

Ongoing SIAMS Self-Evaluation Template

School's theologically-rooted Christian Vision

**Live in harmony
with one another;
be sympathetic,
love as brothers,
be compassionate
and humble.**

We share, care and learn together.

1 Peter 3:8

Our Philosophy and Aims

The happy and secure environment of our school allows the children to reach their fullest potential. Our model for learning begins with the child and enquiry, with emphasis on the process and development of skills and concepts.

The school environment creates conditions for effective learning, to stimulate and motivate the children to enquire about themselves and their world. The children are valued and supported in the process of growing up.

The actions of everyone in school have the following aims:

- To provide a safe, happy, family atmosphere conducive to learning in its widest context.
- To offer curriculum coherence, teaching subjects in a deeper and more profound way, which offers every individual intellectual development.
- Aspirations to achieve a high standard of achievement academically, physically, socially, morally and spiritually.
- To establish within the children an awareness of their place in the school, in the community, and in society at large.
- To encourage within each child a responsible attitude towards themselves and towards others.
- To encourage the development of confidence within each child and to generate opportunities which will challenge each one to positively extend their experiences.

Inspection Conversations: Context

Who are we?

(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

The school employs three full time teachers and one 0.6 teacher of the reception class.

There is an independent pre-school within the school grounds- Catey. This is currently judged as 'Good' 2023.

In 2023, the governors decided to look for support from All Saints School Trust and an application was submitted early that year. The school joined the trust in December 2023.

The school admits pupils primarily from the villages of Cockfield. At the start of this academic year there were sixty-four pupils at the school. As of April 2024, there are seventy-one pupils. The school occupies a single storey Victorian building which has been extended multiple times to provide more accommodation. The school strives to anchor itself at the heart of the local community. The links here are both through shared events and fund raising, and through the communal design of the school itself: attached to the school is the village hall; the hall is owned jointly by the school and the village hall trustees. Our joint effort has resulted in a positive relationship with our parish council and village hall trustees. The energy and water bills are also shared between the village hall the school and the pre-school. An historic agreement is in place to record the fair usage of the hall. This agreement is being redrafted due to the school's decision to join ASST.

Pupil premium recipients = 11.2%

SEN = 25.3%



What are we doing here?

(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)

- a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?
- b) How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?
- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?
- e) As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?
- g) What are the school's arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?
- i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?
- j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

Our Christian vision - Live in harmony with one another, be sympathetic, love as brothers, be compassionate and humble. Our school's values are centred around our vision; the belief that collaborative effort, a shared enthusiasm, and a collective energy, fosters an environment where we share, care, and learn together. This is reflected in the Trust vision through inclusiveness and compassion. Across the Trust, we work collaboratively by sharing best practice and ideas so that there is a network of practitioners to support each other.

Our community is regularly invited to join us for part of our worship, celebration and learning and we also take every opportunity to share our school with those who are not always able to visit. We believe that this inclusive ethos helps to contribute towards our Christian vision. Some of the most rewarding examples of this include:

- Parents and children, of pre-school age, are invited in to share festive celebrations and explore the school.
- Parents of Reception children regularly join us to share in maths and reading knowledge top ups. This has allowed us to ensure that all parents feel empowered to help with the learning of their children.
- Harvest service held in our local church - this has helped to engage a substantial proportion of our immediate and wider families.
- Termly coffee mornings aimed at providing a warm and friendly environment for our parents and the local community.
- Families are invited to join us for a Christmas dinner.
- Our monthly village magazine and newsletter update which feature a plethora of celebrations and examples of our community living and thriving in harmony.

Collective worship, which is led by all our teaching staff, the Headteacher, our Reverend (Sharon Potter), volunteers (such as Open the Book) and our children. For each of these, our children are encouraged to play an active role in their collective worship whether through singing, signing (BSL) praying, reflecting,

	<p>repeating our Christian opening and closing remark (Jesus the light of the world – Go in peace) accompanied with lighting out collective worship candle, participating through acting and an array of other means. Children in each class, write and share their own prayers before lunch time each day.</p> <p>Our RE lessons are aimed at developing curiosity, discussion and thinking and are based on the much-loved Emanuel Project. Each lesson includes time to reflect and share our thoughts. In upper key stage 2, we learn together as a group, and all contribute towards how this is recorded and shared. Children take the lead in the recording of our learning. They compile extracts from multiple children’s work and ideas and use this to create a double page spread for every lesson. In years 3 and 4, lessons are interactive and are aimed at children engaging with their learning, listening to the views of others, and challenging their own and others thinking.</p>
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Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p>IQ1 How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p>	<p>Our school aims to create a nurturing and inclusive environment that reflects Christian principles and teachings. We encourage our pupils to embrace our Christian values: respect, compassion, perseverance, friendship, truthfulness, and creativity. These values are derived from our vision set out in 1 Peter 3:8 and are clearly displayed and celebrated in the entrance hallway to our school.</p> <p>We aim to incorporate these values into all aspects of our school. Our displays show clear examples how adults and children might display the</p>



d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

values. This is then linked to examples which have been witnessed by adults and children around the school and in the wider community. In the classroom, children can access spiritual areas for quiet reflection.

Behaviour policy – this is intricately linked to our vision. Our policy has been re-written this year and now focusses on celebrating the achievements of our children and recognising positive actions. Collective celebration of positive traits and recognition of positive behaviours take place throughout our school, both in and out of the classroom.

Through daily acts of worship, collective worship, and religious education, we provide opportunities for our students to explore and understand the Christian faith. We also promote understanding and respect for other faiths and beliefs, fostering an atmosphere of tolerance and acceptance.

Our curriculum incorporates Christian values and teachings across various subjects, allowing pupils to see how these experiences can be applied in their daily lives. We endeavour to share a diverse range of cultural and historical figures throughout all areas of the curriculum. This is most noticeable in our art and history lessons. We encourage children to demonstrate these values through their actions, promoting compassion, respect and creativity within our school and its community.

We have strong links with local church and clergy who actively support our school. We regularly engage in collaborative projects and events

	<p>with the church and our children are provided with a multitude of opportunities to join in celebrations with the church which helps to promote a sense of belonging and community with our Christian support network.</p> <p>Our staff take a great deal of time and care to ensure that our approach to nurturing and educating the whole of the child, is having an impact. Leaders regularly monitor the progression of their subjects and take time to speak with the children to gain an insight into their perception of our school and learning experiences. This has enabled us to make changes and alterations to many aspects of our school ensuring it reflects the wishes of our pupils. Examples of this can be seen in the use of our displays both in and out of the classroom, our celebration assembly and events which have enabled a better parent engagement.</p>
<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>Cockfield's Christian vision is to nurture children and help them embrace a culture which will "Live in harmony with one another, be sympathetic, love as brothers, be compassionate and humble" 1 Peter 3:8</p> <p>Some examples of this are:</p> <p>Extra- Curricular offer: School trips are aimed at nurturing the whole of the child and help to provide experiences and opportunities which some of our children may not have access to. For example, our Year 5 and 6 residential trip which is aimed at building and developing social skills, friendship groups and a sense of belonging within our school community. Year 1, 2, 3, 4 take part in a Skills Development Day which opens children's minds to the types of career paths available to them and includes professionals from a</p>



	<p>range of traditional and cutting-edge industries. The cultural Capital.</p> <p>Clubs: We run a breakfast club each day which is open to all children which includes a healthy breakfast choice and drink. We extend our offer to all families regardless of their ability to cover the cost and provide breakfasts to some children who arrive at school hungry. This has proven to be a much-needed service for many of our families. The breakfast club also provides a range of activities for children to engage with including table tennis, and homework support.</p> <p>We aim to provide a range of physical education as part of our after-school provision. Our clubs include multi-sports – netball, Dance.</p> <p>We believe that creating opportunities for children to experience a wide variety of activities, led by adults whom they know and trust and pitched at an engaging and challenging level, helps to nurture the needs of the whole child.</p> <p>Please provide details of any other extra curricula offer.</p>
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p>	<p>Routine at the start of each assembly – light a candle – “Jesus the light of the world is here” followed by “We welcome him here today.” To end an assembly: “Go in peace” followed by “Peace be with you” followed by “Thanks be to God.”</p> <p>Assemblies take place each day.</p> <p>We have three members of the clergy who visit each providing their own style of assembly.</p> <p>We have an Open the Book group that join us every four or so weeks.</p>

<p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>Children can take part in many of the assemblies. Children have the opportunity to run assemblies. Children are invited to pray – led by the adult – in each assembly. Parents are invited to join us in celebration of Christian events. Children have created their own prayers which are collected in a class book. A prayer is shared with the class each day before lunch time. The school regularly visits the local church for Christian specific events such as Easter, Harvest, Christmas etc. Friday assembly invites celebration of a range of successes and efforts both from within the school and for children who are achieving outside of the school or making a positive impact on the local community. Spirituality – opportunities for daily reflection and consideration of their own beliefs and others.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>The school has strong connections with its local community and both children and staff are actively involved in promoting the involvement within local events:</p> <ul style="list-style-type: none"> • Parents join the school for Christmas celebrations and to each together with their families. • The school now has run a Christmas Fayre, and the wider community are invited. Governors also attend and help to run the events. • The school participates in the summer fete (run during non-schooling times) both adults and children attend. <p>The above are a few examples of how the school promotes the belief that all are welcome here at our school and all are valued.</p> <p>Respect is one of our Values and is the first value to be focused on for half a term each academic year.</p> <p>The school has an open-door policy when considering parents and families who may find themselves in challenging time. The school has made and continues to make multiple referrals to agencies such as NHS MHST, SES, Barnados, School Ners, Suffolk PPP and many more in the hope that we might have a positive impact on those most in need.</p>



	<p>We have a wellbeing team in the school who are always available to speak with. The team also look for opportunities (small gestures) to brighten people’s day. Well-being Wednesdays is an example of this where each member of staff takes it in turns to bake a cake a share this with the colleagues (every adult takes part in this – by choice).</p> <p>Staff take part in continuously professional development aimed at bringing to light, new concerns such as anxiety in the classroom, attachment concerns and SEN training. This training helps to empower our staff to feel capable to be involved and to be effective in the lives of those they teach and work with.</p> <p>Rewards are provided for a range of achievements for children: they may be praised publicly on our recognition board, which links our school values to the everyday deeds of our children; they may earn class house points, which we encourage both staff and visitors to share where appropriate; they may be selected for “Child of the week”; each half term the winning house is presented with a non-school uniform day; they may have their photo taken and achievement displayed on our recognitional wall.</p> <p>Our behaviour policy (based on the work of Paul Dix) was introduced in autumn 2023 and is designed to be inclusive and focus on positive reinforcement. The language used within this policy is also used to reinforce children self-esteem and negate negative behaviours. When this was shared with all staff, Governors and parent, there was a clear appreciation into the effort put into it and the extent to which it is tailored to the needs of our children.</p> <p>Individual behaviour plans are available for those that need them, and these are designed with the child’s parents.</p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p>	<p>The school’s behaviour plan empowers children to be the owners of their own choices and the time to fix choices which they feel were wrong – restorative justice. Our curriculum includes a wide range of examples discussion prompts designed to ‘get children thinking’ about what is right and wrong.</p>

<p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>Our Values were chosen to reflect the needs of our local resident and community. Children are encouraged to actively engage with these, including, Respect, Friendship, Truthfulness and Compassion – Multiple examples of children's (and adult's) engagement in these can be found displayed in the entrance way to the school.</p> <p>Children are encouraged to consider the future impact of their actions and contributions towards society. The school has recently been commended for planting 1000 snowdrops and a Hornbeam tree. As a sign of gratitude, the local Parish Council have fixed a plaque to highlight the school's effort.</p> <p>Children in Yera 5 and 6 run assemblies, from the planning and research, to the well delivered information which they share with the whole school. These assemblies have included topics such as the impact of healthy eating, plastic pollution, the effects of colour blindness and will also include raising awareness for the rights of Black people.</p> <p>Children are shown that their voice counts, and it can have a positive effect. Children can vote on the menu choice each term, which afterschool activities will be provided in ASC and playground or classroom equipment they believe would be effective to their school.</p> <p>Children participate in the recruitment process and interview prospective staff before feeding back to the interview pane – their voice is held in high regard.</p>
<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the <u>Church of England's Statement of Entitlement for Religious Education</u>)?</p>	<p>We follow the Emanuell Project. This has been well received by our children. The planning is extensively adapted where appropriate and engaging lessons are taught on a weekly basis in every class.</p> <p>Each lesson is carefully adapted to suit the needs of the cohort and the school.</p>

<p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>Examples of some lesson input slides created by our school:</p> <p>https://sway.cloud.microsoft/xUNXtz65HQcLmxyS?ref=Link&loc=mysways https://sway.cloud.microsoft/5CTjACleGzHgmk0m?ref=Link&loc=mysways https://sway.cloud.microsoft/r25KsOVGg5KCuVRF?ref=Link&loc=mysways https://sway.cloud.microsoft/9vbHIBCHEFhBNi9O?ref=Link&loc=mysways https://sway.cloud.microsoft/eNfL8ygUj2dbaFN5?ref=Link&loc=mysways</p> <p>All units are taught on a 2-year rolling plan to ensure all subject content is covered. At the end of each unit, the children create a ‘double page spread’ to highlight their learning.</p> <p>Children in Years 5 and 6 take control of their learning by recording their lessons in their own time and have collectively created a shared learning journal which highlights their whole classes work.</p> <p>Same units taught across split year groups. for equity of learning. Teachers support each other in the planning and confident to ask for advice when needed.</p> <p>RE is monitored by our RE lead and y our RE governor. Feedback is provided to all teaching staff so that future teaching and learning can be improved.</p>
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p> <p><i>Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.</i></p> <p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p>	



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| <p>b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p> | |
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