

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Bramfield Church of England Primary School

#### Vision

Mission: To nurture individual growth and inspire an enthusiasm for learning.

Vision: To develop curious minds, providing wide-ranging opportunities for children to explore their potential and be the best they can be.

The mustard seed “is the smallest of all seeds, but it becomes the largest of garden plants; it grows into a tree, and birds come and make nests in its branches. Matthew 13:31-32 (New Living bible).

Bramfield 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.

#### Strengths

- The Christian vision drives leaders’ decisions and is lived out by the school community. Pupils and adults are encouraged to ‘grow and be the best they can be’ in any way they are able.
- There is strong integration of the vision into wider learning experiences and extra-curricular provision. This contributes significantly to the spiritual development and flourishing of pupils, including those who are vulnerable.
- Mental health and wellbeing are a priority of the school. A strong, nurturing, close-knit team provide excellent care and support for pupils and adults, ensuring needs are effectively met. This results in a welcoming and happy school.
- Pupils are provided with a range of meaningful opportunities to accept responsibility. This impacts on their attitudes both inside and outside of school, building positive relationships and a clear moral outlook.
- Religious education (RE) is well sequenced, fostering curiosity which drives the whole RE curriculum. It has a high profile and enables pupils to appreciate a range of beliefs.

#### Development Points

- Extend the RE curriculum to include the exploration of Christianity as a worldwide faith. This is so pupils can understand its religious diversity beyond their local context.
- Broaden the scope of opportunities for pupils to respond to matters of injustice and inequality. This is so they can be encouraged to independently act as agents of change to causes that matter to them.



## Inspection Findings

The Christian vision, rooted in the parable of the mustard seed, is reflective of the school's context. Leaders have recently reviewed and revisited it to ensure it is clearly articulated. As a result, the vision is widely understood and is embedded into school life. Pupils and adults are encouraged to 'grow to be the best they can be'. Governors effectively evaluate the impact of the vision and support leaders in ensuring it drives the school's actions. Consequently, the vision is at the heart of decision making, for example, through the investment in a pastoral worker role. There is also a clear resonance with the Trust's vision as both seek to develop pupils' aspirations. Working with the Trust, the school supports the professional needs and wellbeing of staff so that pupils, in turn, can flourish. Strong partnerships with the diocese, partner schools and the wider community have also provided tangible benefits to the school. These include a sports hall and the development of outside areas, enriching the pupils' experience at this welcoming Church school.

Pupils are given, and are keen to embrace, multiple opportunities to develop their sense of responsibility. This starts in Reception, as pupils are given 'peg jobs' within their first term. Older pupils then participate in a range of meaningful leadership roles, including being eco warriors, road safety officers, and safety wardens. They understand their importance, taking them seriously and recognising their own visibility and influence on younger pupils as role models. The curriculum provides a number of opportunities for pupils to learn about justice, for example, regarding Fair Trade. The school is also beginning a 'Global Neighbours' project to help pupils understand more about poverty and global injustice. A range of fundraising activities in the school, such as sponsored walks, demonstrate compassion and generosity. Pupils have also been encouraged to take action in their local community through litter picks. However, much of this is initiated by adults. Pupils are at an early stage of developing their awareness and abilities to act independently as agents of change.

Collective worship is at the heart of school life. Leaders have thoughtfully planned worship themes based on Christian values, and systematically and robustly evaluate its impact. As a result, pupils in this school have a rich and varied diet of daily worship. For example, singing is uplifting and joyful, and dramatic roleplay brings Bible stories to life. These experiences enhance their spiritual growth outside of worship. This includes contributing to a strong sense of community at playtimes, with all ages playing together. There are smaller, quieter opportunities provided for some pupils, ensuring that worship is inclusive of all. Partnerships with the local church and community are valuable in further contributing to pupils' spiritual flourishing. They thrive as they lead church services, enabling them to feel connected with the neighbourhood beyond the school. Pupils express their spirituality through writing personal prayers and accessing a range of reflective spaces. Consequentially they develop an appreciation for moments of stillness and calm.

Clear attention has been paid to the wider curriculum offer, with a focus on the most vulnerable pupils. The result is a varied curriculum, aligned with the Trust's approach, with a rich range of trips and clubs. This expands pupils' horizons and gives them a broader range of interests. Barriers are removed where possible to enable pupils to have the chance to access and attend these wider experiences. This strongly supports their confidence and teamworking as they participate in new and engaging opportunities. Elements of this offer, such as the Children's University, play an important role in reinforcing pupils' aspiration and resilience. A strong inclusive ethos supports pupils with special educational needs and/or disabilities (SEND) through adaptations in teaching and an adjusted provision in classrooms. This makes learning accessible. Pupils are known as individuals and their needs identified as such. The school has embraced a shared language around spirituality, which is planned within the curriculum through the use



of structured questions. These, such as 'What makes a good friend?' or 'Why do people have to suffer?', enhance pupils' ability to discuss and reflect. Art and music further nurture pupils spirituality and subsequent creativity. For example, an inspirational workshop on the 'Carnival of the Animals' resulted in pupils expressing their ideas in their own artwork outside school.

Mental Health, wellbeing and support are a priority for the school. A strong culture of dignity and respect pervades. The nurturing vision of the school underpins caring relationships, creating a close-knit school community. This begins before pupils join, with transition activities planned for new Reception starters. A 'warm welcome' and open-door policy ensures this culture continues as they journey through the school. Pupils, families and staff therefore build a bond with the school over time. Parents feel supported in times of need and are kept effectively informed. Difficult conversations are handled compassionately and sensitively, involving external agencies where needed. Approaches to behaviour focus on reconciliation and forgiveness. These considered approaches create a strong sense of togetherness and belonging where pupils are eager to come to school. As a result, attendance is high and pupils and adults flourish in a safe and caring environment.

RE is valued and its place in the curriculum is befitting of a Church school. It is well-planned and promotes enquiry, reflecting the school and Trust's desire for learning experiences beyond the local context. These include a visit to Norwich Mosque. The 'Big Questions' frame the well-constructed curriculum, which covers world religions and worldviews in a progressive sequence of learning. As a result, pupils enjoy encountering other beliefs and have a good understanding of their similarities and differences. For example, they recognise that Humanists do not believe in a God but are still guided by a moral purpose. Staff have accessed a range of professional development opportunities provided by the Trust, diocese and subject lead. This enables them to have an improved understanding of how to deliver RE effectively. However, the representation of Christianity as a global and diverse faith is not embedded within the curriculum. This has limited pupils' understanding of its place in the world. Nevertheless, the school has recently developed links with a school and church in Tanzania. This has provided some evolving opportunities to build on as they arrange virtual meetings together.

## Information

Address	Bridge Street, Bramfield, Halesworth, IP19 9HZ		
Date	23 June 2025	URN	143050
Type of school	Academy	No. of pupils	96
Diocese	St Edmundsbury and Ipswich		
MAT/Federation	St Edmundsbury and Ipswich Diocesan MAT		
Headteacher	Steven Jeal		
Chair of Governors	Cathryn Benefer		
Inspector	Paul Seeman		