

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Charsfield Church of England Primary School

Vision

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.

Charsfield Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- A compelling Christian vision, drawing on deep biblical foundations, drives decision making at every level. This ensures it has far-reaching impact on pupils and adults.
- Care and nurture are authentically experienced through the inclusive ethos and priority given to wellbeing. This ensures people feel included, valued and that they belong.
- Pupils encounter many opportunities through the curriculum and collective worship to develop a sense of self and grow spiritually. This is driven by the vision, enabling them to shine and recognise their personal strengths.
- Collective worship provides creative moments for participants to deepen their understanding of the school's values. Careful planning ensures a wide range of invitational opportunities for reflection and spiritual growth for pupils and adults.
- Effective leadership in religious education (RE) ensures the subject has a high profile and is valued. This inspires enthusiastic learners who confidently and creatively share their ideas.

Development Points

- Develop opportunities within the RE curriculum for pupils to encounter the global dimension of Christianity. This is to deepen their understanding of it as a diverse faith with broad and varied expressions.
- Enhance pupils' understanding of justice, so they can better recognise and challenge injustice in the world around them.



Inspection Findings

Vision and Leadership

The deeply embedded Christian vision shines through every aspect of daily life in this very small school. It shapes deliberately chosen values that challenge pupils to grow and prepare confidently for future education and life. Leaders and governors are relentlessly focused on building a confident community of pupils who care about themselves and others. As a result, pupils and adults flourish, striving to be the best versions of themselves. Strong partnerships with All Saints Schools Trust, the community and the diocese enrich the Christian foundation of the school's work. This ensures that staff benefit from high-quality training, equipping them to meet the needs of the school's context effectively. Governors and trust leaders know the school well and effectively support, challenge and encourage leaders. There is a strong resonance between the trust's vision and that of the school, whilst maintaining Charsfield's uniqueness. The trust's detailed external reviews strengthen leaders' evaluation of the vision, contributing to the ongoing success of this Church school. Close work with the diocese deepens their understanding of spirituality and strengthens the religious education curriculum. Consequently, the vision ensures a clear strategic direction, empowering school leaders to make decisions that benefit pupils and staff.

Vision and Curriculum

The curriculum is underpinned by the Christian vision and reflects the school's context, offering creativity and broad opportunities. The school's vision is expressed through its values, which weave through the curriculum and enable pupils to shine. Leaders, driven by the vision, are passionate about enabling inclusive learning opportunities, shaping bespoke experiences adapted to pupils' individual needs. Great care is taken to support and nurture those who may be vulnerable, ensuring that they, too, can thrive. For example, the school day is individualised to pupils with additional needs to reduce anxiety and support participation. Parents highly value the support available for their children, noting the positive impact it has on them both. This means pupils learn well because they receive the help needed for them to flourish academically and emotionally. The curriculum offers many opportunities for pupils to develop their understanding of spirituality. Planned moments of awe and wonder are blended with ordinary activities of the day. Leaders use a growing range of enriching learning experiences and inspiring visits to captivate and inspire pupils. Activities such as the Big Sing at the cathedral, forest school, Wild School, and sport competitions broaden their horizons. Pupils increasingly recognise this and are beginning to articulate the personal impact on their spiritual growth.

Worship and Spirituality

Collective worship is at the heart of school life, offering a daily moment of calm contemplation and thought-provoking reflection. It unites the community and ensures the schools' vision and values are central to the rhythm of the day. Each class brings a cross to the hall as a symbol of coming together, creating a quiet, calm space. Pupils relish leading worship, including opening worship with a shared gathering and closing with prayers they write themselves. Worship includes opportunities to encounter stories, parables and historical figures to explore the school's values in action. As a result, it inspires them to reflect deeply and confidently translate the school's vision and values into everyday actions. Adults value this daily time as opportunity to be still and reflect as a community in a busy day. Partnerships with the local church community are strong and mutually beneficial. Clergy enrich worship and enhance opportunities for spiritual growth, offering a richer experience of worship. They lead worship weekly, regularly using the village church to ensure pupils have positive encounters with the wider parish community. Well-used reflection areas, such as the prayer tree, offer opportunities for calm contemplation or personal prayer throughout the day. There is a growing understanding of spirituality, using the imagery of a lighthouse and mirroring the school's vision. Consequently, pupils and adults are beginning to articulate the impact of these experiences on their spiritual growth with increasing confidence.



Vision and School Culture

Inspired by the vision, leaders have created a culture where people are treated exceptionally well. The Christian values form an effective framework through which caring relationships that foster respect are prioritised. This atmosphere of nurture and welcome encourages members of the school community to see the best in each other. Adults bring the vision to life by recognising the light within each person, enabling people to feel valued. Pupils encourage one another to be kind, aiming to 'be a better person than we already are.' As a result, there is a deep sense of belonging, care and responsibility towards each other. Planned and responsive support helps pupils and staff to flourish within the school's inclusive community. Strategies, such as Lego therapy and thrive sessions, provide frameworks for pupils to understand the links between emotions and behaviour. This enhances their sense of being loved and nurtured. Staff work closely together creating an open atmosphere of support for each other. Leaders draw effectively on trust and diocesan partnerships to reduce workload and promote staff wellbeing. These dynamic relationships help leaders to foster a culture of care that staff value deeply. This sustains the school through challenging periods of change, reflecting its commitment to 'seeing the light in all'.

Vision, Justice and Responsibility

A deep understanding of the Christian vision inspires a belief amongst pupils that 'everything is within our reach'. They delight in the leadership opportunities available, such as becoming joining the school council and acting as play leaders. These roles foster responsibility towards the school's environment and learning resources, enabling them to model the school's vision. The school community shows compassion by raising money for an impressive range of charities, such as Christian Aid and The Lighthouse Project. Classroom discussions provide a respectful space for pupils to share views and explore social issues more deeply. They learn to understand justice through opportunities to take responsibility and influence change in their community. For example, recognising the negative impact of speeding, pupils use a speed gun to monitor traffic outside the school. These projects, led by staff, are impactful and further enhance pupils' desire to act. However, opportunities for them to actively respond to such issues independently are not fully established. This limits awareness of their potential to act as individuals to make a difference to others.

Religious Education

As a result of strong leadership, RE has a high profile and is both valued and enjoyed by pupils. Diocesan support is used effectively to enable subject leaders to tailor the RE curriculum to the school's context. Consequently, it is well sequenced, offering pupils challenging and relevant content. Creative approaches enable them to build on prior knowledge and explore their own understanding and beliefs. Leaders have ensured that the curriculum provides a strong balance between teaching about Christianity and a range of religions and worldviews. However, pupils infrequently encounter opportunities within the curriculum that support their understanding of Christianity as global faith. This limits their awareness of the diverse ways that people can live out their Christian faith. Leaders, including governors, monitor and evaluate RE to ensure it meets pupils' needs and school expectations. As a result, they are well informed and provide strategic support and ambition, to ensure the ongoing development of RE.

Information

Address	Church Road, Charsfield, Woodbridge, Suffolk, IP13 7QB		
Date	1 July 2026	URN	146148
Type of school	Academy	No. of pupils	22
Diocese	St Edmundsbury & Ipswich		
MAT	All Saints Schools Trust		
MAT Chair	Russell Ayling		
Headteacher	Mark Taylor (Executive Headteacher) Amie Reeve (Head of School)		
Chair of Governors	Lucy Anstey		
Inspector	Philip Asher		