

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Worlingworth Church of England Primary School

Vision

‘Cherish All, Achieve Together.’ This has been inspired by the Parable of the Good Samaritan, where we can all: ‘Love your neighbour’ Luke 10:25-37

Worlingworth 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 to cherish all and achieve together is tightly woven into the life of the school. It inspires and motivates staff and pupils to be transformed and to transform others.
- The school’s curriculum enables pupils to develop spiritually. It helps them to be thoughtful about what they know and excited about what they have yet to discover.
- Leaders are vigilant in their ambition that every pupil should be supported to achieve well. New pupils of any age are quickly welcomed into the loving heart of the school and are empowered to succeed.
- The Parable of the Good Samaritan constantly challenges pupils to think about their responsibilities towards others. This leads to friendly and respectful relationships in school, and a desire to promote justice further afield.
- The religious education (RE) curriculum is carefully planned so that pupils know precisely what they should be learning. This means that RE lessons help pupils to use religious ideas and vocabulary accurately.

Development Points

- Extend opportunities for personal reflection and prayer that focuses on pupils and adults’ spirituality particularly during collective worship. This is so they benefit from taking more responsibility for deepening their own spiritual development.



Inspection Findings

Vision and Leadership

The Christian vision is an ever-present source of inspiration throughout the school. As a member of the newly-created Heart of Suffolk Education Trust, school leaders helped to create the trust's own Christian vision. This means that the school and the trust work well together, such as when pupils attended the trust's multi-faith roadshow. Staff and pupils express the Christian vision through the 'rainbow values' of responsibility, honesty, perseverance, co-operation, friendship, kindness and respect. Leaders eloquently explain their ambition that pupils, staff and families should be transformed by living out these Christian values. Pupils know the Parable of the Good Samaritan. It motivates them to reflect the vision in school and beyond. They are proud to receive the 'Good Samaritan of the Week Award' for demonstrating the rainbow values. The trust supports the local governing body well. For example, it offers expert advice to help governors make wise decisions about staffing. Governors diligently ensure that they know how well the school is living out its Christian vision. The ethos sub-committee uses this knowledge to challenge and support leaders to apply the vision effectively.

Vision and Curriculum

Leaders drive the curriculum to reflect the Christian vision. As a result, the vision is a consistent pulse that enlivens pupils' learning. The school's six Cs of 'curriculum cogs' are the mechanism by which this happens. Examples are challenge, courage and curiosity. Hence, staff respond to the vision in ensuring lessons provide appropriate challenge. Likewise, pupils are inspired to be curious and courageous in their learning. This clarity of purpose motivates staff to encourage all pupils, including those who are vulnerable or disadvantaged. Leaders, including governors, give equal weight to pupils' spiritual growth alongside their academic, personal and emotional development. The curriculum supports pupils in understanding their own place in the world and provides opportunities to deepen their spirituality. It does this by broadening their horizons and opening their eyes to the possibilities in the world and beyond. Regular 'rainbow value days' further emphasise the link between the Christian vision and the curriculum. For example, a day of design and technology activities was carefully planned to promote pupils' personal responsibility when using equipment and tools. Leaders regularly set aside time to speak with pupils about their learning. If necessary, leaders use this information to modify the curriculum to help pupils achieve well.

Worship and Spirituality

Collective worship is diligently planned by leaders to reflect the school's rainbow values. Worship is based on biblical text or Anglican beliefs. This means that pupils realise that their vision and values promote spiritual development as well as good moral choices. Thoughtful questioning encourages pupils to understand that God cherishes them too. This means that songs, prayers and moments of silence safely challenge adults and pupils to explore spirituality. Led by their 'collective worship ambassadors', pupils enjoy helping each other to pray and reflect and are ambitious to do this more. Although this can enhance spiritual development, opportunities for them to take responsibility for their own spiritual flourishing are less developed. Leaders value advice and worship resources provided by the Diocese of St Edmundsbury and Ipswich. Representatives of local churches regularly lead worship in school. This prompts pupils to reflect more broadly on their personal responses to the teachings of the Bible.

Vision and School Culture

Worlingworth regularly welcomes new pupils into their school across the whole age-range. Leaders and staff ensure that these pupils are cherished and supported to thrive. Pupils instinctively care for each other. The Christian vision propels current pupils to want to make friends with new arrivals quickly. Leaders and staff prioritise pupils' wellbeing. For example, pupils collaborated with the local parish council to spend a grant redesigning their outdoor area. This included a stage for performances to reflect pupils' ambition to build their



own self-expression and confidence. Leaders also prioritise the wellbeing of staff. Expectations are high and staff work as a team to support each other to meet them. Initiatives to extend high quality teaching are carefully designed to avoid adding to teacher workload. Pupils with special educational needs and/or disabilities are cherished and supported to thrive. Where necessary, specific interventions such as play therapy are provided to enhance pupils' wellbeing. Their behaviour throughout the school and in the playground is calm, friendly and respectful. Pupils are expertly supported and nurtured by staff if they need assistance in maintaining the school's high expectations for behaviour. Pupils want to behave well and succeed even when they find it hard because they know their school cherishes them.

Vision, Justice and Responsibility

Because of the school's focus on the parable of the Good Samaritan, pupils regularly ask themselves 'Who is my neighbour?' Their answers to this question make them think about how to treat others with justice inside and outside of school. Pupil 'language ambassadors' initiate ideas to improve their local community. They send Christmas and Easter cards to residents of a local care home to address the problem of loneliness. The friendly responses they received motivated pupils to invite the care home residents to come to school to visit them. The school community has been inspired to support their diocese's links with the Diocese of Kagera in Tanzania. Pupils were shocked by the injustice of Kagera's girls carrying water instead of attending school. Moved by the Good Samaritan, pupils therefore organised a 'walk for water' to raise funds to install water tanks in Kagera.

Religious Education

The RE curriculum carefully uses diocesan materials to reflect the school's Christian foundation. Leaders provide staff with training to help them to plan accurate and engaging lessons. 'Knowledge organisers' make clear to pupils what they will learn about and what vocabulary they should understand and use. This builds upon what pupils have already learned and becomes more demanding as pupils get older. Pupils also think about 'big questions' such as 'How do Christians show their belief that Jesus is God incarnate?' These questions offer pupils an opportunity to understand about religious practice as well as belief. At the end of each half term an assessment task enables pupils to demonstrate what they have learned. This includes complex ideas such as what Christians believe about salvation and the Holy Trinity. Pupils are also challenged to respond personally to the different religions they study. This was illustrated when pupils thought about the biblical character Zacchaeus, linking how their moral choices affect the way people see them. The trust prioritises the teaching of RE in the school. For example, it invited Year 6 pupils to attend a recent multi-faith event to support their RE curriculum.

Information

Address	Shop Street, Woodbridge, Suffolk, IP13 7HX		
Date	23 October 2025	URN	151558
Type of school	Academy	No. of pupils	59
Diocese	St Edmundsbury and Ipswich		
MAT	Heart of Suffolk Education Trust		
MAT Chair	Helena Tiernay		
Headteacher	Victoria Gascoyne-Cecil		
Chair of Governors	Lois Sheard		
Inspector	Richard Hopkins		