

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Nacton Church of England Primary School

Vision

We build strong foundations, rooted in the teachings of the Bible and example of Jesus, to enable our children to reach their fullest potential. They learn to value themselves, cherish one another and take responsibility for the world. From this sense of security and belonging, they 'flourish and fly', now and in the future.

Through the parable of the wise and foolish builder (Matthew 7:24), we aim to teach children that if they build a firm foundation, hearing the teachings of the Bible and choosing to apply it in their lives, they will be able to flourish and fly, fully equipped for their future world.

Nacton 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 unifies, inspires and motivates staff, governors and pupils. Leaders promote biblical principles and the school community is energised by these high expectations.
- The curriculum is moulded by the vision to promote spiritual, emotional and academic development. This means pupils enjoy rich learning experiences that nurture curiosity in a loving and supportive environment.
- Acts of collective worship draw on biblical Christian teaching. They invite adults and pupils to meet with God and grow spiritually. They enjoy this time because it brings them together and sparks curiosity about the guidance of Jesus.
- This highly inclusive school offers a haven of love and dignity for those considered to be vulnerable. Pupils trust staff to support them, while leaders promote spiritual wellbeing as an essential component of emotional security.
- The religious education (RE) curriculum is carefully planned to promote accurate knowledge about a wide range of religions. Lessons successfully challenge pupils to consider how they might apply religious principles in their own lives. As a result, key beliefs such as patience and self-control are evident in the life of the school.

Development Points

- Provide pupils with more opportunities to learn about injustice in the world and how people challenge it. This is so that they can develop a framework to make moral choices and promote the common good.



Inspection Findings

Vision and Leadership

The Christian vision at Nacton to provide strong foundations for pupils and adults is well known and clearly understood. This is because the parable of the wise and foolish builders is memorable and provides a clear focus for the school community. Many staff members have joined the school in the last few years. The clarity of the vision has helped these, and longstanding staff, to embrace a sense of unity and purpose. Leaders and governors champion the teachings of the Bible as the strongest foundation for the life of the school. As a result, the vision is expressed through key Christian beliefs such as forgiveness, compassion and community. Staff draw upon the vision to inspire high standards in their work. Adults and pupils take responsibility for their own personal development while supporting one another to flourish. As an expression of the Christian vision, staff help pupils to become emotionally and spiritually strong. In doing so, they effectively model the healthy and dignified relationships that they expect pupils to have with each other.

Vision and Curriculum

Leaders identify natural curiosity as a core value that expresses their Christian vision's 'strong foundations'. Teaching staff expertly nurture this in lessons. As a result, pupils' speaking and listening skills are well developed. Leaders and governors spend considerable time engaging with pupils. This gives them first-hand reassurance about the positive impact of the Christian vision on the life of the school community. The curriculum successfully promotes confidence and emotional resilience as a reflection of the school's understanding of spiritual development. This is because pupils acquire secure knowledge through the curriculum's 'knowledge gems.' As a result, they learn how to explain their views in terms of fact as well as opinion. Leaders have structured the curriculum to work well for those considered to be vulnerable and anyone with special educational needs and/or disabilities (SEND). The built-in 'transition regulation activities' ensure that pupils move smoothly from one lesson to the next. The school is a member of The St Edmundsbury and Ipswich Diocesan Multi Academy Trust. Leaders celebrate how the school curriculum successfully combines with and promotes the Trust's own Christian vision.

Worship and Spirituality

Collective worship brings the school together as a supportive family community to learn and think about the teachings of the Bible. Pupils love the stories that leaders and pupil worship ambassadors skillfully bring to life, such as Joseph or Samson. Joyfulness naturally transforms into a calm silence as attendees reflect on their own response to the focus of each occasion. Because spiritual and emotional resilience are so closely entwined, staff and pupils embrace a constant culture of reflection. This culminates in the short additional act of worship in classrooms at the end of the day. The local parish offers valuable support to the school community, regularly welcoming them into church for acts of worship. These on-site visits further promote spiritual reflection and curiosity. Worship is carefully planned to explore key biblical themes such as forgiveness during Lent or joy at Christmas. Pupils are adept at explaining what these ideas mean and how they grow from the school's Christian foundation. They are also dedicated in their attempts to live according to these Christian principles. For them, worship is an opportunity to listen to God's guidance.

Vision and School Culture

Leaders promote a culture where spiritual and emotional resilience develop hand in hand. This ethos also acknowledges that emotional wellbeing is best achieved with the support of a loving community. The notable impact of this is evident throughout the school, including in classrooms and the playground. Pupils considered to be emotionally vulnerable are treated with dignity by staff who care deeply about them as individuals. To help them to do this, staff are supported by the school's pastoral programme and by training from the Trust. The ingrained habit of spiritual reflectiveness helps pupils to understand and support each other even when they find it difficult. As a consequence, they take responsibility for their own conduct, minimising disruption to their own



and others' learning. Pupils feel secure because well-understood school systems provide clear expectations. This includes, for example, when to access the 'calm corner.' As a result, pupils considered to be vulnerable learn to treat themselves with dignity because caring staff ensure they are respected and valued.

Vision, Justice and Responsibility

The Christian vision propels adults and pupils to take responsibility for building a strong foundation for themselves and others. Leaders, staff and governors set a strong example in the way they relate to each other and pupils follow this lead. Pupils learn about how characters from the Bible such as Joseph attempted to promote justice. They then reflect thoughtfully on how to apply these principles in their own lives. Pupil 'wellbeing ambassadors' promote friendly interactions between peers in the playground. Pupils respond in a caring and compassionate way when they learn about those in need. For example, they enthusiastically raised money for an international toilet twinning project. They are not, however, confident in understanding why some people's lack of sanitation may arise from injustice rather than simple misfortune. Leaders provide examples of children in the wider world who have acted to promote just causes. Pupils reflect on these but are sometimes unsure how they could follow a similar path.

Religious Education

Supported by the Diocese of St Edmundsbury and Ipswich, the subject of RE has a high priority in the school. The curriculum covers a range of religions, including Christianity, and planned lessons include sufficiently challenging knowledge for each age group. 'Knowledge organisers' highlight what pupils are expected to learn and which words (such as monotheism or incarnate) they should understand. This precise planning enables them to consider key differences between various religious beliefs and practices. It also helps them understand diversity within global religions, such as how Christians around the world pray differently. Leaders make sure that the subject is embedded into weekly class timetables. Curiosity is fostered through engaging questions such as 'Why is the gospel such good news for Christians?' Leaders support teaching staff by providing resources such as planning materials and interesting artefacts to keep lessons engaging. As a result, pupils are highly engaged in the subject.

Information

Address	The Street, Nacton, Ipswich IP10 0EU		
Date	5 March 2026	URN	142994
Type of school	Academy	No. of pupils	99
Diocese	St Edmundsbury and Ipswich		
MAT	St Edmundsbury and Ipswich Diocesan Multi Academy Trust		
MAT Chair	Andrew Blit		
Headteacher	Gemma Taylor		
Chair of Governors	Fiona Fisk		
Inspector	Richard Hopkins		