Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Thomas Bullock Church of England Primary Academy

Vision

'Let your light shine' Matthew 5:16

Let your light shine before men; that they may see your good works and glorify your Father who is in heaven.

Thomas Bullock Church of England Primary Academy 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 school's Christian vision is deeply embedded and a lived reality. This ensures members of the community flourish.
- The school's Christian values underpin collective worship. This enables pupils and adults to reflect and appreciate how they have demonstrated them on a daily basis.
- The school's concept of spirituality is well developed and present in numerous aspects of the curriculum. It allows pupils to reflect meaningfully on the 'awe and wonder' of the world around them.
- Pupils have a clear understanding of the school's values and justice. This enables them to appreciate how their actions impact positively upon others.
- The strong RE curriculum is well-sequenced and carefully planned. This facilitates teachers in delivering lessons that ensure pupils make maximal progress.

Development Points

- Improve pupils' knowledge and experiences of Christianity as a worldwide faith. This is to enable them to develop a greater understanding of the richness and variety of Christian belief and practice.

Inspection Findings

Vision and Leadership

The school's Christian vision centres upon allowing pupils and adults to develop their unique potential. It is supported by twelve values, including honesty, resilience and respect. These offer practical ways for pupils to shine through their actions and creates an environment where they can flourish. The vision seamlessly resounds with that of the trust. This results in collaborative strategic decision making and appropriate support to ensure it is a lived reality. Positive pupil-teacher relationships are a key feature and create an atmosphere of mutual respect. This is complimented by consistent modelling of the school's values by staff. This provides a powerful example for pupils to emulate. Consequently, pupils make good choices academically and socially. The vision has been embraced by parents and carers. They see it as a moral compass that guides their children in their actions. There is a comprehensive programme of monitoring and evaluation from the federations governors, the Diocese of Norwich Education Board and the trust. This holds leaders robustly to account and ensures that the vision remains central to decision making.

Vision and Curriculum

The school's biblically rooted Christian vision is the foundation upon which the ambitious and inclusive curriculum is built. Thoughtfully planned learning experiences and purposeful cross-curricular links enable pupils to make meaningful connections across subjects. As a result pupils are highly involved in their learning. The curriculum reflects the school's commitment to ensuring that pupils are known, valued and supported to flourish. Leaders use rigorous assessment to identify individual needs and shape provision. This is particularly effective for pupils with additional needs. These are met through early intervention and bespoke support. Strong partnerships with external professionals enhance the school's own pastoral provision. This ensures that barriers to learning are overcome. A shared understanding of spirituality is evident throughout the curriculum. Carefully planned opportunities invite pupils to wonder, notice and imagine. This enables them to engage deeply with their learning and the world around them. The curriculum is enriched through an extensive range of clubs, educational visits and residential experiences that extend learning beyond the classroom. These broaden pupils' experiences and deepen their understanding of the curriculum.

Worship and Spirituality

Daily collective worship is fashioned by the school's values. It is rich in variety, including music, news in pictures, Bible readings, prayer and opportunities for reflection. This encourages participation and spiritual growth, while prompting pupils to consider others and the wider world. Half-termly worship themes are closely linked to the school's values and support pupils' moral and emotional development. For example, reflecting on the environment inspired pupils to consider the impact of global warming and reducing their own carbon footprint. They actively contribute to worship through reading, lighting candles and writing prayers. This supports their understanding of the teachings of Jesus and builds confidence. The strong relationship between the school and the local church is enhanced by the incumbent leading collective worship weekly. These gatherings are often highly impactful, encouraging pupils to consider how their actions can positively affect the lives of others. Weekly celebrations of achievement provide opportunities for pupils to recognise and appreciate their successes and those of their peers. These are joyful experiences and allow the building of self-esteem.

Vision and School Culture

The school's Christian vision fosters an inclusive, dignifying and equitable culture. Consequently, pupils and adults are enabled to recognise themselves and others as uniquely precious. This shared ethos is evident in daily life and defines relationships across the school community. Pupils benefit from well-established routines and consistently high expectations for behaviour. This contributes to a positive climate for learning. Staff and pupil wellbeing are prioritised within leadership decision-making. This promotes a strong sense of shared purpose among staff. They express pride in their work and commitment to the school's vision. This results in a clear sense

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of a cohesive team working together to secure the best possible outcomes for pupils. A well-structured programme of professional development supports ongoing staff learning and growth. This enables them to develop their practice in line with the school's vision and priorities, strengthening provision for pupils. At breaktimes, pupils benefit from opportunities to relax, play and engage in structured activities. The presence of play leaders and cooperative games supports positive interaction, particularly between older and younger pupils. This fosters respectful relationships and contributes to a strong sense of community. Parents and carers are well supported by the school and value the education provided for their children. This strengthens the partnership between home and school.

Vision, Justice and Responsibility

A culture of care reflects the school's Christian vision resulting in a strong sense of justice and responsibility. Pupils demonstrate a clear understanding of these concepts and provide considered examples of how they enact them in practice. The school's behaviour policy is rooted in restorative approaches. Pupils reflect on how their actions may have hurt others and how they might behave differently in the future. This process promotes accountability, empathy and reconciliation, contributing to restored relationships. The school's eco-warriors plays a significant role in promoting their school's values. They celebrate when others have demonstrated them, have created a peace garden and a quiet reflection space in classrooms. As a result, they contribute to meaningful change and advocate in ways that are sensitive and inclusive. Inspired by the vision of 'let your light shine', pupils are empowered to speak and act with confidence. Carefully selected curriculum resources support pupils in exploring issues of justice and inequality. Pupils respond to this learning through fundraising and awareness-raising activities linked to a range of causes. For example, they consider the impact of human pollution on the oceans. These experiences deepen pupils' understanding of responsible stewardship. Pupils also benefit from a range of leadership opportunities, including roles such as house captains and members of the school council. These foster a growing sense of accountability, strengthen confidence and support pupils in recognising their capacity to influence positive change.

Religious Education

School and trust leaders ensure that RE has a high profile within the curriculum. It is well planned, resourced and sequenced, enabling pupils to build securely on prior learning. This is enhanced by comparative themes in other subjects. For example, investigating historic Baghdad in history and Islamic shapes in art. This facilitates pupil understanding between subjects. Each unit is framed by a 'big question', which promotes curiosity. Pupils explore a range of religious worldviews. This enables them to reflect on their own thinking and to develop respect for the cultural diversity of Britian. Monitoring and review of RE by staff and governors is regular and systematic. This ensures that curriculum coverage aligns with the school's values and remains relevant and contemporary. However, opportunities to explore Christianity as a global and diverse worldwide faith are limited. This restricts pupils' understanding of the breadth of Christian practice and how it is lived out across different cultural contexts.

The quality of the teaching in RE is strong. Pupils enjoy their learning, particularly when tackling 'big concepts' such as, 'why do people have different views about God?'. Pupils' books demonstrate excellent subject knowledge that aligns with curriculum expectations. The use of floor books, by which pupils can document their understanding and ask questions is impressive. They allow pupils the opportunity to consider what is most important to them and deepen their understanding of their own unique place in the world.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Pound Green, Shipdham, Norfolk IP25 7LF		
Date	02 July 2026	URN	141192
Type of school	Primary	No. of pupils	205 235 (including nursery)
Diocese	Norwich		
MAT/Federation	The Diocese of Norwich Education and Academies Trust (DNEAT) Nightingale Federation		
MAT Chair	Bev Tilman		
Headteacher	Shannon O'Sullivan		
Chair of Governors	Jo Tinson		
Inspector	Helen Birch		