

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

Learning to bring out the best in everyone.

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 vision 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 happy, healthy, confident, responsible and respectful children who delight in learning and to enable each child to reach his or her 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?

Fressingfield Church of England Primary School is a small school in the picturesque Suffolk countryside. It sits in the village of Fressingfield, 4 miles from the north Suffolk boarder with Norfolk. The schools vision is 'learning to bring out the best in everyone' – our children, our staff and the members of our whole-school community - through 'living life in all its fullness.' Our aim is to develop happy, healthy, confident, responsible and respectful

<ul style="list-style-type: none"> • 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? 	<p>children who delight in learning and to enable each child reach his or her full, God-given potential.</p> <p>The school received a one-day section 8 Ofsted inspection on 1st July 2022 and the school maintained its good judgement (see separate report).</p> <p>Fressingfield has a mixture of housing and the vast majority of the pupils are of White British heritage. Key to the educational philosophy is the triangulation between School, home and pupil. Parental involvement throughout every child's time at school is encouraged and there is a recognition that supportive relationships between school and home make a huge difference to a child's learning experience.</p> <p>The children and school are at the heart of community, and we often take part in local events or organisations. In recent times the school has worked with the Diocese, Anglican Church, Methodist Ministry team, Baptist Church, history group, parish council, Womens Institue, village produce market, the British Legion, local private nursery our Minister for Parliament and local schools, both from inside and outside of our truest.</p> <p>The schools link with the DBE is varied. 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 Institue. 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.</p> <p>Of the 114 children on role, the proportion of pupils who have special educational needs is 28% with a number being assessed for an Educational Health Care Plan (EHCP). Most of the children on the SEND register have speech, language and communication or social emotional difficulties. The school has a reputation for being a nurturing environment and vulnerable families and parents of children with SEN often travel to Fressingfield Primary from out of catchment and even county. This is reflected in the school profile which also includes 17% of pupils in receipt of Pupil Premium. SEND provision was seen as a strength of the school in the most recent Ofsted inspection.</p>
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The importance of personal well-being and fitness is encouraged through sports provision that is enhanced by specialist coaches and inter-schools' competitions when circumstances allow. The school has gained the gold sports mark award over several years and there has been a significant increase in pupils participating in inter school sport. Children also take part in daily initiatives to improve their fitness and well-being. The school aims to ensure all children can do 5 key things before leaving the school so that they have life skills that will enable them to be active throughout their lifetime.

1. To swim 25m
2. To ride a bike
3. To scoot safely
4. To feel comfortable running or walking longer distances (over 2km)
5. To skip (at least 5 continuous skip)

Competitive sport is important to the pupils, and they have had some excellent results in cross country, hockey, tennis and basketball. Most children also go on to represent their high schools at sport following transition.

The children enjoy a range of experiences and activities, some of which take place outside the school day. These additional activities include a variety of sports clubs, including a girls can sports club, balance ability cycling, dance, writing, Maths, construction, singing, coding, cooking, Lego, art and gardening. All pupils from Year 1 have a block of swimming lessons every year from Reception to Year 6. The school has also used PE Premium money to expand children's experiences such as trips to take part in outdoor adventurous activities.

Attendance is traditionally good, although it has dipped from 96% pre-Covid to 94% in 2022/23. Attendance is closely monitored by SLT, designated administrative support staff and in consultation with a EWO whose service the Trust buys into. Punctuality is also good and those that are late are challenged and offered support where needed.

The school is supported by a proactive parent body (the Friends of Fressingfield School Association FOFSA). Parental support and commitment to the school is excellent, as shown by attendance at parents evening, parent assemblies and services, productions, FOFSA events (e.g. discos, fairs) The school operates a Breakfast Club and an After School Club is planned for every day of the week.

Fressingfield is a relatively small school but one of the biggest in the local area with pupil numbers fluctuating from around 110 to

	<p>130. This makes it difficult to fund single age classes that would enable more focused age-appropriate teaching. A financially stable compromise has been set up which means there are 5 classes which comprise of an EYFS foundation stage unit (Years N and R), a Year 1 class, a Year 2/3 class, a Year 4/5 class and a Year 5/6 class. The school is reasonably well known but more could be done to publicise it to the wider community. The key aim for this school is attract more pupils and get to single form entry, by raising the profile and drawing attention to the beautiful site and grounds as well the improving outcomes.</p> <p>In 2018, Fressingfield sought to increase cooperation with other schools and was one of the founders of 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 10 Trust schools. In April 2021 the headteacher took on the responsibility of another MAT school and now oversees both Fressingfield CofE and Charsfield CofE primary. Since the summer term of 2021 staff between the two schools have started to mutually support each other and share good practice.</p> <p>The school governing committee is experienced and very strong. A new chairperson was appointed from September 2022 following the vice-chair standing in as chair. Four new governors have been appointed all with relevant experience of schools and young people. Consequently, the governing committee is moving forward quickly and with renewed focus since the new appointments were made.</p>
<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>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 vision is 'learning to bring out the best in everyone'; our children, our staff and the members of our whole-school community, through 'living life in all its fullness.' Our aim is to develop happy, healthy, confident, responsible and respectful children who delight in learning and to enable each child reach his or her full, God-given potential.</p> <p>In consultation with stakeholders, we live our vision through our 5 drivers:</p> <ul style="list-style-type: none"> • Lifelong learners Our curriculum is broad, balanced and stimulating; it has been designed to enable pupils to achieve the highest academic standards, to develop the knowledge and skills needed for their next stage of education and eventual employment, to promote a positive attitude to learning and fulfil their God-given potential. In

<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>g) What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>h) How is religious education structured and organised? Why have these decisions been made?</p> <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> <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>	<p>order to develop lifelong learning skills, we also help children identify their strengths and areas of development as learners. By exploring seven learning characteristics (creativity, resilience, strategic awareness, making links, changing and learning, learning collaboratively and curiosity) we equip children with a 'language of learning' that underpins our learning, our curriculum and our relationships across the school.</p> <p>• Embedded in our community We are proud to be a rural Church of England School and to play our role in serving our local communities. We believe in the power of the school and its community to enhance our children's personal, social, cultural and spiritual lives. Our curriculum supports children to play a positive role in community life and to develop a sense belonging. At the same time, we aim to promote respect, tolerance and understanding by providing children with positive encounters and opportunities to learn about the full, diverse range of people, communities, cultures and religions that make up our United Kingdom.</p> <p>• Healthy for life Our aim is for the children and all members of our school community to be physically and mentally healthy and to develop positive healthy attitudes and habits that will support their well-being throughout their lives. Through positive, fun experiences of play, exercise and healthy competition, and by explicitly teaching the behaviours necessary for physical and mental well-being, we support our children to develop resilience, confidence and a positive sense of self.</p> <p>• Environmentally aware We believe in a future that is more environmentally sustainable and socially fair and where people live healthy, enjoyable lives in thriving environments. We recognise that, what our children learn today will influence how future generations live. Our curriculum is designed to support children to fulfil God's instruction to 'tend the earth,' and to safeguard the integrity of creation. We provide children with opportunities to experience the richness of the environmental diversity of God's earth and to care about its management and sustainability. We also seek to nurture the knowledge, kindness, critical thinking and empathy skills and values that will allow sustainable development to flourish and a better world to emerge.</p> <p>• Rights-Respecting citizens of the world Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons and help them develop a respectful understanding of other people, cultures and religions. Our aim is for the children of Fressingfield Primary School to see themselves as citizens of a connected world and to be prepared to play their part in it. Through an exploration of the UN Charter for the Rights of the Child, our children will develop an understanding of both their rights and their responsibilities, and how these rights apply equally to children across the world. We want to recognise our common humanity whilst celebrating our differences and diversity.</p> <p>We worship in assembly daily, opening and closing with our call-and-response candle, and finishing with a prayer. Following consultation, we use a 3-year rolling cycle of Values, which are displayed and which permeate our assemblies. Over the week, our assemblies include an end-of-week celebration assembly, a</p>
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visitor assembly and a pupil-voice assembly. The latter is mainly a forum for our school groups, which include school council and anti-bullying ambassadors.

We use the Suffolk Emmanuel scheme of work, because we feel it is 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. We use the theme of the video Nobody Stands Nowhere to introduce an RE block, reminding children that they each have a world view. As a result of this recent initiative, teachers say there is more involvement and engagement by children.

Because of the nature of our school (being rural and located in a small village), and as part of our driver Rights Respecting citizens of the world, we organise an annual RE trip, eg to Norwich Synagogue or Cambridge Mosque, and then create assemblies and displays to share our experiences.

We work alongside our village churches through visits, visitors and assemblies. The vicar of our 'partner church' is also a school governor, chairs our Ethos committee and is our school chaplain. The local Baptist church is in close physical proximity, and we also have a link through visits, visitors and celebrating events, eg harvest. We also enjoy regular Open the Book assemblies, performed by a local group. This means that many children recognise familiar faces even before attending school. Through governor monitoring, children have shown our school chaplain around our Reflection Shed, proudly explaining what it is and why we have it.

The school has a strong Ethos committee that helps to direct the school in relation to our Christian identity and values. The Ethos committee is chaired by the Rev. Canon Susan Loxton and has been fundamental in creating the school's direction and ensuring the children received the best possible education.

Fressingfield 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. On a recent governor monitoring walk, our chaplain noted that the homemade crosses in the school were quite old, resulting in the planning of an art/craft initiative with families to make more. Children asked to be involved in the 'judging' and displaying of these.

We involve parents/carers in our curriculum through SHARE mornings, curriculum talks, parents/carer meetings, attending assemblies and events such as sports day and fundraising events. These are planned as part of our five drivers and our motto. For example our Big Campout and our Walk on the Wild Side both involved children, staff and families, enjoying the local community, learning new skills and making healthy choices. All

	<p>people involved were very positive about these events, requesting that they be repeated!</p> <p>In 2018 Fressingfield became one of the founding schools in the All Saints Schools Trust (ASST). It was realised by school leaders that small rural schools are vulnerable and can at times become unstable due to changes in education policy, financial pressures, and staffing. The local DBE was consulted on the trust proposal, and they took the decision to allow the five founding schools to form a trust that comprised of both Anglican and non-church schools, something that is unique to Suffolk. Since the inception of the trust, it has grown to 12 schools, many of which are very small, and Fressingfield has benefitted enormously from staff training and the sharing of expertise and resources. The ASST has maintained local governing bodies and Fressingfield’s committee has two foundation governors.</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>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?</p>	<p>We express our Christian vision through our school motto (see above) and our drivers, which are lived out by all children and adults in school. We also use our school values, which are a 3-year programme, rotated each half term. These have been review recently and, each term, every child creates some shared work relating to these.</p> <p>We are a Thrive 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.</p> <p>In order to help children to understand themselves better as learners, we use ELLI (Effective Lifelong Learning Inventory), which children meet on arriving in school. This uses animals or ‘learning dimensions’ and encourages children to talk about their learning, self-reflect and be more aware of themselves as learners. It means children know their strengths and can identify how to improve or move on with their learning. We praise and celebrate our ELLI learners as part of our assemblies.</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>Our curriculum, which Ofsted called 'ambitious' was drawn up over eighteen months, in consultation with our stakeholders. Using our motto and drivers, 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 gardening and studying wildlife, as well as 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. As part of being Rights Respecting citizens of the world, we also celebrate and learn about key events during our assemblies. They might include topics such as Autism Awareness Day or celebrating a feast day or festival of a non-Christian religion, eg the Jewish feasts of Rosh Hashana, Yom Kippur and Sukkot. Pupil perception questionnaires tell us many children are very keen to learn more about non-Christian religions. Further, many children request to lead an assembly, some with ideas about assemblies 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 Jigsaw, 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. As a result of this, some staff members attended training from Equaliteach. Following this, we have looked at how we teach our curriculum, and how we can make it inclusive for all children. By using a variety of strategies, different for each child, we ensure that all children have access to our curriculum, including visits and assemblies. 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. Subject leaders use regular 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</p>
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	<p>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>Values which are important in the All Saints Schools Trust.....</p> <ul style="list-style-type: none"> • Inclusion- provide equality and access to high quality education for all pupils. • Independence- develop pupils ability to learn and be self-sufficient. • Individuality- value independence of thought and character. • Inspiration- nurture an appreciation for culture, the arts and the ability to be a lifelong learner. • Interdependence- 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. • Integrity- attain the qualities of being honest and having strong moral principles.
<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>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 arrive in school, and see a family of welcoming adults, who speak politely, kindly and respectfully. In class, children begin their school year with transition time in July, spent with a new teacher. At the start of the school year, a class charter is drawn up and agreed by the class. Additionally, children who would like to be in school groups, eg school council, put themselves forward, and the classes vote democratically.</p> <p>School groups and pupil voice are both very important in Fressingfield, as is children's role as monitors. Children are given responsibility for jobs from when they arrive in school, and are encouraged and praised when they are done well. In our daily assemblies, 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 celebration assembly values and praises children for their progress, improvement or achievement. Our Reflection Shed monitors take turns to welcome children into our reflection shed, keep it tidy and offer feedback about future themes. Additionally, they help to organise pupil-led assemblies, keep the prayer table looking fresh and take the prayer box into assemblies. They say they are proud of their job and enjoy it.</p> <p>Collective worship is led once per week by a local Christian minster and the school has been supported by the DBE in the delivery of collective worship. Consequently, children have had the opportunity to lead worship more regularly.</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>Because our motto and values have been drawn up as part of a shared initiative, both staff, families and children feel ‘part of’ this process. Pupils’ wellbeing is a high priority in Fressingfield, as we need to be mentally and physically well. Initiatives we use include art therapy, family support, school nurse, our in-house Thrive practitioners, Suffolk One Life, victim support, social care and Crucial Crew for Year 6 children. We also have a reflective space and our prayer table for children to access. In consultation with parents/carers and children, we try to match to appropriate support for each pupil, and put this on a child’s support plan.</p> <p>We also are aware of the mental health and work-life balance of our staff. We have a named work-life balance co-ordinator, and two staff trained in mental health. We also have a mental health wellbeing service available for staff. Our chaplain is available for 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>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>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 pupil voice assemblies and the groups that feed into them are an important part of our school. Children are asked their opinion in regular pupil perception questionnaires, and are listened to. Some groups of children are democratically ‘voted in’ to areas of responsibility (eg school council), some ‘apply’ (eg library monitors) and some request, if they have an interest in an area, eg our school Eco group. We also have a school newspaper, which is child-led. As a result of these, children are able to organise and work towards change. We have recently recognised that the children need to also liaise with our parent/carer fundraising group, and so school council will be meeting and working alongside them for future initiatives.</p> <p>The ASST promotes and shares the successes of the school. Through the trusts support and understanding of Fressingfield Primary’s uniqueness the school is both supported and allowed to thrive.</p>
<p>IQ6 Is the religious education curriculum effective (with</p>	<p>All key stages in Fressingfield use the Suffolk Emmanuel scheme of work. This is local and enquiry-based, and is modern, relevant and</p>

<p>reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</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>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>The RE subject leader is responsible for monitoring RE training and for ensuring resources are of good quality and are relevant. The subject lead will regularly conduct questionnaires or ask for feedback, and use this to help plan subsequent CPD. The RE leader attends regular CPD, including termly RE meetings and an annual RE conference. The RE lead also reports regularly to the governing body.</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> <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>	<p>The RE lead regularly monitors RE, 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 may plan in an assessment activity to help them assess learning.</p>