

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Boxford Church of England Voluntary Controlled Primary School

Vision

Our vision is for all children to 'live life in all its fullness' John 10:10 so that they can experience the joy that life has to offer. It informs our curriculum planning to give substance and support to all students. We have an open approach that encourages children to consider their beliefs in a range of contexts, whether that is within R.E. lessons or our range of opportunities for collective worship.

Our school values; positivity, perseverance, respect, responsibility, creativity and kindness, run through everything we do and are the key elements that ensure that children at our school 'live life in all its fullness'.

Strengths

- A supportive and caring culture is inspired by the school's vision and associated values. This enables pupils and adults to flourish.
- Leaders make thoughtful, strategic decisions which are underpinned by the Christian vision and values. This promotes an ethos where pupils and adults feel understood, valued and cared for.
- An atmosphere of encouragement and compassion supports pupils, staff and families. Exemplary relationships and a nurturing environment positively impact on pupils' confidence and wellbeing.
- The vision and school context inspire leaders to create an exciting and diverse curriculum. A rich variety of experiences widen pupils' horizons and encourage a love of learning.
- A well-sequenced, creative and diverse religious education (RE) curriculum challenges pupils to reflect and think critically.

Development Points

- Enhance pupils' understanding of how they can challenge injustice and make a difference to the lives of others.
- Extend the range of opportunities within RE for pupils to experience a diverse range of faiths and views. This is to deepen their knowledge and understanding of worldviews and faith and the impact they have on people's lives.



Inspection Findings

Boxford is a welcoming and friendly school. Dedicated and conscientious leaders ensure that the vision and associated values are woven through the school's work and guide decision-making. Governors consistently refer to the vision, which steers choices, leading to improvements and providing support and challenge to school leadership. Leaders empower pupils and adults in this small, rural school to 'live life in all its fullness'. They inspire them to take advantage of the opportunities presented to them. This means that from their unique starting points, individuals can achieve their best. The vision and associated values, including positivity, are deeply connected and thread throughout the school's work. They drive curriculum design and ensure pupils and adults are well-supported and nurtured, inspiring improved wellbeing and professional development. Staff are extremely committed and provide a stimulating learning environment for pupils. They act with care and consideration for the good of the whole school community. This means pupils are confident, curious and enjoy their learning. Partnerships are strong and include significant links within the diocese, community and local church.

Leaders have carefully crafted an outward looking curriculum, that offers rich and memorable experiences. For example, RE effectively provides opportunities to broaden cultural awareness, which enhances pupils' understanding of diversity. Staff encourage pupils to be inquisitive about the wider world and first-hand experiences are key to any new learning. Pupils who are vulnerable and those who have special educational needs and/or disabilities (SEND) are identified and supported sensitively. This is valued by parents who feel their children are 'known by all'. Leaders have made considered choices to ensure provision is in place for pupil and family wellbeing from professional and experienced staff. This has a positive impact on both attendance and wellbeing. Pupils talk at home about their learning at school, demonstrating their interest. The beautiful school environment gives chances to experience awe and wonder as well as opportunities for moments of stillness and reflection. Staff have a shared understanding of spirituality and opportunities for spiritual development within the curriculum are highlighted and planned for. However, making use of spontaneous moments of spiritual development are less effectively used. Pupils know that all achievements are celebrated through weekly 'value' awards such as for perseverance and kindness. Peers nominate each other for these certificates, deepening their sense of being recognised as the unique person they are.

Collective worship has a positive impact on the spiritual life of the school and its community. Shaped by school values, it covers important world events and key moments in the Church calendar. Consequently, it is relevant and a valued part of the school day. A structured approach to worship, with routines for gathering and sending, includes moments of prayerful response and reflection. Pupils explain that collective worship gives them a moment to think and reflect. Worship is engaging and inclusive and provides opportunities to flourish spiritually. Team leaders maintain a prayer station for pupils to write private prayers or ones they are happy to share in worship. This means that they can take time to consider, reflect and order their thoughts. They welcome the chance to take an active part in worship. The contribution of clergy enriches the way worship impacts on spirituality. Seasonal services in the local church and visits from the bishop, ensure individuals feel part of the wider Christian community.

Wellbeing has a high priority so pupils and adults are well-supported, nurtured and flourish. Strong, trusting relationships are seen throughout the school community. This is exemplified in the provision made for vulnerable pupils and their families, resulting in their happiness and growth. In this way, the Christian vision is consistently promoted. Staff are held in high esteem. A wide range of professional development opportunities are offered, which means the whole school feels valued and respected. In addition, parents and carers are appreciative of the commitment to regular, almost immediate, communication with them. The behaviour policy has been carefully reviewed and has a positive impact on school life. Pupils play harmoniously together and know how to reconcile



after disagreements. Within this caring family culture, Year 6 buddies guide and encourage younger pupils, including Reception children when they first begin school. Effective transition arrangements mean newcomers integrate quickly and pupils move on to their next school positively. Parents and carers describe how supported they feel, with their views and any concerns being readily heard and acted upon. Leaders, including governors, make a point of showing their appreciation formally. Wellbeing is a priority and staff have ready access to leaders, other team members, church leaders and a counselling service. The feeling that 'everybody is noticed' provides reassurance and recognition of the value placed upon them. The importance of good mental health for pupils is highlighted. They are guided into being alert to their immediate surroundings and environment and to notice how they are feeling.

Pupils make a difference to others through actively fundraising for charities such as the local foodbank. Acts of generosity are evident in fundraising efforts, including enthusiastic support for national and local good causes, often initiated by individuals. Pupils learn about inequality and global issues through the reviewed curriculum, but also through regular 'no outsiders' collective worship. Groups such as the eco-team have been instrumental in successfully accessing 'claim the rain' funding to develop school grounds including reflective areas. However, opportunities to enable all pupils to understand how to become active agents of change and challenge are less developed, both in their own communities and the world. Enrichment activities and educational visits support the broadening of pupils' horizons across the curriculum.

RE is carefully planned and well-structured. It is engaging and balances the teaching of Christianity as a multi-cultural global religion with different worldviews and faiths. Pupils consider it an important subject and are interested. They are challenged to think profoundly through considering deep questions. The RE curriculum encourages curiosity and demands a range of responses demonstrating creativity, reflection and debate. This means pupils are motivated to engage further, progress and succeed. Parents recognise the enrichment RE offers to their children's appreciation of religious diversity. Leaders ensure appropriate progression of knowledge and skills for pupils as they move through the school. They benefit from the support of the diocese, who provide guidance on improvements to the quality of RE. The creative RE curriculum helps pupils develop a breadth of knowledge and understanding of a range of beliefs and worldviews.

Information

Address	Stone Street, Boxford, Sudbury, Suffolk, CO10 5NP		
Date	23 October 2024	URN	124691
Type of school	Maintained Voluntary Controlled	No. of pupils	176
Diocese/District	St Edmundsbury and Ipswich		
MAT/Federation	N/A		
Headteacher	Emma Lea		
Chair of Governors	Emma Hollock		
Inspector	Lynne Golding		