

# Ongoing SIAMS Self-Evaluation



## Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school’s ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

## School’s theologically-rooted Christian Vision

***Our Ethos – See the light in everyone.***

**Jesus said** “*Let your light so shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16*”

**He calls us to a full life in mind, body, heart and spirit. Consequently, our ethos is to see the light in everyone – our children, our staff and the members of our whole-school community. Our aim is to develop creative, friendly, compassionate, courageous, responsible, and persevering individuals who delight in learning and to enable each child to flourish and reach their full, God-given potential.**

## 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?

- Charsfield Primary is an academy and was formerly called Charsfield Church of England Voluntary Controlled school before conversion. The school however stays true to the schools voluntary controlled status and follows the necessary guidance including those for religious education.
- Charsfield caters for children between the ages of 3 to 11 years old and was granted an extension to the age range in August 2024 to allow for nursery provision to be started, however, there are no nursery aged children at the moment.
- Charsfield is a very small school with pupil numbers fluctuating between 35 to 40. This makes it difficult to fund the ideal 3 or 4 classes that would enable more focused age-

<ul style="list-style-type: none"> <li>• Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?</li> <li>• If a former voluntary controlled school does it, as an academy, provide denominational religious education?</li> <li>• What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?</li> <li>• Is the school an academy or a maintained school? Is the school part of a federation?</li> <li>• How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?</li> <li>• 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?</li> <li>• What church and DBE/MAST partnerships does the school have?</li> <li>• Does the school have any other links or partnerships?</li> </ul>	<p>appropriate teaching. At the moment a financially stable compromise has been set up in which there are 3 classes in the morning which reduces to 2 in the afternoons. The proportion of those pupils who have special educational needs supported through Special Educational Need support is above average. The school has a reputation for being a nurturing environment and vulnerable families and parents of children with SEN often travel to Charsfield Primary from out of catchment. This is reflected in the school profile which includes 24% of pupils in receipt of Pupil Premium and 44% on the SEN register of which 8% of the school population have an EHCP.</p> <ul style="list-style-type: none"> <li>• In September 2014, the school became part of a Federation with Dennington Church of England Voluntary Controlled Primary, known as the Charsfield and Dennington Church of England Voluntary Controlled Primary Schools Partnership. There was one Governing Body consisting of Governors from both schools as well as a shared Executive Headteacher. School leadership and Governors recognised that small schools can be vulnerable to professional isolation and funding challenges and could see the benefits that this collaboration brought. In 2018, the school sought to increase cooperation with other schools further through joining the All Saints Schools Trust. This has been a positive experience in terms of improved finances and pupil outcomes resulting from shared professional practice and expertise across the two schools and 13 others. Charsfield is no longer federated with Dennington and has formed its own Governing Body again so that there is an increased focus on the school. In April 2021 a new Executive Headteacher joined the school, and he oversees both Charsfield and Fressingfield CofE primary.</li> <li>• The school received its first Ofsted inspection since joining the ASST in February 2023 and the school was judged to be ‘good’. It is hard to pick out positive comments because there are so many, but we are particularly pleased that the inspection team recognised the following.             <ul style="list-style-type: none"> <li>• "Charsfield is a friendly and caring school. It feels ‘like a family in its own right’".</li> <li>• "Pupils play well together. They are kind and thoughtful towards one another. Pupils feel safe at school".</li> <li>• "Pupils learn about bullying and say that there is none in the school".</li> <li>• "Pupils say that their teachers are kind and helpful".</li> <li>• "Pupils like the new curriculum that leaders have provided".</li> <li>• "Pupils achieve well in all subjects".</li> <li>• "Pupils readily take on responsibilities, such as helping to improve their school as school councillors".</li> <li>• "They love being with their friends".</li> <li>• "There is strong provision for children’s learning in early years".</li> <li>• "The early years curriculum is well planned, includes the children’s interests and links well with the subjects taught in Year 1".</li> <li>• "There are good opportunities for learning outdoors as well as inside the classroom".</li> <li>• "The arrangements for safeguarding are effective".</li> <li>• "There are robust and effective systems in place to identify and support the most vulnerable pupils".</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>The schools link with the DBE is affective. School staff and Governors have attended training sessions involving the teaching of RE, how to create a Christian culture within a primary school, sharing good practice via online headteacher meetings and attending information sharing events held by Bishop Mike regarding the challenges Suffolk schools face. Additionally, during 2017/18 the Headteacher received the backing of the DBE to undertake a Farmington Institute. The study was titled; ‘What can Help Make a Small School Both Sustainable and Effective in the Current Educational Climate?’ The findings of the study help the school move to forming a new partnership with another smaller church school, helping it to be more financially viable and sustainable.</li> </ul>
<p>What are we doing here?  <i>(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.)</i></p> <p>a) Considering the answers under ‘Who are we?’, what is the vision of the school and of the trust?</p> <p>b) How is the school’s vision a clearly-articulated theologically rooted Christian vision? How does the trust’s vision resonate with this?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p style="text-align: center;"><b>Our Ethos - To see the light in everyone.</b></p> <p style="text-align: center;">Jesus said “Let your light so shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16”</p> <p>He calls us to a full life in mind, body, heart and spirit. Consequently, our ethos is to see the light in everyone – our children, our staff and the members of our whole-school community. Our aim is to develop creative, friendly, compassionate, courageous, responsible, and persevering individuals who delight in learning and to enable each child to flourish and reach their full, God-given potential.</p> <p style="text-align: center;"><b>Our Vision</b></p> <p>Our vision as a Church of England School, is for the common good of the whole community.</p> <p>We endeavour to enable all to achieve their fullest potential, recognising and bringing out the best in everyone, in a supportive environment. Our children often say that “school feels like a family” – a reflection of the values of creativity, friendship, compassion, courage, responsibility and perseverance that we seek to promote. We live our values through our core and wider curriculum.</p> <p>Charsfield joined the ASST to help the school to more sustainable to help ensure it could be maintained in order to serve the community. The ASST was chosen because of its values and due to the fact the trust had the blessing the DBE.</p> <p>The Trust vision and values aim to make a difference to the lives of children. The staff within ASST <b>serve</b> 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.</p> <p>The school and Trust align in wanting the best provision for pupils, so they grow into fulfilled, well-rounded adults.</p> <p>We worship daily, opening and closing with our call-and-response candle, and finishing with a prayer. Following consultation, we use a one year rolling cycle of 6 values, which are displayed and which permeate our collective worship. Over the week, our collective worship include an end-of-week celebration, a visitor and a pupil-voice collective worship, sometimes led by the school council when they have items they are leading on.</p> <p>We use the Suffolk Emmanuel scheme of work, because we feel it is of an excellent quality. It is relevant, inclusive and outward-looking, with a focus on religion in action in the Bible and in the community. We have been supported in our Emmanuel journey by the Suffolk RE lead, and worked as a MAT to share expertise and develop each school’s journey. Teaching blocks have been arranged to show depth and progression from YR to Y6, with mandatory covering of both Christianity and non-Christian religions. In order to make RE relevant, we use a line of enquiry model, creating 3 key questions, one theological, one philosophical and one related to the social sciences. Consequently, our children develop a good understanding of their</p>

g) What are the school's arrangements for collective worship? Why are these arrangements in place?	<p>place in the world by forming an appreciation of other faiths. This helps our children to be tolerant and understanding of others.</p> <p>The school has an Ethos committee that helps to direct the school in relation to our Christian identity and values. The Ethos committee is chaired by the Rev. Gary Best and has been fundamental in creating the school's direction and ensuring the children received the best possible education.</p>
h) How is religious education structured and organised? Why have these decisions been made?	<p>Charsfield teaching staff also work closely alongside governors from other committees. This role includes staff communicating initiatives in their subjects, planning and conducting monitoring, eg learning walks/pupil progress meeting or working on areas for improvement. We find that, as staff and governors develop a more enhanced working relationship, then the vision of the school becomes stronger.</p>
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?	<p>We involve parents/carers in our curriculum through SHARE mornings, curriculum talks, parents/carers meetings, attending collective worship and events such as sports day and fundraising events. These are planned as part of our values. These events bring our community together, something that helps to prevent rural isolation. All people involved were very positive about these occasions, requesting that they be repeated!</p>
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?	<p>As well as having excellent links with our local parish via Rev Gary many parents often attend the Charsfield coffee mornings on a Friday.</p>

**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><b>IQ1</b> 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>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that</p>	<p>We talk about living our values and vision through our whole curriculum and serves common good of the whole community.</p> <p>We endeavour to enable all to achieve their fullest potential, recognising and bringing out the best in everyone, in a supportive environment. Our children often say that "school feels like a family" – a reflection of the values of creativity, friendship, compassion, courage, responsibility and perseverance that we seek to promote. We live our values through our core and wider curriculum.</p> <p>Our SENDCo is Thrive trained and this practice extends across the school. This means we have been trained to take children's emotional needs into account in order for them to become secure learners. The 'Thrive approach' permeates the way we talk and interact with all children. We recognise that some children may need additional support to meet their emotional needs. As a result of this, we create a secure and positive learning environment. Additionally, all staff have had trauma informed schools training that combines with the Thrive approach to ensure all children's needs are met and they are allowed to flourish.</p> <p>We know our ethos is impactful due to the feedback we get from the children, staff and visitors. The school is inclusive and many children have individual programmes that help them to be successful in school. Likewise, staff are supported in their needs, especially training, with support of the leadership team and MAT. This leads to positive outcomes for all children and staff.</p> <p>Values which are important in the All Saints Schools Trust.....</p> <ul style="list-style-type: none"> <li>● <b>Inclusion</b>- provide equality and access to high quality education for all pupils.</li> </ul>

<p>enhances the work of the school and its Christian foundation?</p>	<ul style="list-style-type: none"> <li>● <b>I</b>ndependence- develop pupils ability to learn and be self-sufficient.</li> <li>● <b>I</b>ndividuality- value independence of thought and character.</li> <li>● <b>I</b>nspiration- nurture an appreciation for culture, the arts and the ability to be a lifelong learner.</li> <li>● <b>I</b>nterdependence- by working together in a Trust our schools and individuals within them can rely and depend on one another for support, resources and sharing of ideas.</li> <li>● <b>I</b>ntegrity- attain the qualities of being honest and having strong moral principles.</li> </ul> <p><b>Impact – Because of our Christian Vision!:</b></p> <ul style="list-style-type: none"> <li>● Children report that they think about the values and they help them when things get difficult in school and outside.</li> <li>● Staff and children have developed a culture where the light and goodness is seen in everyone. This allows for all children to be accepted in the school community.</li> <li>● The trust is supported by the school living its vision and school is very well supported by the trust’s inclusiveness.</li> </ul> <p><b>Next Steps:</b> As we have developed our vision and evaluated the need of the children, many of which have SEND, staff and wider community, we have recognised a stronger link to seeing the light and goodness in everyone. This then helps staff to bring out the best in everyone. Therefore, we need to embed this message and philosophy as a school with the children.</p>
<p><b>IQ2</b> 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>Our curriculum was drawn up over eighteen months in consultation with our stakeholders. Using our values, we have created a curriculum which is broad and progressive, including the curriculum outside the classroom. We use our beautiful school grounds as part of studying wildlife (Wilder Schools) running forest schools and school sport. These activities foster sharing, co-operation, teamwork and appreciation of the natural environment. Our trips and visits, including school tournaments and walks in the local area, are carefully planned to enhance our curriculum. Feedback from both children and families say this ‘enhanced’ curriculum has a really positive impact on our learners. We also celebrate and learn about key events during our collective worship. Pupil perception questionnaires tell us many children are very keen to learn more about non-Christian religions. Further, many children request to lead collective worship, some with ideas about worship with a religious theme, others about a different theme, eg recycling.</p> <p>Our RE curriculum goes hand-in-hand with our PSHE curriculum. Our scheme of work is 3D, which has a big focus on mindfulness and working together. Both children and adults say they enjoy PSHE learning, and that the content is interesting. Reflection time is important in our school, and surveys tell us both adults and children find it calming and positive.</p> <p>As a school in rural Suffolk, we know not all children have a broad experience of life growing up. By using a variety of strategies, different for each child, we ensure that all children have access to our curriculum, including visits and collective worship. As part of our monitoring schedule, we evaluated a recent wellbeing survey and decided to focus on safe playground spaces. This initiative will continue over the next school year, involving input from our school council and fundraising from our PTA/parent/carer fundraising group. As part of a trust, we are able to share experiences and input from training during termly subject leader meetings, as well as longer, more indepth CPD days together. This is particularly relevant for the RE and PSHE leads in the MAT schools.</p> <p>Subject leaders use learning walks, book looks and pupil perception questionnaires to monitor and check specific areas. For instance, after introducing a starter activity in KS2 RE classes, where children compare and contrast different religions, the RE leader asked children about how they found this. Subject leaders additionally plan a rolling programme of CPD in weekly staff meetings, identified through their own monitoring. Staff say they enjoy this way of working, finding it useful, relevant and interesting.</p>

	<p>The trust was formed with the blessing of the DBE and maintains good links with the Anglican church, as stated above. One of the fundamental aims of the ASST was to ensure each schools retains its unique identity which allows church schools celebrate their Christian identity.</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>- The children gain a wider understanding of the world through the curriculum design.</li> <li>- The curriculum gives children the opportunity to develop their wonder of the world and grow spiritually.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Embed the links between our school values and our wider curriculum to ensure that they (the values) are fully lived throughout each day.</li> <li>- Develop more opportunities for children to develop their understanding of other faiths and religions by visiting places of worship.</li> <li>- Develop staff training to include new to teaching RE and new to RE leadership.</li> </ul>
<p><b>IQ3</b> 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>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><b>What is the impact of children exploring their spirituality through the school?</b></p> <p>The school is developing spirituality through the school based upon its theological ethos and vision, "Let your light so shine before others, that they may see your good deeds and glorify your Father in heaven. Matthew 5:16".</p> <p>Consequently, the school is developing the children's understanding of what it is to be spiritual and developing the concept of using an analogy of a lighthouse.</p> <p>At Charsfield, we are beginning to imagine each member of our community as a lighthouse, shining its light out across a vast, changing ocean.</p> <p>The lighthouse does the following things:</p> <ul style="list-style-type: none"> <li>- They are outward-looking – wide vision to the horizon</li> <li>- Serves the community – beacon of hope.</li> <li>- Built on the rock – Christian faith or other deep connections</li> <li>- Sense of purpose – Provides daily rhythms and routines</li> <li>- Needs fuel and perseverance to keep the light burning</li> <li>- Stands in the storm</li> </ul> <p>The above concept is being developed with support from the DBE team.</p> <p><b>What we do to feed the children's spirituality.</b></p> <ul style="list-style-type: none"> <li>• RE curriculum</li> <li>• Bible stories and parables</li> <li>• Active worship daily in class (grace, prayer etc)</li> <li>• Reflection and quiet time</li> <li>• Reflective space and all areas developed outside (garden, pond and forest school)</li> <li>• Singing</li> <li>• Prayer box</li> <li>• Child led collective worship</li> <li>• RE</li> <li>• Outdoor reflection space</li> <li>• Prayer trees</li> <li>• Children writing their own prayers</li> <li>• Visits and worship at the local church (Easter, Christmas, Harvest and Leavers)</li> <li>• Mindfulness</li> <li>• 3D resources and activities via PSHE</li> <li>• Rhythms and routines – Worship, work, play and reflect</li> </ul> <p><b>Impact</b></p> <p>The children have a sense there is something greater than ourselves.</p> <ul style="list-style-type: none"> <li>- Our sense of wonder at the world</li> <li>- God</li> <li>- Our beliefs</li> </ul> <p>They currently do this through the range of opportunities they have to experience their spirituality in school (see above).</p>

	<p>Our children engage very well with collective worship. This leads to the children having a deeper thinking about the wider world they live in and their own spirituality.</p> <p>In our daily collective worship children welcome others through the doors, choose and play the music, light the blow out the candle, say the prayer and, on some days, have the opportunity to talk or discuss issues. Once a week we celebration values and praise children for their progress, improvement or achievement.</p> <p>Collective worship is led regularly by a local Christian minister and the school has been supported by the DBE in the delivery of worship. Consequently, children have had the opportunity to lead worship more regularly.</p> <p><b>Next Steps:</b> Embed the lighthouse analogy throughout the school community.</p>
<p><b>IQ4</b> 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>We endeavour to enable all to achieve their fullest potential, recognising and bringing out the best in everyone, in a supportive environment. Our children often say that “school feels like a family” – a reflection of the values of creativity, friendship, compassion, courage, responsibility and perseverance that we seek to promote. We live our values through our core and wider curriculum.</p> <p>At the start of each year we conduct an anxiety questionnaire with all the children, the younger children check is conducted as a whole class by the teacher. This informs the staff of any areas and times of day that the children find worrying. Consequently, staff and the SLT can act on these. This led to increased observation of the bottom of the school field and a greater awareness of the difficulties children feel during some lessons, namely Maths and writing.</p> <p>Via questionnaires it was brought to SLTs attention that parents are becoming increasingly worried about their children’s well-being. Therefore, the school sends home regular links to mental health support services and staff have been increasing their knowledge of mental health through training (see below) and by reviewing their practice.</p> <p>The school has a behaviour and relationships policy that has a focus of catching the children being good. The policy aims to promote the modelling of good behaviour by adults and to reinforce the school values.</p> <p>The Executive headteacher is the well-being lead for the school. All staff have had thrive and trauma informed schools training. SLT and SENDCo are receiving 3 days (Oct/Nov 2025) training in therapeutic thinking and will be able to deliver training to other staff in school.</p> <p>We are aware of the mental health and work-life balance of our staff, and we have a mental health wellbeing service available for staff. Our chaplain is available for staff and families, and we also have a link with the local food bank.</p> <p>Being a member of the ASST has ensured that additional support is in place for staff and children. Through the sharing of expertise across the MAT children’s needs are more easily met helping them to be happy and successful in school. Additionally, the staff are well supported and cared for through HR support services, career development and training.</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>- Staff have an even greater awareness of children’s well and how we can help them flourish in school.</li> <li>- Relationships between children are very good despite a wide range of need.</li> <li>- There are very few negative behavioural incidents</li> </ul>

	<ul style="list-style-type: none"> <li>- Children joining the school settle well and often put many of the difficulties they faced in their past schools behind them.</li> </ul> <p><b>Next Steps:</b> Introduce the MAT short well-being question to spot check children’s and staff well-being every half term.</p> <p>SLT and SENDCo to review and amend the schools policies and practice in line with the Therapeutic Thinking course held in October/November 2025.</p>
<p><b>IQ5</b> 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>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>During recent years children have been increasingly involved in sharing their views on injustice in the world. This has included having a dedicated session to focus on issues that they feel passionate about, including food sustainability, global and local environmental issues.</p> <p>During the winter and spring of 2024, the children took part in the Suffolk ‘Big Sing’. This was hosted by St Edmundsbury cathedral and helped to wider the children’s thinking and thoughts regarding injustices. The children performed their songs at the cathedral and locally at a specially arranged village event, helping to be advocates for change and to share their messages with the wider community. Additionally, the children took part in the Snape schools festival during 2023 and sang about environmental issues.</p> <p>The children also have the opportunity through the curriculum to produce pieces of persuasive writing. This work is sent to companies, organisations and dignitaries (David Attenborough) to try and get them to change their views and actions for the greater good of others.</p> <p>The children have raised money and made donations to Children in Need, Red Nose day, the Trussel Trust Food Bank, Chistian Aid and the Lighthouse Woman’s Refuge in Ipswich. The school has developed particularly strong links with the Lighthouse project and the children take part in a reverse advent every year.</p> <p>Children also make donations to charities outside of school including food banks, local and national charities and even to the NHS.</p> <p>There is a school council which has evolved during the last 18 months to be more proactive in changing school for the better. It focuses on 3 main areas -road safety and cycling, sport and well-being, friendship and compassion. During 2024/25 their work led to a change in the reward system by getting rid of the rocket, the purchase of balance and early pedal bikes so that all children can learn to ride a bike and take bike ability, the purchase of extra playtime equipment and an appreciation that children would like to take part in growing things more often. Children also led assemblies to inform children of what they were doing on their behalf and to gain additional feedback.</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>- All children are developing their ability to challenge the injustices of the world (Rosa Parks and plastic waste).</li> <li>- Through democratic processes the children are learning how to effect change for the better in their school community.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- To support the new school council, which is less confident than last years, to become pro-active during the year and initiate change.</li> <li>- To create more opportunities for children to have a voice and influence change in their wider community.</li> </ul>

<p><b>IQ6</b> Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)?</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>All key stages in Charsfield use the Suffolk Emmanuel scheme of work to teach RE. The syllabus is made up of:</p> <ul style="list-style-type: none"> <li>- at least 50% Christianity</li> <li>- 5 to 10% of total curriculum</li> <li>- EYFS 30mins per week</li> <li>- KS1 36 hours per year</li> <li>- KS2 45 hours per year</li> </ul> <p>The syllabus is enquiry-based, modern, relevant and outward looking. It 'hooks children into' key concepts, is inclusive and is also rigorous. It also has a knowledge organiser for every block, so that teachers are able to plan each block being clear about key concepts and vocabulary and are aware of prior learning. Blocks have a focus on stories from the studied religion and the study or research of key organisations where key concepts are put into action, eg Tear Fund or Salvation Army. The 'three questions' line of enquiry is now used by all teachers, and the Nobody Stands Nowhere video is regularly watched, to remind children that everybody has a world view. This initiative is relatively new, but has had significant impact, as it reminds all children that they are part of their own learning.</p> <p>Staff have received training from the DBE in the following:</p> <ul style="list-style-type: none"> <li>- Collective worship</li> <li>- Spirituality in schools</li> <li>- SIAMs</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>- RE is taught weekly</li> <li>- All children develop an understanding of other faiths and cultures</li> <li>- All staff have an understanding of teaching RE</li> </ul> <p><b>Next Steps:</b></p> <p>To provide more training opportunities to staff including:</p> <ul style="list-style-type: none"> <li>- New to RE leadership</li> <li>- New to teaching RE</li> </ul> <p>Visit places of worship that are non-Anglican or Methodist.</p>
<p><i>VA Schools!</i></p> <p><b>IQ7</b> 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> <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>RE is regularly monitored, mainly by organising book looks for all classes and undertaking short class visits. These show a good standard of work and a progression of learning. Children show that they are interested, engaged and curious. During pupil perception questionnaires, pupils show that they have recalled key themes and concepts. Learning objectives at the top of each piece of work show teachers' assessment and whether children have achieved the lesson's objective. These will give teachers an overall end-of-block indication of children's attainment. As a result of this, teachers are able to monitor children's progress over time, and also identify any misconceptions. Throughout the block, teachers return to the key questions, looking for evidence and answers. At the end of a block, a teacher will plan in an assessment activity to help them assess learning.</p>

c) How does assessment inform teaching and learning?	
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