

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Fressingfield Church of England Primary School</b>	
Address	School Lane, Fressingfield, IP21 5RU
School vision	
<p>Learning to bring out the best in everyone.</p> <p>Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Consequently, our ethos is to bring out the best in everyone – our children, our staff and the members of our whole-school community. Our aim is to develop respectful, responsible, curious, courageous, happy and healthy children who delight in learning and to enable each child to reach his or her full, God-given potential.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision for the school is firmly embedded and actively drives a culture offering aspiration, nurture and support. It reflects the needs and the context of this rural school, enabling pupils, adults and families to flourish.</li> <li>• Close links with the trust enhances the ambitious curriculum. The rich provision for learning, coupled with support for emotional and social needs, is a strength.</li> <li>• Strong and supportive links between school, home and church enhances the lives of pupils, families and staff. Parents feel listened to and know their children are encouraged to be the best they can be.</li> <li>• Pupil voice is powerful, recognising injustice and advocating on a range of issues. Pupils express ethical choices and can explain why these choices impact positively on their environment and the wider world.</li> <li>• Religious education (RE) is well led and resourced. Support from the local diocese enables the subject to be coherently planned, sequenced and monitored. Continuing professional development ensures staff are knowledgeable and confident.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Ensure long term planning of collective worship enables leaders to plan daily acts of worship which are distinctly Christian, in line with the school's religious foundation. This is so spiritual nourishing of pupils and adults may be further enhanced.</li> <li>• Raise the profile of spiritual growth further by agreeing a shared language and a consistent approach to its development amongst staff and leaders. This is so planned opportunities for pupils to explore the spiritual aspects of their curriculum are exploited.</li> </ul>	
Inspection findings	
<p>The vision for Fressingfield Church of England Primary is powerful and at the heart of leaders' planning and priorities. Leaders describe how it underpins decisions to nourish a full life for pupils and adults. Fressingfield is a founding member of the All Saints School Trust. This key decision to join together with a group of schools enables staff, pupils and families to benefit from collaboration.</p>	

Sharing learning experiences, resources, training, and expertise from other professionals strengthens the vision to 'bring out the best in everyone'. The trust provides appropriate challenge to support the flourishing of pupils and adults. Rural geographical location does not limit experiences or opportunities. The school team is a loving, respectful group who work closely together and care for one another.

The curriculum has been carefully crafted by the school vision. The school's vision and core values are drivers of a broad and ambitious curriculum which widens horizons. Learning is inclusive. Committed teachers and support staff meet the needs of vulnerable pupils, ensuring all are cherished. Special Educational Needs and Disabilities (SEND) provision is enhanced through supportive links with the trust. Pupils with SEND know that staff will make adaptations for them. In addition to learning interventions, the school has trained practitioners who support emotional development and social communication difficulties. These and other therapeutic interventions enable pupils with SEND to achieve success. In keeping with the aims of the vision, each pupil is encouraged to live a healthy life through the promotion of physical activities and sports. Pupils are environmentally aware. The extensive school grounds, gardens and forest schools provision contribute to this. Appreciation of the environment, combined with an understanding of respecting the rights of others, contributes to pupils developing their own voice. Year 6 pupils are taken to Cambridge University, raising awareness of lifelong learning. To support the development of 'respectful, responsible, curious pupils' the school is intentional in taking them to visit places of worship such as a mosque and a Gurdwara. There are many curricular and extra curricular experiences providing opportunities for spiritual flourishing. However leaders do not share a clear common language of spiritual understanding across the school. Consequently the chance to make explicit connection between curriculum learning and Christian spirituality in a church school is limited.

Collective worship takes place each day. The school uses worship time to celebrate non-Christian festivals and to promote worthy causes such as national autism week. However, this means there is not always a clear distinction between religious education learning, social learning and worship. Consequently worship does not consistently align with the school's Christian foundation. Pupils describe how worship impacts on their behaviour and treatment of others. It is led by a variety of adults including staff members and clergy from the local Anglican and Baptist churches. The reflection table and lighting of the candle sets the tone for worship. The gathering together and sending responses in sign language are moving and inclusive. These indicate that worship is a special time. Parents enjoy and regularly attend Friday worship, when the school celebrates success, and services at the local churches. As a result of monitoring by governors and the trust, opportunities for spiritual development have grown. Prayer and reflection spaces, both inside and outdoors, offers space for spiritual flourishing. Pupils enjoy outdoors worship, 'it gives us a different feeling'. Pupil feedback has resulted in class prayer books and a class chime to indicate time for prayer and reflection.

The vision inspires staff to 'bring out the best of everyone'. Caring and compassionate adults are readily available to speak with parents and assist with practical help. This includes clergy in the role as chaplain to the school community, especially at times of distress such as bereavement. As a result, confidence and trust in the school by parents is high. Governors, the trust and leaders prioritise wellbeing, treating staff with appreciation, dignity and equity. Adults are supportive of each other and anyone struggling is helped. Pupils behave well and are considerate. They treat each other kindly. Parents appreciate the way older pupils are caring of the younger ones. They have confidence in staff who find a way to work with pupils experiencing difficulties. Families feel well held and supported by the school.

The pupils at this school have a powerful voice that recognises the importance of justice and

responsibility. The vision of the trust is to serve and this impacts strongly on the culture of the school. Pupils across the age range are encouraged to take on a wide range of roles and responsibilities. Conscious of their commitments, pupils make an impact on the life and working of the school as well as their community. Pupils have successfully campaigned for yellow lines to be painted outside the school. Another group, appalled by the injustice of lack of accessible dentistry wrote to their local MP. Pupils are motivated to leave a good legacy and to make things better. A campaign to buy dyslexia friendly, age appropriate reading texts in the library has been transformational for older pupils. These, and other initiatives, enable pupils to appreciate their personal growth, 'I feel useful, I can inform others'. Pupils recognise as they go into the world they will have the skills to campaign and inform others.

RE is valued as an important subject with a high profile. Staff and governors regularly review the RE curriculum. It is organised and sequenced, meeting the needs of its pupils. The experienced subject leader ensures that sufficient time and staff professional development is dedicated to RE. True to the school's vision, this curriculum offers pupils opportunities for curiosity and challenge via its enquiry questions. These big questions allow pupils time to think deeply, reflect on belief and its effect on human behaviour. The curriculum also provides learning to support pupils' knowledge and understanding of Christianity as a global faith. RE enhances the pupils' understanding of diversity as they explore a range of religions and worldviews.

The inspection findings indicate that Fressingfield Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	21 May 2024	URN	145696
VC/VA/Academy	Academy	Pupils on roll	112
Diocese	St Edmundsbury & Ipswich		
MAT/Federation	All Saints Schools Trust		
Executive Headteacher	Mark Taylor	Head of School Jeremy Leicester	
Chair	Judith Mobbs		
Inspector	Teresa Osborne	No.	2130