

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cockfield Church of England Primary School

Vision

“Live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble.” 1 Peter 3:8

We share, we care and learn together.

Strengths

- A compelling Christian vision, expressed through carefully selected values, inspires a powerful culture of care and nurture. It drives decisions ensuring significant impact for pupils and adults.
- Leaders create a highly inclusive environment, underpinned by the vision. This enables pupils including those who are vulnerable or with special educational needs (SEND) to enjoy many rich learning experiences.
- Reciprocal and deep-rooted partnerships foster positive relationships which offer strong support, within and beyond the school. Work with the trust, local church, diocese and agencies has far-reaching impact on the lives of pupils and adults.
- Leadership of religious education (RE) is strong, ensuring a carefully sequenced and progressive curriculum. There are many opportunities for pupils to think deeply and develop their knowledge of world religions and worldviews.
- Collective worship is well planned and organised, incorporating the school’s values and vision. Participants benefit from invitational moments of calm contemplation, enabling them to reflect on what the values mean to them personally.

Development Points

- Develop a shared understanding of what spirituality means at Cockfield. This will deepen the many opportunities for spiritual development already available, ensuring pupils and adults can confidently talk about spirituality.
- Continue work to deepen pupils’ understanding of the biblical basis of the values through stories. This will enable them to recognise the values as intrinsic to the school’s Christian vision.



Inspection Findings

There is a strong and tangible culture of nurture and care which permeates this very small school. The biblically based Christian vision encourages pupils and adults to live in harmony with each other. Six carefully chosen values, including compassion, respect, and friendship, complement the vision to shape an ethos where relationships are prioritised. This shared purpose drives the recently appointed leadership team in their relentless focus on building an inclusive, happy community. They benefit from support through the trust, including shared resources, strategic direction and practical support to improve SEND provision. The trust's own vision resonates with that of the school, while still preserving Cockfield's uniqueness. Governors are passionate about the school's ongoing improvement and monitor the vision's impact closely. For example, they began work linking the values to biblical stories to deepen how the values are exemplified for pupils. Although at an early stage, it is clear this action is already bearing fruit. Diocesan support is used well, providing a detailed external viewpoint of the school's work towards embedding values.

The curriculum is shaped and guided by the vision, offering challenge and creativity. Leaders are passionate about developing a curriculum that promotes high aspirations coupled with motivating encounters. Pupils' interests and achievements are enriched and celebrated through a wide range of cultural events, trips and clubs. For example, working with a local artist gave pupils chance to create high-quality artwork now displayed throughout the school. Many pupils still talk proudly of this work. Great care is taken to support and nurture those who may be vulnerable, ensuring that they, too, can thrive. As a result, pupils learn well because they receive the help needed for them to flourish academically. Parents highly value this support, recognising the positive impact improvements have had on their children. Opportunities for spiritual development abound, blending deliberately planned moments of awe with ordinary activities through the day. Learning in music, science and use of the beautiful outside spaces allows pupils to consider what is important to them. However, a common language of spirituality is currently underdeveloped, preventing deeper spiritual experiences to be shared and their impact noted.

Collective worship is central to the school's life, offering a daily moment of calm contemplation and thought-provoking reflection. It is invitational, enabling pupils and adults, including parents, to participate thoughtfully. They develop their sense of belonging and pride in their school through exploration of the values in stories and scripture. Pupils' participation in leading worship regularly enables them to develop confidence, making inspirational use of values and their personal interests. For example, a small group of children prepared and led worship exploring the role of young carers. The pupil-led ethos committee agreed the order of the school values to be followed through the year. This gives pupils ownership over the values, and an understanding of how they fit alongside the cycle of school life. Links with St Peter's church are strong and mutually beneficial. Clergy play an important role in worship as well as contributing to RE, providing inspirational support to school leaders. Valued visitors such as the Open the Book team allow pupils to experience a range of worship styles. Times of prayer and reflection mark transition points throughout the school day. Pupils write these prayers, adding them to class collections built up over many years and displayed in class-based reflection areas. They feel deeply connected to these areas and relish the chance 'to sit by the cross, be quiet, and think.'

As a result of effective and thoughtful leadership, RE has a high profile. Leaders have clearly outlined what is to be taught, providing staff with support and resources to teach the subject effectively. The content is challenging, relevant and diverse, enabling pupils to develop a good understanding of Christianity. They relish the opportunity for enquiry-led approaches to their learning about religions and worldviews in addition to Christianity. Probing questions prompt deep thinking, and lessons offer a safe space to discuss wide ranging issues. Through creative responses using art and drama, they develop confidence to express personal viewpoints and disagree well. Collaborative approaches to embedding learning are exemplified in floor books generated by pupils in each



class. Professional development is offered flexibly, making good use of available expertise through the subject leader and diocesan support.

Cockfield's vision to build a harmonious community is evident in the way pupils and adults are valued and treated. The values form an effective framework through which good learning behaviour is promoted. Staff and pupils celebrate values shown in acts of kindness and compassion by nominating each other for specific recognition. Pupils encourage one another to be kind and helpful, using restorative justice approaches to make things right. As a result, relationships are respectful and highly positive. There is an open atmosphere of support amongst staff, where asking for help is actively encouraged. They particularly appreciate the support from senior leaders alongside initiatives introduced to encourage community, such as wellbeing Wednesdays. The trust has significant impact on the life of the school, ensuring it receives adequate support from external agencies. This example of practical assistance releases school leaders to focus on the needs of pupils. For example, offering a soft start each morning to provide a calm, structured start for pupils who need it. Parents speak powerfully of the impact support offered by the school has on them and the resulting trust built. They attribute this to the way both school and trust leaders listen to them carefully and offer effective help.

Driven by the vision's biblical underpinning, everyone in the school community is expected to act with responsibility towards others. Meaningful opportunities are given for pupils to consider difference and diversity, reflective of the school's context. The impact of this is evident as people are accepted for the person that they are. One child commented 'It doesn't matter who you are or if you need help with something, everyone is welcome here.' To develop high aspirations, pupils are actively encouraged to explore ethical choices and take on leadership roles. Inspired by their rural setting and caring for the environment, the school council advocates for peers and champions initiatives. Keen to make a difference to their environment, they successfully campaigned for reusable glue sticks to reduce school waste. Alongside numerous fundraising events for charities, zero-budget projects such as improving the garden areas provide further opportunity to act. Building partnerships with the local community is prioritised, evident through support for development projects in school. A local company provided paint for the garden area fence, and the village raised funds to provide new library shelving. The whole community are rightly proud of Cockfield school as an inclusive and nurturing place where pupils, and adults, flourish.

Information

Address	Church Lane, Cockfield, Bury St Edmunds, IP30 0LA		
Date	14/11/24	URN	150065
Type of school	Academy (former Voluntary Controlled)	No. of pupils	74
Diocese/District	St Edmundsbury & Ipswich		
MAT/Federation	All Saints Schools Trust		
Headteacher	Marc Gilbert		
Chair of Governors	Sharon Potter		
Inspector	Philip Asher		