vision's aim to provide a nurturing environment, leaders ensure that the wellbeing of pupils and staff is central. Pupils are taught how to recognise and regulate their emotions. Personalised check-ins enable staff to monitor pupils' feelings and help them to understand that they are valued. Specific interventions help pupils to



build resilience and confidence. Staff have created a space, The Nest, where pupils find a quiet place to be nurtured and supported. The trust monitors pupils' wellbeing regularly. Consistently high results at Stutton are evidence of church school effectiveness. The school's vision of teamwork is very much a living reality here. Staff recognise that they 'have each other's backs'. They feel known and are confident that they can turn to each other for support. This culture of care extends to families who are experiencing difficult circumstances. They recognise that the school is indeed a nurturing environment. As a result, behaviour is good, relationships are strong and the environment peaceful. This is a place of welcome, dignity and inclusion.

Leaders have fostered a strong sense of justice and responsibility in the school. Pupils actively make a difference in roles such as wellbeing ambassadors or working as road safety officers. Initiatives, arising from pupils' care for others, such as creating a food bank and a clothes bank, have made a genuine difference to the community. Driven by a sense of care for the environment, the eco council arrange litter picks. Pupils feel that they can make real and meaningful changes. They know that their one contribution, coupled with those of others, becomes a means of positive impact on the world. Leaders encourage compassion and care, tackling larger scale issues through the curriculum. For example, considering the United Nations Development Goals helped pupils understand the needs of those in less fortunate circumstances.

RE has a high status in the school. Leaders have put in place a curriculum for RE that is broad and balanced as well as tailored to the needs of individuals. Pupils study a range of religions and other worldviews with a particular focus on Christianity. They consider beliefs, and the impact of faith on life as well as being encouraged to ask deep and searching questions. Staff are enthusiastic and passionate about the subject. In close association with the diocese, the subject leader is working to ensure that the curriculum focuses on key concepts. In so doing, pupils have a curriculum which is clear and precise. Systems have been put in place to ensure that progress in skills and knowledge are tracked. In this way, curriculum planning for RE is effective.

## Information

Address	Holbrook Road, Stutton, Suffolk IP9 2RY		
Date	24 June 2025	URN	145979
Type of school	Academy	No. of pupils	82
Diocese	St Edmundsbury and Ipswich		
MAT	Asset Education		
Headteacher	Crystelle Edwards		
Chair of Governors	Jo Hazlewood		
Inspector	Jane Trampnow		