

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Reepham Church of England Primary School

Vision

Be Known. Be Loved. Belong.

Who you are is God's gift to you. Who you become is your gift to God.

At Reepham Church of England Primary School, we believe that each person has gifts that should be nurtured. Through challenge and support, we all pursue excellence by developing curiosity and creativity. We seek to shape a community of belonging in which everyone feels included, known and loved. We nourish strong roots of courage and resilience to prepare everyone for life's journey.

Reepham 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 is embedded and shapes all aspects of school life. Grounded in biblical teaching 'be known, be loved, belong,' enables pupils and adults to flourish together.
- Extra-curricular opportunities are highly inclusive, giving pupils the chance to thrive and shine in ways that truly celebrate their individuality.
- Collective worship unites the school community and inspires the living out of the Christian vision. Pupils and staff value opportunities to participate and they appreciate moments of stillness and reflection that support spiritual growth.
- Reepham is at the heart of the community. Strong partnerships create a highly positive atmosphere of belonging.
- Staff provide exceptional care for those who have special educational needs and/or disabilities (SEND), and pupils deemed to be vulnerable. This creates a caring environment where individuals are known and loved.

Development Points

- Develop explicit opportunities within the curriculum for pupils to make spiritual responses. This is to encourage and support pupils in their spiritual growth.



Inspection Findings

Vision and Leadership

Reepham Church of England Primary School is a caring community where pupils and adults are known and valued as unique individuals. It is a place where love is shown through encouragement and support, enabling pupils to find a true sense of belonging. Warmth and compassion underpin daily life, creating a school where relationships flourish. Leaders draw on the vision when making decisions, ensuring that each choice promotes dignity, inclusion and opportunity. This shapes pupils' confidence, enthusiasm for learning and commitment to taking care of one another. Staff nurture the worth and potential of individuals so that they can contribute meaningfully to the life of the school. As a result, pupils develop self-belief and emotional security. Adults model compassion and patience, demonstrating how relationships rooted in love create unity and strength. Professional development is thoughtfully supported, enabling staff to grow in expertise and purpose. Governors play an evaluative and analytical part in the school. Their reflective role keeps policies and priorities firmly rooted in the vision. This means that the impact of decisions made are monitored and adjusted to stay aligned with long term goals.

Vision and Curriculum

Enrichment and extra-curricular activities offer a strong programme that encourages pupils to explore varied interests and develop confidence. These opportunities are thoughtfully designed to deepen curiosity and uncover individual strengths. Therefore, pupils broaden skills and extend their range of interests. Participation is high because activities recognise personal qualities and give pupils meaningful chances to grow socially, emotionally and academically. Pupils' wider school experiences encourage them to share their ideas with growing maturity and creativity. Throughout the school, displays showcase the thoughtful and imaginative ways they communicate their thinking. Staff provide careful guidance that ensures pupils can access experiences that support flourishing and remove barriers to involvement. Spiritual journals and reflective tasks show how pupils think deeply about themselves, others and the world. However, spiritual development is not intentionally planned across the curriculum areas. Consequently, this limits the amount that pupils can reflect on spiritual ideas during lessons.

Worship and Spirituality

Daily collective worship is a treasured moment of calm that brings the community together in reflection and unity. This pause in the day introduces a peaceful stillness. The uplifting singing adds a layer of warmth and joy to the space. The shared rhythm strengthens bonds and creates a sense of anticipation that draws everyone in. Stories are used to engage pupils and adults and to bring the message to life. As powerful tools for reflection, these encourage thoughtful thinking through the school's shared language of spirituality. This helps pupils and adults have personal moments that feel meaningful and grounded. The familiar pattern of liturgy offers a steady structure to the worship. Prayer invites those gathered to offer their gratitude, hopes, and intentions. It creates an atmosphere where pupils and adults feel connected to one another. This sense of belonging is deepened by the school prayer. Spoken with sincerity, it helps those present to feel united. Participation and leadership from visitors and clergy strengthen the school's wider relationships and enrich the experiences for pupils and adults. Worship is a time of genuine inclusion, where each person engages at their own level and feels recognised. It builds trust and helps each person feel valued. Consequently, a safe and supportive environment is created, where pupils and adults can flourish together.

Religious Education

Religious education (RE) is a consistently strong subject, shaped by sustained and thoughtful curriculum development. Recent work has deepened both its content and its delivery, focusing on challenge and meaningful enquiry. The use of three recurring characters to pose big questions has become a distinctive and effective



feature of the curriculum. These characters guide the exploration of complex ideas, prompting considerations of different viewpoints. They make learning accessible and memorable, meaning that pupils respond to this approach with genuine enjoyment. The curriculum has a clear emphasis on understanding that people see the world in diverse ways. Through carefully planned comparisons across faiths, beliefs and worldviews, the subject builds progressive understanding while developing respect for difference. High-quality resources enrich the subject, giving greater depth to its impact. Leaders' evaluations provide insight, ensuring that the curriculum remains coherent, purposeful and responsive to pupils' needs.

Vision, Justice and Responsibility

Pupils develop an understanding of justice and responsibility because these values are woven into the school's vision and daily life. Adults demonstrate them consistently through teaching, discussion and daily example. Through this modelling, pupils see how fairness, accountability, and respect guide decisions and strengthen relationships. They develop a sense of care by being given meaningful opportunities to make considered choices. Through these experiences they begin to recognise how their actions influence the wellbeing of others. Pupils' firmly held beliefs inspire them to take purposeful steps to protect the environment. Their untiring work on litter reduction and eliminating single-use plastic provides a powerful example of this. Pupils approach these initiatives with conviction, demonstrating compassion for both people and the planet. This commitment is also reflected in their success in gaining the 'Reepham Rangers Awards.' Determination, teamwork and a desire to serve are key elements to these achievements. This collective spirit is strengthened by the school's central role in the community, where pupils see how they can make a real impact. They experience this, for example, when supporting local events or helping neighbours, recognising how they contribute to something bigger. Year 6 pupils are proud of their role as buddies to the Reception class, recognising the responsibility it requires. Such experiences expand their understanding that living out their values can bring about positive change. Consequently, this helps them grow into thoughtful, accountable and hopeful young citizens.

Vision and School Culture

Pastoral provision is exceptional. An embedded ethos of care runs through the school, with dedicated nurture groups providing consistent relationships that pupils rely on. They know they always have someone to go to, and that adults respond swiftly and sensitively to any concerns. This is especially true for pupils who have SEND and those considered vulnerable. Individual needs are understood and met with thoughtful, well-coordinated support. Bespoke nurture groups ensure that help is available for those who may benefit from additional care at particular moments in their lives. Parents speak warmly of the opportunities to come together through regular gatherings. These sessions are designed to help them socialise and talk through successes and challenges. Parenting courses further strengthen partnerships between home and school, building confidence and fostering a shared commitment to pupils' welfare. Staff are supported through a purposeful wellbeing programme that reflects leaders' concern for the adults in their school. Rooted in the school's values, this rich network of pastoral provision enables pupils, families, and staff to flourish together. It nurtures a celebratory and compassionate culture that strengthens the whole community.

Information

Address	High Street, Reepham, Lincolnshire, LN3 4DP		
Date	3 March 2026	URN	120581
Type of school	Voluntary controlled	No. of pupils	196
Diocese	Lincolnshire		
Headteacher	Amy Jackson		
Chair of Governors	Tim Rideout		
Inspector	Kerrie Clowes		