

School's theologically-rooted Christian Vision

Where we are now:

Our Great Whelnetham C of E school family's Christian ethos: NURTURE-GROW-SUCCEED TOGETHER; is supported by Jesus' mustard seed parable- "The kingdom of heaven is like a mustard seed¹ that a man took and sowed in his field. ³² It is the smallest of all the seeds, but when it has grown it is the greatest garden plant and becomes a tree. (Mt13v31-32). Valuing our school community, our Great Whelnetham family, together we embody our vision, "With God's guidance; sowing the seeds of success; nurturing and inspiring pupils and adults to flourish together as a family."

Great Whelnetham C of E is a Church of England Primary School with a strong and caring Christian ethos. Our whole school ethos is encompassed by the these four words, Nurture-Grow-Succeed Together. Our ethos is supported by our core Christian values of Thankfulness, Truthfulness, Friendship, Respect and Perseverance, and our school vision statement "With God's guidance; sowing the seeds of success; nurturing and inspiring pupils and adults to flourish together as a family".

Jesus' image of a mustard seed offers a metaphor for this ongoing process of nurturing, growing and flourishing of the whole school community - from the smallest of seeds grows the greatest of shrubs.

³¹ He put another parable before them, saying, "The kingdom of heaven is like a grain of mustard seed that a man took and sowed in his field. ³² It is the smallest of all seeds, but when it has grown it is larger than all the garden plants and becomes a tree, so that the birds of the air come and make nests in its branches.

NUTURE-GROW-SUCCEED TOGETHER

Our Vision, Aims and Values

Vision:

Our children's journey through Great Whelnetham will support them in building a wealth of experiences which will positively impact on them for the rest of their lives. Together we will build a collection of amazing memories where learning is fun and education is valued. We **NUTURE-GROW-SUCCEED TOGETHER**. We will be good role models who inspire through a love of learning and be motivated to make a positive impact on each other's lives. We will value each child and encourage them to always be the best version of themselves. We need to be open to other's ideas, be a good friend, a good listener, persevere and not be afraid to make mistakes. Be empathetic, treat



others how we would want to be treated ourselves and most importantly, celebrate that everyone of us is unique and special. We will work together to provide the best outcomes for all our children, and we will accomplish this through our Christian Values which are: Perseverance, Respect, Truthfulness, Thankfulness and Friendship. We are a school family: strong in our community and faith.

Inspection Conversations: Context

Our Shared Journey – How we got here

Creating out vision was a long and collaborative process involving all stakeholders and a considerable amount of honest and fair reflection. Below is a brief overview of our journey.

All key stakeholders (Governors, Staff, Parents and Children) were consulted and asked the following three questions about our school.

- Who we are?
- Why we are here?
- How then do we live?

It was essential that everyone had an opportunity to think about our unique context. In doing so the following points were considered:

- What is the history of our school?
- What is our logo?
- Where are we located?
- What is special to our town or area that brings people together?
- What are our children like and what do they need?
- What is our school particularly good at and where do your challenges lay?
- Who are your vulnerable?
- How do we support these children and their families?

In answering these questions we focused on the following two points: Distil who we are. What is unique and special about us?

What does Great Whelnetnam C of E school need to give to its children? And how, as Christians, and with God's love, can we deliver that? The following information displays the responses from all the consultations that took place to answer the important questions above.



Who Are We

We are a school, a community. We are a family. We are Inclusive. We are a safe and loving environment that nurtures, values and inspires all children that walk through our doors.

We are the first educators. We have a responsibility to teach our children the importance of making good choices and leading by example. We are a school that provides a happy, nurturing, and supportive environment founded on the principles of the Christian faith. We stick together, we stay safe. Respectful. Help others. Learn to be kind. We are Kind. We are hardworking Sensible. Help each other Grateful to be here Ready to learn. Smart learners. Friendly. A team. Kind – We are kind people Smart. Forever learning Ambitious. We are the future. United together. Helpers. We treat people nicely as we want to be treated. We are a group of children and adults learning together. We teach each other.

Why Are We Here

We are the beating heart of the local community, we are here to serve this community and its families.

We are here to provide for all children, particularly to support those children and families that have socio and economic difficulties and deal with challenges.

We are here to provide the best possible education for all our children within our community.

We are here to nurture our children, to invest in them and to value each one of them as an individual.

As a church school, we are here to teach our children that God loves each one of us and that we show him our love by following his example.

We are here to educate our children. We are here to inspire our children.

We are here to provide an entitlement of experience for all children, regardless of their background and their ability. We are here to provide the best possible education for each child we serve. We do this in a caring, loving, nurturing and compassionate environment.

We are here to teach our children the importance of acceptance.

We are here to teach our children and to care for them.

We are here to be the best possible start to each child's educational journey. We want to instil a love of learning so that each child loves coming to school and wants to do their best.

We are here to foster a love of learning.

We are here to do right by all our children. To teach them the value of dedication, hard work and resilience. We are here to teach our children to take risks, to feel comfortable enough to do that.

We are here to teach our children all about acceptance, to value difference and to celebrate this.



We are here to do our best.

We are here to make friends and be happy. To are here to learn about maths.

We are here to learn about perseverance. We are here to support each other.

We are here so that we can get a good job when we are older. We are here to learn how to read so that we can be successful. To make friends

To grow up and be what we want to be.

To learn life skills like swimming Grown-ups and learning pros

To learn

To become the future To find ourselves

To learn and help others To gain knowledge

To be smart

Ready to get a good job

How then do we live?

As Christians what do we give to our children what do they want to achieve?

The sky is the limit. Dare to dream. Aspirations to be the very best versions of ourselves. To be confident about who we and happy with all that we do and say. We keep ourselves fit. Learn to be healthy. Being sensible. Being safe. Following rules. Face challenges everyday. Have self-respect. Adults help. Looking after our family. Listen to everyone. We are here to grow. Trusting and believing everyone. Can't stop ourselves from learning We live with our hearts. We show kindness We are helpful. We are happy and healthy. Treat everyone with respect.

How we used this to develop our vision

All these responses above provide a clear picture of Great Wheltenham C of E Primary school. We were all certain about who we are, what we want to achieve and how we want to live and work. SLT have taken this information and include a created a Vision Statement for our School (at the top of this document) reflecting the feedback enclosed in this report.

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?
- 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?

The school employs three full time teachers and 3 part time teachers equating to a further 1.2 teachers.

We have 4 full time TA’s working in multiple roles including wellbeing and emotional support, cover supervisors, classroom assistance and 1:1 SEN support.

There is an independent pre-school within the school grounds- Cygnets.

In 2021, the governors decided to look for support from All Saints School Trust. The school has been working closely with the trust ever since and has recently celebrated their renewed “Good” Ofsted review.

The school admits pupils primarily from the villages of Stanningfield and Great Wheltenham. As of June 2025 there are 85 pupils on roll. The school occupies a single storey building which has been extended multiple times to provide more accommodation and houses a new 2 classroom building in the playground. The school is at the heart of the community and maintains close relationships with families, local organisations, and residents. These links are nurtured through regular shared events, collaborative celebrations, and charitable fundraising efforts. Pupils are encouraged to engage with and serve their community, reflecting Christian values in action. As a result, the school plays a vital role in supporting and enriching the wider community, and this sense of belonging strengthens pupils’ understanding of compassion, generosity, and service.

The school works closely with the local parish who collaborate effectively in delivering weekly collective worship, supporting Christian calendar events and welcoming the school on church visits as part of the curriculum.

Further links in the community, include with a local farm who visits the school annually as part of our curriculum links in PSHE and Science.

	<p>In the last year, we have developed a partnership with Ipswich Town Football Foundation, who have enhanced our PE curriculum and extra-curricular PE activities. We continue to work with the Suffolk Schools Partnership enabling our pupils to take part in a range of inter-school competitions developing skills in teamwork, collaboration and resilience.</p> <p>Sept 2025: Pupil Premium= 32% Sept 2025: SEN Register = 32%</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>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>Our Christian vision – Nurture – Grow – Succeed Together . Our school's values are centred around our vision; the belief that collaborative effort, a shared enthusiasm, and a collective energy, fosters an environment where we share, care, and learn together. This is reflected in the Trust vision through inclusiveness and compassion. Across the Trust, we work collaboratively by sharing best practice and ideas so that there is a network of practitioners to support each other.</p> <p>Our community is regularly invited to join us for part of our worship, celebration and learning and we also take every opportunity to share our school with those who are not always able to visit. We believe that this inclusive ethos helps to contribute towards our Christian vision. Some of the most rewarding examples of this include:</p> <ul style="list-style-type: none"> • Parents and children, of pre-school age, are invited in to share festive celebrations and take part in share and explore days. • Parents across the school are invited to join us for curriculum themed days – such as STEM days. • Harvest service held in our local church - this has helped to engage a substantial proportion of our immediate and wider families. • Regular coffee mornings hosted by our PTFA are aimed at providing a warm and friendly environment for our parents and the local community. • Families are invited to join us for our annual Christingle Service and our Nativity Celebration in the local church. • Our monthly newsletter features a plethora of celebrations and examples of our community living and thriving in harmony. • PTFA raising funds to support our school through a range of events across the year including, Non-uniform days, School discos, Summer Fete etc.



<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>	<ul style="list-style-type: none"> • Raising funds with the help of the local community which has allowed for the creation of a wellbeing room and a newly renovated school pond. • STEM day where parents and professionals are invited to share in the awe of technology along with the children • Celebrating the children’s and communities’ achievement in the Suffolk Press during the year. • Carol singing and meeting the elderly at a care home. <p>Collective worship, which is led by all our teaching staff, the Headteacher, our Reverend (Sharon Potter), our school ethos committee and our children. For each of these, our children are encouraged to play an active role in their collective worship through: singing, praying, reflecting, repeating our Christian opening and closing remark (Jesus is the light of the world – Go in peace to love and serve the lord) accompanied with lighting our collective worship candle, participating through acting and an array of other means. Children in each class, write their own class prayer and share prayers in collective worship.</p> <p>Our RE lessons are aimed at developing curiosity, discussion and thinking and are based on the much-loved Emmanuel Project. Each lesson includes time to reflect and share our thoughts. In upper key stage 2, we learn together as a group, and all contribute towards how this is recorded and shared. Children take the lead in the recording of our learning. They compile extracts from multiple children’s work and ideas and use this to create a double page spread for every lesson. In years 3 and 4, lessons are interactive and are aimed at children engaging with their learning, listening to the views of others, and challenging their own and others thinking.</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)



IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?
- 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?
- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- 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?

Impact of provision and sources of evidence

The Christian vision at Great Whelnetnam C of E Primary is expressed through theologically grounded imagery drawn from Jesus' parable of the mustard seed (Matthew 13:31-32). This provides a deeply rooted and child accessible metaphor for how small beginnings are carefully nurtured so that pupils and adults alike can flourish. The simplicity of the phrase Nurture – Grow – Succeed Together ensures that the vision remains clear for children and adults. Staff and pupils alike can articulate how these values shape daily life and support personal development.

The vision strengthened through our 5 Christian values: Thankfulness, Truthfulness, Friendship, Respect and Perseverance, each one grounded in biblical teachings. Each value features as a focus for a half term of shared experiences including, collective worship, assemblies, areas of PHSE, links to recognition and celebration certificates and helps form part of our whole school recognition reward area. Restorative justice conversations are also rooted in truthfulness, respect and friendship. These conversations are closely aligned with our nurturing Christian approach. All adults in the school strive to lead by example whilst also recognising that we all have our own imperfections. Adult staff are encouraged to be reflective in their own practice and always treat each other and the children we serve with mutual respect and kindness.

We aim to incorporate these values into all aspects of our school. Our displays show clear examples how adults and children might display the values. This is then linked to examples which have been witnessed by adults and children around the school and in the wider community. In the classroom and outdoor spaces, children have access to spiritual areas for quiet reflection and calm.

- b) Vision-led leadership: Every strategic decision is explicitly linked to the Christian vision and its impact on the children we serve, including curriculum development, staffing decisions, and financial priorities (e.g. our recent investment in nurture provision). An example of this would be our recent decision to continue our forest school provision despite the financial toll as this provision helps to nurture the wider areas of our pupils needs and not just their academic development.



Collective worship: Daily acts of worship are central, led by staff and our local clergy. The sessions offer our pupils an opportunity to celebrate each other as a group. They encompass Christian themes and also offer children a chance to reflect on recent events – either in their local communities or the wider world.

Pastoral & nurture provision: Leaders invest in the development of our nurture area to support pupils with social, emotional and mental health needs. This is a growing area of need for our pupils and as a team we are actively working to provide the additional support where it is needed most. Due to the small size of our staffing compliment, we are conscious of the importance to ensure this area is not overlooked or squashed out of our offer. We are lucky and proud of our staff's commitment and the amount of additional effort they have put in to ensure our children's wellbeing is always a priority. Staff demonstrate a strong commitment to nurturing and educating the whole child, ensuring that this holistic approach has a meaningful impact. Daily wellbeing sessions are embedded within classroom routines, including regular "pitstops" and yoga breaks. In addition, pupils are offered 1:1 wellbeing support with a trained mental health first aider in a dedicated wellbeing space, helping them to develop spiritually and morally as they reflect on their emotions, choices, and relationships.

Wellbeing-focused enrichment: A broad wellbeing offer includes parent support through partnerships with external providers such as PPP Parenting, NHS MHST, SES school nursing, and Suffolk workshop programmes among many others. We also invite parents into join us for training in neurodiversity awareness, strategies around child and adolescent anxiety and sessions run by external professionals to share insights into the needs of our pupils and their children.

Outstanding sporting provision: Despite its small size, the school provides wide-ranging opportunities for sport, including external football clubs, lunchtime clubs, and competitive opportunities that promote teamwork, resilience and inclusion. Recognition from external bodies (including an award letter from the local MP, Nick Timothy) reflects this strength.

Community and church partnership: Reverend Sharon Potter (also a Governor) is a very familiar face to our pupils, as are other members of the local clergy. The active involvement of clergy provides spiritual leadership and pastoral care not only to our children but also to our staff and parents.

Spirituality and self-reflection: Areas focused on spirituality and self-reflection. These are available throughout the school and come in many different forms with different purposes. Each class has a prayer display with a space for self-reflection. Our outdoor area provides a range of reflection spaces including a woodland area, school garden and picnic space. These areas encourage pupils to reflect on their day, enjoy the peacefulness and take in examples of beauty in our outdoor environment. Our school library is a relaxing space for children to sit quietly on their own or in small groups to read or enjoy a quiet moment relaxing in their own thoughts and imagination. In this calm and purposeful environment, pupils work 1:1 and in groups with trained adults to develop emotional regulation, resilience, and a deeper sense of spiritual wellbeing. Rooted in the belief that every child is uniquely created in the image of God, the provision reflects a shared commitment to nurturing the whole child—emotionally, spiritually, and academically. This vision ensures that wellbeing is not an add-on, but a lived expression of Christian love, compassion, and hope in daily school life

c)

Pupil voice: Children of all ages can articulate the Christian vision and values confidently. They are frequently invited to reflect on how these shape their actions and learning: for example, describing how perseverance helps them in challenging lessons, or how friendship helps them resolve playground disagreements. We encourage our pupils to take these values with them and regularly reinforce the idea that our school is not simply a building but rather, it is made up of the children who are in the building and the children who have gained something valuable from us to share with the world. Leaders regularly monitor the progression of their subjects and take time



to speak with the children to gain an insight into their perception of our school and learning experiences. This has enabled us to gain an insight into pupil understanding enabling us to make changes and alterations to many aspects of our school. Examples of this can be seen in the use of our displays both in and out of the classroom, our celebration assemblies and curriculum events which have enabled a better parent engagement.

Parental engagement: Our school is shaped through the feedback provided by our supportive and engaged parents. We are proud to see the level of involvement and engagement our parents and local community have in our school.

Strong outcomes for all pupils: We believe that education should be for everyone. It brings people together in a common cause and opens the doors to a world of experiences. For this reason we are passionate to help nurture the development of all areas of learning, not only the traditional academic subjects. As a school we are in the process of creating a curriculum enrichment entitlement document – a child friendly display evidencing all of the wonderful additional opportunities available to our children. It is a fantastic example of some of the things which make our school so special to its staff, children and parents. Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom. We place great emphasis on a happy and nurturing learning environment. Our lessons are challenging, engaging and inspiring. High expectations are expected from everyone in our school community and we live and breathe this through our strapline: “NUTURE-GROW-SUCCEED TOGETHER.”

Cultural Capital: We endeavour to share a diverse range of cultural and historical figures throughout all areas of the curriculum. This is most noticeable in our art and history lessons. We encourage children to demonstrate these values through their actions, promoting respect, perseverance and creativity within our school and its community.

A positive approach to behaviour: Behaviour is managed restoratively, using the Christian values as a reference point. Incidents are low, and children reflect deeply when mistakes occur, showing growing spiritual and moral maturity.

External recognition: Sporting success and local recognition (e.g. MP's commendation for Year 6 pupils) reflect pupils' flourishing beyond the classroom. The school's contribution to the wider community is widely recognised and celebrated. Our school is regularly featured in the newspaper and this can be credited to all of our staff who regularly reach out to share their celebration with the wider community.

Governance oversight: We have a very loyal and passionate Governing body who truly wish the school to succeed, its pupils to thrive and its community to grow stronger. Governors regularly check in on the wellbeing of our staff and of our leadership team. They offer staff confidential wellbeing check-ins and our wonderful Reverend Sharon, will happily meet with members of the school team should they feel the need for any support. Governors also hold leaders to account and provide the school with multiple opportunities to share its progress with new initiatives and links to our Christian Values. The school's Ethos and wellbeing are both standing items on governing meetings.

d)

Great Whelnetham sits within a mixed trust containing both church and community schools. While not every trust school is Anglican, the trust's overarching values and vision statement resonate closely with Great Whelnetham's Christian vision of nurturing, growing and succeeding together.



Values which are important in the All Saints Schools Trust.....

- **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.

Since joining All Saints Schools Trust, the school has been overwhelmed by the level of support offered. Some examples include:

Respecting and protecting each school's unique identity and foundation.

Providing access to leadership development which includes wellbeing support and leadership coaching.

Encouraging and facilitating collaboration across schools, which provides opportunities to share good practice in wellbeing, inclusion, curriculum development and pastoral care. This collaboration also extends to sharing positive experiences of the wider curriculum including school trips, examples of curriculum entitlement opportunities and the sharing of transport allowing for more frequent school trips with a lower financial impact.

At Great Whelnetnam, the Christian vision is deeply embedded and actively shapes the daily experiences of pupils, staff and families. We carefully design and review our inclusive practices, pastoral support, and links to our church. All members of the school community are valued and have a genuine voice which is listened to and used to help shape who we are as a school. The vision is not static but continually informs the school's development, leading to impactful improvement in children's wellbeing, achievement, inclusion, personal development and sense of belonging as part of our local community. In every sense, the school strives to live its vision to "Nurture – Grow – Succeed Together."

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?
- b) How is spiritual development an intrinsic part of the curriculum?



- c) How do leaders know that the curriculum is having the intended effect for pupils?
- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

a)
The school's theologically rooted Christian vision, is centred on Matthew 13:31-32 (the mustard seed) which provides the overarching purpose for curriculum design and the school's Nurture – Grow – Succeed Together ethos is the a reference point for any curriculum decision.

Our staff have carefully designed a curriculum that ensures every child is nurtured, encouraged to grow in knowledge, skills and character, and supported to succeed, regardless of their starting points or barriers to learning.

The Curriculum implementation project was a huge success taking over a year to embed before revisiting it again in order to tweak and refine its content. We believe that this level of dedication towards the quality of teaching and learning is a testament to our values.

Broad and balanced learning: The curriculum offers pupils rich opportunities to explore a wide range of subjects, encouraging curiosity and the development of their God-given talents.

Character education: Christian values of perseverance, respect, truthfulness, friendship and thankfulness are woven into lessons, assemblies and school life, shaping pupils' moral and social development.

Global and inclusive perspective: The curriculum includes opportunities to learn about diverse cultures, faiths and backgrounds, reflecting the Christian call to love and respect all people. This area of our curriculum is forever changing and adapting to the needs of our pupils.

Community service: The curriculum encourages pupils to take responsibility for others, including: environmental projects, and links to local community groups. During year 6, our pupils take part in the "Fiver Challenge" providing children with the valuable experience of designing a business, managing a budget, product design and development and finally opening their business for trade to our local community of children, parents, governors and teachers. The Year 6 class then spend the money raised (most recently almost £300) on something which they wish to leave behind as an improvement as they move onto secondary school. This year our Year 6 cohort are planning on treating the whole school to a "Games Afternoon" spending their newly earned fortunes on games and activities for their fellow pupils.

The extra-curricular offer reflects this vision equally strongly. A few examples include: reception class forest school introductory term, Year 1s challenge to spread kindness beyond the classroom, Year 2 and Year 3s visit to a career day exhibition, Year 4s invitation to volunteer to perform at a local nursing home, Year 5s challenge to represent their school externally and Year 6s aim to be part of a community project.



Despite the school's small size (approx. 85 pupils), sporting excellence is a significant strength. Sporting clubs run at lunchtime and after school, including football, athletics and multi-sports. Pupils regularly take part in competitive tournaments, often achieving outstanding results for a small school, and have received recognition at county level and from local MP Nick Timothy.

b)

Collective worship provides a daily opportunity for pupils to reflect, pray, and engage with biblical teaching in ways that apply to their daily lives.

RE lessons, using the Emanuelle Project, allow pupils to explore Christianity deeply, while also learning about other faiths and worldviews, promoting respectful dialogue and understanding.

Cross-curricular opportunities for spiritual reflection are built into subjects such as:

- Literacy: exploring themes of hope, justice, love, and courage in stories.
- Art: encouraging creativity as an expression of God-given gifts.
- Science: exploring awe and wonder in the natural world, fostering stewardship.
- PSHE: promoting empathy, forgiveness, and personal responsibility.
- Forest Schools: providing a clear link between us and the world around us.

Opportunities for quiet reflection are built into the school day, such as prayer corners and displays, whole class prayers created and shared by the children each day, and time for pupils to discuss moral and ethical questions within our RE and PSHE topics. Children are encouraged to actively take part in creating their own prayers, either to be shared as a collective prayer or sometimes to be quietly read by Reverend Potter and not shared with the wider school.

Special events (e.g. Harvest, Remembrance, Easter and Christmas services) foster spiritual growth and a sense of belonging. Parents, our local pre-school, governors, teachers and (on occasion) members of the public join us in our collective celebration.

c)

Leaders monitor the curriculum's impact through a variety of methods:

Pupil progress data demonstrates that pupils make strong progress across the curriculum, with support carefully targeted to meet each child's individual needs.

Pupil voice shows that pupils enjoy learning, feel challenged and overcome difficulties or barriers to their learning.

Staff observations and professional dialogue inform leaders about curriculum strengths and areas for refinement, ensuring that teaching remains dynamic and responsive. Beyond these observations, we also meet (usually every 2 weeks) to share examples of our curriculum learning and children's books. As a staffing group, we provide an analysis of the subjects current strengths and where we feel the focus for improvement should be – our curriculum and implementation of topics is constantly changing.

Behaviour and pastoral data reflect positive relationships and a strong sense of belonging, showing that the curriculum contributes to the holistic flourishing of pupils.



d)

As a school we believe we are here to serve our local community. We strive to ensure every lesson, every resource and every experience is accessible to all. And with this approach we recognise that we will not always succeed and that we may fall short. As a staff, we are resilient and support each other when the need arises. This is evident through discussion with staff and the culture within the school. This culture allows us to feel confident in stepping out of our comfort zone to truly try something new with an intended impact of better support for those we serve. Our classrooms are organised to be accessible, our technology is used to assist pupils in need and our outdoor environment is used to engage those who benefit from the outside world. We use every resource at our disposal, and we are proud of our efforts. Our sporting achievements are something which our whole school is proud of. To ensure this is a whole school celebration we have introduced a SEND interschool competitive sports programme.

Feedback from parents in this area, could not be more positive. We have good professional and supportive relationships with our parents, and they regularly express their gratitude to our approach. Bespoke interventions are designed to meet each child's needs, informed by careful assessment and regular review between teachers and SLT. The newly developed nurture area (supported by donations and external funding) provides a safe, supportive environment for vulnerable pupils to regulate emotions and access learning.

All pupils, regardless of background, are encouraged to aim high and grow in confidence, resilience and ambition. No child is left out as our high and ambitious expectations are for everyone.

e)

As part of a mixed trust, Great Whelnetham benefits from being part of a wider learning community while retaining its distinctively Christian identity.

The trust enables subject leaders to work alongside colleagues from other schools to share expertise, refine curriculum design and ensure high-quality teaching. Staff have access to training opportunities across the trust, including leadership development, SEND training, safeguarding, and subject-specific CPD, helping to ensure strong provision for all pupils. In many schools around the country there is an identifiable teacher who excels at one area of teaching and learning. ASST actively search these individuals out. They are recognised and asked to support other schools with their ambition, passion and experience. This approach has proven to be extremely effective and motivating for everyone involved.

The trust provides opportunities to share expertise and good practice in meeting the needs of vulnerable and disadvantaged pupils. The Trust CEO and our new SEN Lead are both highly experienced professionals in the world of SEN and offer support advice and guidance with no delay. They regularly check in with leaders to offer support and visit schools in the most need to ensure that support is provided with the best possible impact. Senior and middle leaders benefit from coaching, mentoring and development opportunities within the trust, helping to sustain strong leadership styles which promotes emotional intelligence, staff wellbeing and dignity. Crucially, while the trust includes both church and community schools, Great Whelnetham's Christian foundation is fully respected and protected within the trust structure, enabling the school to continue living out its theologically rooted vision.



IQ3 How is collective worship enabling pupils and adults to flourish

spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- 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?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

a)
Collective worship is a cornerstone of spiritual growth, deeply aligned with the school's Christian vision of nurture, grow, succeed together. With routine practices such as opening and closing Collective Worships, the lighting of the candle and prayers, pupils and staff are invited into a reflective and reverent space each day, creating an inclusive and welcoming environment.

Each class partakes in the daily class prayer, offering times of reflection, linked to the school values. Class reflection corners in each classroom as well as areas of our outdoor spaces enable pupils to take time away from class for reflection and a space to talk in support of wellbeing needs.

The diversity in worship styles, provided by clergy members and staff members, enriches the experience and allows children to connect with various expressions of faith. Pupil-led worship and shared prayers empower children to contribute to and shape the worship experience, deepening their understanding of spirituality as they reflect on personal beliefs and values.

b)
Due to the closeness of the local church, there is ample opportunity for pupils to experience church visits and enhance learning opportunities across the curriculum. Visits to the church take place throughout the year in celebration of Harvest, Christmas and Easter. These celebrations are supported well by members of the local community and are often led by Reverend Sharon Potter.

The local parish have a close connection with the school, through weekly Collective Worships and opportunities to support in school with curriculum events. At Christmas time the parish and the church come into school to hold Christingle Workshops and lead a whole school Christingle Service which is celebrated with families.



Through a range of reflection spaces across the school, such as the school library, the school garden, forest school space and our wellbeing room pupils have opportunities to reflect on themselves, their behaviour and their understanding of their own beliefs.

Partnerships with the local church further enhance these practices, offering celebrations of Christian events, such as, Christmas, Easter and Harvest within a community context, which reinforces a sense of belonging. This comprehensive approach to collective worship enables both pupils and adults to grow spiritually, nurturing a supportive, faith-filled community that embodies the school's core Christian values.

c)

Worship in our school is intentionally inclusive, invitational, and inspirational. It is inclusive because all children and adults are welcomed, regardless of faith or background. Pupils of every age and ability are encouraged to take part through daily prayers, readings, stories and times of reflection. Provision is made so that worship is accessible to all, including those with additional needs. Worship is invitational in that children and staff are invited, but never compelled, to pray, sing, or respond; instead, time is given for personal reflection, questioning, and curiosity through the stories told. Families and the wider community are also invited to share in worship at key times in the school year, strengthening links between school and church. Worship is inspirational because it draws on Bible stories, Christian teaching, National events and our core values which are applied to everyday life, motivating pupils to show kindness, forgiveness, and hope in their actions. Through engaging storytelling, music, and opportunities for awe and wonder, worship inspires children to live out the values they encounter, both within school and in the wider world.

d)

In our school, pupils and adults understand spirituality as the way we connect with ourselves, with others, with the world around us, and with God. It is about noticing awe and wonder in everyday life, asking big questions, reflecting on our own feelings and experiences, and recognising that we are part of something bigger. This shared understanding is nurtured through worship, reflection spaces, and opportunities to pause and be still through our daily wellbeing pitstops.

This understanding enriches collective worship by encouraging children and adults to approach worship as more than a routine – it becomes a meaningful time for stillness, reflection, and connection. Pupils recognise that spirituality can be expressed in different ways, such as through prayer, silence, music, creativity, and action. As a result, worship is not only a whole-school experience but also a deeply personal opportunity for growth.

Spirituality can enhance individuals' development, as children and staff are encouraged to reflect on their own lives, values, and choices in the light of Christian teaching and stories. Adults model this by sharing their own reflections and demonstrating how faith and spirituality shape their lives. In this way, spirituality is not separate from everyday school life but flows through worship, learning, and relationships, helping everyone to flourish.

e)

The Trust plays a significant role in contributing to and enhancing the school's worship and spiritual life. It provides a clear Christian vision that guides and supports the worship practices across all its schools, ensuring consistency while allowing each school to celebrate its unique context. The Trust supports staff and leaders with the confidence and skills to plan and lead high-quality, engaging worship.

By providing strategic support and spiritual guidance, the Trust ensures that worship remains inclusive, invitational, and inspirational, rooted in the Christian story yet accessible to all. It also enriches pupils' spiritual development through wider opportunities such as school curriculum trips, residential visits, diocesan services, prayer spaces,



and resources that promote reflection. As a result, the Trust's contribution and support deepens the impact of worship and spirituality, helping both staff and pupils to flourish.

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?
- b) How do school policies and practice create a culture in which people's wellbeing is enhanced?
- c) How is enabling good mental health for all central to the school's work?
- 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?
- e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

a)
The school has strong connections with its local community and both children and staff are actively involved in promoting the involvement within local events:

- Parents join the school for Christian celebrations enabling children and their families to come together.
- Parents are invited into a range of Collective Worship across the year to celebrate successes.
- We hold a range of curriculum events during the year which parents are invited into school for, to support pupils and celebrate achievements.
- Termly SEND cafes take place, to support families as a safe space to share concerns and gain advice with professionals.
- The school participates in a summer fete (run during non-schooling times) both adults and children attend.

The above are a few examples of how the school promotes the belief that all are welcome here at our school and all are valued. Each half-term, we focus on one of our school values. This value is the central focus for all Collective Worship throughout the academic year.

b)
The school has an open-door policy when considering parents and families who may find themselves in challenging time. The school has made and continues to make multiple referrals to agencies such as NHS MHST, SES the School Nursing team, Suffolk PPP and many more in the hope that we might have a positive impact on those most in need. Staff take part in continuously professional development aimed at bringing to light, new concerns such as anxiety in the classroom, attachment concerns and SEN training. This training helps to empower our staff to feel capable to be involved and to be effective in the lives of those they teach and work with.



c)

Wellbeing is at the heart of everyday school life, each class takes part in wellbeing pitstops throughout the day. We have a wellbeing team in the school who are always available to speak with and support pupils further with specific additional needs. Our mental health wellbeing lead works closely with children 1:1 and in small groups, ensuring teachers and families are informed of the progress and support they are making. Where appropriate external referrals are made supported by the SENCo.

In weekly staff meetings, staff's wellbeing is monitored through sharing of our wellbeing scale and offering opportunities to take part in peer wellbeing time. This provides staff with an opportunity to share their achievements and challenges across the week. Senior leaders offer further support to staff where appropriate taking into consideration their wellbeing needs.

Rewards are provided for a range of achievements for children: they may be praised publicly in our weekly Celebration Collective Worship, which links our school values to the everyday deeds of our children; they may earn class house points, which we share running totals of during our weekly celebrations. Each half term the winning house is awarded for the most house points gained. This gives our pupils the opportunity to feel proud of their achievements and collaborating together giving them a sense of belonging.

d)

As a Church school, our theologically rooted Christian vision guides how we support pupils and adults, particularly in times of difficulty. Our vision emphasises that every individual is unique and valued. This belief, ensures all members of our community, including the most vulnerable and disadvantaged, are cared for. This is supported through our safeguarding and behaviour policies which are embedded in all that we do. Staff training takes place regularly throughout the year and is an essential part of weekly staff meetings, through safeguarding quizzes and opportunities to share concerns.

Effective strategies include:

- Pastoral care and nurture: Staff are trained to notice when children or colleagues may be struggling emotionally or practically, and respond with sensitivity. Quiet spaces, and reflection areas are offered as safe places for comfort and calm.
- Practical support: The school works closely with families to provide resources such as uniform, meals, or signposting to external agencies.
- Spiritual care: Pupils and adults are invited, but never compelled, to pray or reflect during difficult times. Clergy and church leaders are available to provide pastoral and spiritual support, especially during bereavement, illness, or crisis.
- Inclusive approaches: Worship themes and classroom reflections regularly explore themes of hope, perseverance, and God's love, helping children to see that they are never alone in their struggles.



- Community support: The Christian vision inspires collective responsibility, so staff, pupils, governors, and the Trust work together to ensure that no one faces difficult times without care, encouragement, and practical help.

e)

The Trust plays a key role in enhancing inclusion and wellbeing across the school, ensuring that every pupil and adult is treated with dignity, respect, and care. Guided by its Christian vision, the Trust provides clear policies, frameworks, and resources that support schools in promoting equality, diversity, and safeguarding. These structures ensure that no one is overlooked and that support is tailored to individual needs, particularly for vulnerable or disadvantaged members of the community.

The Trust provides up-to-date safeguarding, wellbeing, and inclusion policies that are implemented. Training and professional development are continually offered throughout the year in areas such as mental health, SEND, pastoral care, and inclusive practices, ensuring adults have the skills to meet pupils' needs. Community and collaboration is encouraged in sharing wellbeing initiatives, peer mentoring, and joint events that foster a sense of belonging. The Trust supports school leaders in tracking wellbeing, inclusion, and safeguarding outcomes, ensuring that any issues are addressed promptly and fairly.

As a result, pupils and adults feel valued, safe, and respected, and the school culture reflects the Christian belief that every individual is unique and loved by God. The Trust's support ensures that inclusion and wellbeing are not just policies on paper, but are embedded in daily practice.

IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

- a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
- b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?
- 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?
- d) How does the trust make a positive impact on the culture of the school?

a)

The school operates a positive behaviour management policy to support the caring character of our school. Behaviour in our school is how we all learn to thrive as an individual, as part of a team and in the wider community. We are committed to ensuring our children are given time to grow and along the way, are supported in developing strategies which enable them to manage themselves in an empowering way. The culture is set by adults and their interactions with each other and with children. These relationships should demonstrate tolerance and kindness, reflecting the Christian ethos and values of our school.



Our Values were chosen to reflect the needs of our local community. Children are encouraged to actively engage with these, including, Respect, Friendship, Truthfulness and Compassion – Multiple examples of children’s (and adult’s) engagement in these can be found displayed in the school hall. These displays continue to evolve across the year.

b)

Children in our Ethos Committee run termly Collective Worships, focusing on the values of each term. These encourage our pupils to share their own experiences of our values in action and stories told will often end with a moral to be reflected upon by the pupils.

Children are shown that their voice counts, and it can have a positive effect. At the beginning of each academic year, children vote on a range of matters. These include voting for Ethos Committee members and choosing our fundraising charity for the year. Pupils can vote on the menu choice each year, classroom equipment which would be effective in their school. During a time of staff recruitment, children often participate in the recruitment process and their feedback is considered by the interview panel before an appointment is made.

c)

The school values partnerships that strengthen learning, worship, growth, and community wellbeing.

These partnerships include:

- Working alongside the local church and clergy in Collective Worships and festivals.
- Pastoral support enhances pupils’ spiritual development and provides opportunities for adults to engage in shared reflection and guidance. This includes working with our Mental Health First aider, the School Nursing service, Primary Mental Health Workers and further external services.
- Strong home–school links ensure that Christian values and care for each individual are reinforced at home, creating a consistent and nurturing environment for pupils. These are reinforced through inviting parents into Christian celebrations, taking part in themed curriculum days, supporting at Sports events and parent volunteers supporting regularly within the school.
- Having a shared partnership with other trust schools enables us to take part in collaborative training opportunities and shared projects allowing staff and pupils to learn from each other, share best practice, and experience a wider Christian community.
- Working together with external agencies ensures that vulnerable pupils and staff receive tailored support, promoting wellbeing and resilience.

This enables our pupils to develop empathy, social responsibility, and a deeper understanding of Christian values in action. Adults benefit from professional development and have strengthened pastoral support. The wider community experiences reciprocal care, as the school and its partners work together to meet needs, celebrate achievements, and respond to challenges. Through these partnerships, the school’s Christian vision is lived out practically, creating a network of support and enrichment that positively shapes the lives of all involved.

d)



The Trust's vision shapes leadership, curriculum, relationships, and wellbeing, ensuring that Christian values are not only expressed but lived out daily. It provides strategic guidance and accountability, helping leaders to keep the Christian vision at the heart of decision-making. Staff are supported through professional development, training, and networks which strengthen their confidence in leading worship and promoting inclusion. This creates a consistent culture of high expectations rooted in care and compassion.

Through its collaborative ethos, the Trust encourages schools to work together and share best practice, which nurtures a sense of belonging to a wider Christian family. The trust provides regular opportunities for its family of schools to come together during the year to gain professional development on a wide range of areas, for example, focusing on communication and wellbeing.

Pupils benefit from opportunities to engage in shared worship, joint projects with other schools and Trust-wide events, which deepen their spiritual, moral, social, and cultural development. The Trust also ensures that wellbeing and inclusion are central, treating every pupil and adult as unique and valued. This positively influences relationships across the school, creating a culture where kindness, respect, and dignity are prioritised.

IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the [Church of England's Statement of Entitlement for Religious Education](#))?

- 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?
- b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- 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?

a)
We follow the Emmanuel Project throughout Key Stage 1 and 2. This has been well received by our children. The planning is extensively adapted where appropriate and engaging lessons are taught on a weekly basis in every class. Each lesson is carefully adapted to suit the needs of the cohort and the school. All units are taught on a 2-year rolling plan to ensure all subject content is covered. At the end of each unit, the work is evidenced in our RE floor books highlighting the learning that has taken place in each class, this is a new development for this academic year.

Teachers support each other in the planning and are confident to ask for advice when needed. We hold monitoring and feedback sessions in staff meetings, to share progress, good examples of learning and assessment of learning that has taken place. This is a wonderful opportunity to share good practice and utilise appropriate resources available. RE is monitored by our RE lead and our subject governor. Feedback is provided to all teaching staff so that future teaching and learning can be improved.

b)
School and Trust leaders have ensured that the Emmanuelle R.E. curriculum is appropriate to the needs of the pupils. It is carefully mapped to ensure progression in knowledge, skills, and understanding from Reception to Year 6. The curriculum ensures that topics build on prior learning and revisit key concepts to deepen understanding.



The curriculum ensures that teaching is accurate and represents a range of Christian traditions, alongside other world faiths. RE lessons are designed to explore beliefs, practices, and values objectively. Teachers provide appropriately challenging tasks that extend pupils' thinking, encourage enquiry, and foster critical reflection, while also being accessible for all abilities. The curriculum connects learning to pupils' lives and contemporary issues, exploring moral, social, and spiritual questions. It celebrates diversity, promoting understanding and respect for different beliefs and cultures. Leaders, review planning, delivery and outcomes through staff meetings, ensuring high-quality RE teaching across the school.

c)

The RE Emmanuelle curriculum is resourced which enhances the effectiveness of the curriculum. RE resources are age-appropriate, including books, digital materials, artefacts, and access to visits and visitors, particularly the local church and clergy. Resources are carefully selected to support accurate, balanced, and engaging teaching, including diverse Christian perspectives and other world faiths. CPD in R.E. has been provided through staff meetings where best practice is shared and encouraged and innovative approaches to teaching RE, enhancing the consistency and quality across the curriculum.