



All Saints Schools Trust

Cockfield Primary School

SIAMs Deep Dive

30.4.24



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The Church of England Vision for Education

The following elements form the vision for education:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

SIAMs Deep Dive Timetable

Tuesday 17th April 2024

Time	Activity	Who is Involved	Arrangements/Venue
9.30 to 10.00	Discussion of strapline and school/ Trust values	HT and AP Collective Worship lead	Staff Room
10.15 to 10.30	Collective Worship observation	Open the Book	Hall (all teachers)
Break			
10.45 to 11.00	Interview pupil Ethos committee	HT to choose	Staff Room
11.00 to 11.30	Collective Worship walk looking at examples of good practice etc.	MG to lead walk and discussion	Walk round the school
	Discussion with Collective Worship Lead		Heads Office
11.30 to 12.00	Discussion with Collective Worship Governors	Rev Sharon Potter	Heads Office
12.00	Courageous Advocacy discussion	Exec HT and Collective Worship lead	Heads Office



Discussion of strapline and school/ Trust values

- ***Tell me about the school strapline and underpinning vision.***

We share, care and learn together.

"Live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble". 1 Peter 3:8

The strapline from Peter 3:8 was chosen because it suits the school and the area really well. All stakeholders were involved in choosing the strapline including parents, Governors and the pupils. There was an extensive consultation. It was the caring element (loving as brothers, being compassionate) that really resonated.

There are many different groups in Cockfield and "love as brothers" brings everyone together- uniting separate entities as one family. The community is divided geographically, and our vision brings people in, making sure different committees and groups are all invited into the school. The school plays an active part in all community events. It links well to living with one another and living as brothers.

The school was formed to serve the education of the labouring classes and the children of the village. "Serving" links to the values of the Trust. Our school field was donated by a local landowner. Our vision serves the context of the school's history- being inclusive, serving local children.

The strapline links purposefully into the Christian values of the school- these are intrinsically linked.

The school is very caring. Staff go above and beyond for pupils, especially those with difficult home circumstances. Their welfare is monitored closely.

- ***Is your vision supported by a clear Christian narrative?***

The school strapline was chosen because it comes from Peter's letter. Christian believers are called to obey five commands as we live in a relationship with each other.

Firstly, we want pupils to be "harmonious" and like-minded in wanting the school to be a unified place where everyone feels that they belong.



Pupils should be "sympathetic", sincerely interested in and respecting the feelings of others. The school demonstrates "love" in belonging to a family- members of the school are committed and connected to each other. We want pupils to be "compassionate", kind-hearted, and ready to show each other kindness. Finally, "humble" in being ready to think of others, to support each other.

How do the Trust values support the school?

- The Trust vision and values aim to make a difference to the lives of children. The staff within ASST **serve** children and their families first and foremost. Our aim is for the pupils in our care to grow into informed, fulfilled and well-rounded people within a loving and supportive community provided by the Trust.
- The school and Trust align in wanting the best provision for pupils, so they grow into fulfilled, well-rounded adults.

Interview pupil School Council
<p>1. Where do you hold Collective Worship in your school? How would we know it was a place to worship?</p> <ul style="list-style-type: none"> • In the hall. • We our assemblies there and our Collective Worship. • Sometimes we are in our classroom. • Sometimes outside on the playground. • In our classrooms there is a reflection area in every classroom. • We have prayer spaces with passages from the Bible. • We have quiet areas outside where we can reflect and sit still. • We have a special garden. • The library is open at lunchtime as a quiet space,
<p>2. Is Collective Worship important in a school? What can you tell me about some things you think make it important and some things you have enjoyed in an act of Collective Worship?</p> <ul style="list-style-type: none"> • We have prayers every day- before lunch and the end of school. • We write our own prayers, often in our own time. • Collective Worship is important- we have a big cross in the hall and reflection areas. • I enjoy it when we are all together and people are paying attention. • Sometimes children make their own assembly. • Sometimes we do singing assembly. • We talk about diverse issues such as the Titanic and litter! We get a group of children who we want to run the assembly with, and we plan this in our own time. Right now we are making an assembly on Black History- we are working on a power point about this. • We talk about the Bible and how we can reflect on the stories.
<p>3. What important Christian things have you learnt about eg Bible, Jesus' teachings, Trinity, Eucharist?</p>



- Every time we have an assembly we say, “Jesus is with us today” and we respond, “we welcome him here today”.
- We say prayers in assembly.
- We do lots of stories and our school values and why they are important to us.
- We look at Jesus’ teachings from the Bible and what they teach us.
- When we leave the assembly, we blow out the candle and say.

4. What values do you reflect on in Collective Worship? How does this affect your behaviour at school or at home?

- We have looked at the values of Perseverance and Compassion.
- They are things which build our school and keep us on the right tracks.
- We have respect, truthfulness, compassion, friendship, creativity and respect.
- Our assemblies are themed around this.
- We try and include our values in day-to-day life such as creativity.
- Our values teach us how to be friends.
- We have “Wow” awards. Every week the teachers will award someone who has been doing good work in the class.
- If we are demonstrating the value such as “perseverance” we might get a “wow” award linked to the value.
- We celebrate school house points too.

5. Do you talk about things happening in the world in Collective Worship? Do you pray about these things together?

- We sometimes talk about World issues such as the Ukraine war.
- We talk about litter and how that is affecting our world.
- Usually, we pray about the theme we have been talking about.
- We are trying to get more local litter picks done outside in the village, it is a local walk.

6. Do you ever feel inspired to do something in response to worship, eg make an apology, support a charity, speak up for a cause? Can you give me any examples?

- So sometimes we raise money for doing things- last year we painted boots and put flowers.
- We raised money for the school to go on more school trips.
- We went down to Jeffrey’s green to plant 1000 snowdrops and planted a tree. There is a plaque in front of it to say the school planted this.
- I went down to the care home- we made extra cards for the residents there who might not get a Christmas card.

7. What motivates you to get involved in charity and social action projects? Your faith? Your personal experience?

- The after result is important and how other people will feel.
- It is good to feel appreciate and feel like you can change something such as the elderly people in the care home feeling lonely. We did something to change this.
- We want to help other people who don’t have much.

8. Do you ever explore injustice in school?

- We do sometimes so if we think something really isn’t fair adults can do an assembly about this or we can do a prayer about it.
- We sometimes get to choose the charities we support such as Wildlife Charities. We raise funds for these.
- I made and sold pink slime!
- We wanted to do “Clean up the Oceans”- we raised money for this. We felt strongly about pollution in the oceans.



Collective Worship Monitoring

Collective Worship Theme

Open the Book- "the Wise King"- linking to the value of Wisdom.

Does it have a feel of Gathering? Is the room ready for worship? Does everyone know what they should be doing? Was there a greeting which made everyone feel welcome? Did this reflect Anglican liturgy? Eg silence – calm – excitement – intrigue

The room was ready for worship in the sense that adults were present and ready to welcome the children. The pupils were talking as they entered the hall, and no music was playing to greet them (the sound system was not working on this day). It might be good to ask older pupils to hold the door open for younger ones, greet them, and remind them that they should enter the hall silently.

There was a greeting- pupils said good morning to everyone in chorus.

The children did seem excited by the Open the Book assembly and the actors dressed in costume were ready to tell the Bible story.

Does it contain something Engaging? How was God's message shared? How is the teaching of the Christian faith communicated? Were all pupils engaged and was the message distinctly Christian? Eg story – song – visitor – questions

The assembly opened with a recap of the story of David and Goliath.

The story of Solomon then followed.

The "Open the Book" story was about "The Wise King."

Pupils were encouraged to join in the assembly by reading out words which were held up.

The Open the Book actors took the parts of Solomon, with two women arguing over a baby.

It was explained that Solomon did not ask for riches but asked for "Wisdom" and requested that God gave him this.

An explanation was given about what Wisdom is.

The Open the Book actors re-enacted the story of two women arguing over a baby which both claimed to be theirs.

The message was a distinctly Christian one that Solomon did not ask for selfish things; instead, he asked for wisdom to be a good king for the people. It was explained "God granted Solomon his request. He judged many cases, such as the time two women claimed that they were the mother of a baby. Solomon said he would cut the baby in two so each woman would have an equal share. The real mother gave up her claim to save the baby and thus it was proved who the real mother was".

It was explained that Solomon's life shows us something very important. Wisdom helps us only if we use it. The realism of Solomon's troubles and failures may be one of his most important contributions to us. The story illustrates the wisdom of Solomon and his wisdom and goodness.

One King was "holy good and holy wise" which linked to the hymn "Sing Hosanna".

Does it have space for Responding? Was singing or prayer or reflection time used? Was there an opportunity to bring the needs of self and others before God in prayer and to give thanks? Was there a practical response and how was this encouraged? Did pupils have time to respond? Eg singing – praying – discussion – action

*The children greeted each other; "Good morning everybody".
Later the candle was lit- "Jesus the light of the World is here".
Pupils responded, "we welcome him here today".*

The children had time to respond and gave a practical response. The children had the opportunity to sing a hymn, though today no blessing was present to give a personal response to (pupils are usually invited to think, reflect or pray and can make a blessing/ prayer their own if they wish to by joining in with "Amen").

Does it end with a sense of Sending? How did pupils leave the worship? Were there special words of blessing/dismissal? Eg purpose – challenge – resolve – blessing

There was a sending the candle was blown out and the pupil said "Go in peace" and pupils responded "thanks be to God".

There was no blessing today.

Was there an opportunity to celebrate the gifts, talents and achievements of the School community?

One of the pupil's birthdays was acknowledged.

Did Collective Worship reinforce the vision and values of the school?

The values in the story represent the value of wisdom.

It is clear from the behaviour of adults to children and from pupils' interaction with each other that the school community "shares and cares". The assembly was also notably inclusive of all pupils.

Any other comments?

There was no music playing to greet the children- subsequently they were talking, and the hall was quite noisy on entrance.

*Pupils behaved exceptionally well and joined in appropriately with the story.
They seemed to enjoy the assembly.*

Opportunities were given for pupils to take responsibility in the assembly with monitoring roles.

Very inclusive- pupils were supported to be present in the assembly and their needs were accommodated (ear defenders, additional adult support). It was very heartening to see the whole school able to participate in Collective Worship together. Pupils were supported by all adults who attended the worship too.



It was nice to hear music played live (rather than recorded).

The hall is shared with the community which makes it harder to display collective worship themes permanently (as the hall is used for other events), but the school still makes the hall feel ready for worship by bringing in items such as the candle to light from the school.

Discussion with Collective Worship Lead

How is CW planned and by whom? What pattern do you follow across the year / week?

- The staff plan collective worship and pupils also have the opportunity to plan collective worship themes. "Values for Life" is followed.

How often are your school's Christian values explored in CW? How do these connect to your school's vision for education / everyday school life?

- The school Values are explored in CW and prayers are linked to these. The school values of "sharing" and "caring" are praised and celebrated.

Do pupils show enthusiasm for CW? What would make CW even better for you and for them?

- Pupils are enthusiastic when coming into Collective Worship.
- They behave well and engage with themes.
- They are keen to volunteer for roles.
- They are engaged and enthusiastic.
- Even more pupil participation and plans for a School Council "Ethos" representative could enhance this even further.

Does CW offer you, as well as the pupils, the chance to engage with worship, to be still or reflective, regardless of your background?

- Yes, all adults in school participate at various times in collective Worship.

How does CW embody the school's Christian vision and values?

- It embodies the school values that "we share and care and learn together". All of these values are evident in CW.

What have you put in place to ensure CW has a distinctive Anglican / Church of England flavour e.g. greetings, symbols, specific prayers?

- Greetings are used at the start of CW. We light a candle to remind us that Jesus is with us and respond.
- There are specific prayers the school uses, and these vary at different times of the year (such as prayers to celebrate Harvest).



Would you say your CW meets the requirement to be 'inclusive, invitational and inspiring'? How?

- We include all pupils in CW, it is truly inclusive. This often means deploying adults to support individual pupils, but it is important to us that all children take part.
- Pupils are invited to join in and personalise the worship in a way that is meaningful to them.
- We try to make CW themes inspiring.

What opportunities are provided for children/ adults to record their responses to worship? ... to engage in further prayer and reflection e.g. prayer spaces?

- Each class has prayer and a prayer book.
- There are prayer spaces in the school.

Are pupils / adults helped to link Christian faith and Jesus' teaching to everyday life? Current events?

- Yes, this is explored in RE lessons, Bible stories in Collective Worship and through visitors such as our local Church Reverend (who is also a Governor). The Open the Book group also visit and this gives pupils a chance to see Bible stories performed.
- We visit our local Church to worship with our Community at significant times in Jesus' life such as the birth of Jesus at Christmas and Jesus' crucifixion at Easter. We also celebrate Harvest (which is important to our rural, farming community). We invite parents, Governors and members of the Church Community to join us to celebrate at these times.
- We also celebrate current events and those that are important to the Local Community- such as Cockfield winning the small village of the year in 2023.

How are pupils / adults involved in planning, leading and evaluating worship? Is practice improving?

- Pupils can articulate the school vision well and are taking a more active part in planning Collective worship. Practice is improving and we are planning

What level of support is provided for CW i.e. for regular staff training, resources, visitors, help from the local church?

- Diocese training, SIAMS Training from the Trust and SIAMs Deep Dives.

- *Belonging is part of this as children like to belong. We talk about “belonging” to the family of God. Being part of a family makes you feel safe and secure. We try to allow pupils to experience spiritually as feeling something “beyond yourself”. This might be through being at one with nature. Everyone is spiritual. Spirituality is that dimension of your being that is important to you. Exploring that dimension of yourself is so important to children. Being part of the community where you are serving others and looking beyond yourself is important.*

Are your key school policies (above) up-to-date and accessible through the website?

- *On the Trust website. These are accessible.*

Is Collective Worship ever discussed by governors? Are you clear about the purpose of CW and are the statutory requirements for a church school met?

- *I monitor Collective Worship and RE.*
- *I monitor the scrapbooks and the Emmanuel Project.*
- *We would like to develop outdoor reflection areas.*
- *Yes, it is discussed at GB meetings.*

- ***Have you had training on CW and SIAMs in schools? What do you know about the CW programme at this school?***

- *Lots of training through links with the Diocese and being Vice Chair of the DBE.*

- ***Have you been able to attend CW? Did you feel it was ‘inclusive, invitational and inspiring’?***

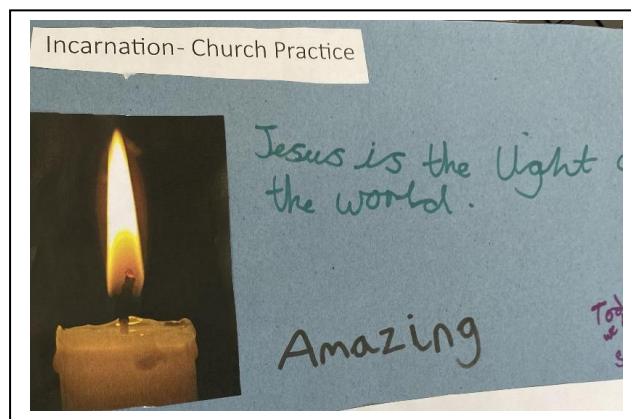
- *Yes, always seems so to me.*
- *Children with SEN are involved well.*
- *They often play parts.*
- *Pupils have floor spaces and more space if they need it.*

- ***What have you learnt about the content and quality of CW from attendance at CW / staff / pupils / documents / school website?***

- *High quality, it is thought about and not seen as an add on.*
- *Planned in advance and whole term plan of collective worship.*
- *Composure of the week is chosen.*

- **How is CW used to reflect on the school's vision and values? Are the links to Christian faith and teaching strong / growing?**
 - The values are reflected and links to the Christian faith are strong.
 - Prayers are led by the children and reflect the school values.

- **Is the school encouraged to use the parish church for CW from time to time if appropriate? ... or for worship at a Christian festival?**
 - Yes, the school uses the Church at the end of term, Harvest and Christmas.
 - Parental participation is growing, and we were pleased to welcome the pre-school in.



Courageous advocacy discussion

What motivates you to get involved in charity and social action projects? Your faith? Your personal experience?

The children choose charities which are relevant to them. This can be local charities or causes which have resonated with them.

How does this relate to your school's vision and values?

This links well to the vision that "we share and care" and the value of serving others. The children have an acute awareness of helping others less fortunate than themselves.

To what extent do you take a wider view of need beyond your school?

Pupils have the opportunity to discuss world affairs. They are often keen to discuss and explore things going on in the World such as war and



conflicts. We have had pupils transfer to the school from the Ukraine and this has made the conflict relevant and the impact of this connected to the children at Cockfield. Children lead prayers and often relate these to themes or events they see going on in the World (such as prayers for Peace).

Where in your current school curriculum do you explore injustice? Is this done in a planned and progressive way or ad hoc?

PSHE lessons explore injustice and get to discuss these. Pupils also suggest themes such as "Cleaning up the oceans" and raise money/ explore these further.

How do you enable pupils to go beyond a sense of compassion to a concern for justice?

Themes of inequality are explored through the Curriculum for example in the context of history. Discussion and debate are used to explore the pupils' attitudes towards these.

What the school does well:

- *The school's work is driven by a contextually appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables pupils to flourish.*
- *The vision and practice of the trust resonate with those of the school.*
- *Christ's words, as expressed by St John, unite the whole school community with a strong sense of meaning and purpose.*
- *The Christian vision promotes a tangible sense of spirituality that sustains daily life at the school.*
- *A supportive, caring culture is inspired by the school and Trust's vision and values. This enables pupils and adults to be treated well and flourish.*
- *Pupils are very aware of the school motto "we share and care and learn together" and could articulate that it is linked to treating others as you want to be treated yourself.*
- *The school is very inclusive, and this was apparent in the way all pupils were being supported and enabled to take part in collective worship, no matter what their needs are.*



- *The Collective Worship Governor can articulate extremely articulately what “spirituality” is and how the school aims to give pupils the opportunity to develop their own sense of what this means to them as individuals.*

Areas to develop:

- *Build on from the Deep Dive and continue to use monitoring to ensure that robust systems are in place (such as the Trust Collective Worship monitoring forms) to monitor the impact of the way the Christian vision drives the work of the school.*
- *Ensure the Collective Worship lead has time to monitor and can continue to fully articulate how collective worship is enabling pupils and adults to flourish spiritually.*
- *Continue to provide opportunities for pupils to explore issues of injustice in the world in order to equip them to be effective agents of change and articulate how they are doing this. Pupils have been allowed to explore areas of injustice they have been affected by this could be pursued even further. A good example of this is writing letters to highlight pupil views on certain topics.*
- *The school is highlighting different cultures and faiths but could explore this further as a lived experience, taking pupils to visit different places of worship such as the Mosque in Cambridge.*
- *Seek to appoint an “Ethos” representative on the School Council. This could involve the children in Collective Worship even further.*