

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): **Vision - Provision - Impact**

Introduction

Schools are advised to continually review and self-evaluate their deeply Christian character and its impact. This document provides a structure for recording these key findings as part of this process. SIAMS inspectors will ask schools to send them their self-evaluation when they contact the school. This document is a model which may be used but schools continue to be free to carry out their church school self-evaluation however they feel is appropriate for them. The principle of SIAMS, like most inspections, is that the inspector verifies the school's self-evaluation.

The self-evaluation is the starting point of SIAMS which seeks to answer the following overarching question:

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

When making your self-evaluation judgements, start by seeking to decide if the evidence supports a grade of 'Good'. If yes, you will then be determining if the school should be self-evaluating as 'Excellent'. You do not need to re-write information that can be found in planning or on websites; rather just give the link. If information has been provided in one strand it does not need to be repeated in another. The focus should be on provision and especially on its impact, not on description. This document should be completed in conjunction with '*SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018*'.

It is the responsibility of the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens, however the whole school community should be involved in corporately developing the SEF document. The views of pupils, parents and carers, the church and other community groups should be sought. Individuals, such as the religious education leader, might take the lead for certain sections.

The local diocese is able to provide advice, training and support.

Useful documents to consider

- *Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors*
- *SIAMS Methodist Appendix*
- *Religious Education in Church of England Schools: A Statement of Entitlement*
- *Church of England Vision for Education: Deeply Christian, Serving the Common Good*
- *Mental Health and Wellbeing: Towards a Whole School Approach*
- *Valuing All God's Children*

School details

Name of school	St Helena's Church of England Primary School
School's URN	925/3151
Grade at most recent SIAMS Inspection	Outstanding

Date of most recent SIAMS Inspection	
Grade at most recent OFSTED Inspection	RI
Date of most recent OFSTED Inspection	September 2018

School context

<p>We are a Church Voluntary Controlled school in a rurally isolated setting in East Lindsey, one of the poorest wards in the County, 11+ area which causes much anxiety for families, no public transport available from the villages, seasonal work, average annual family salary - £18,000</p> <p>N.O.R 136 including 32 SEND pupils (23%), 2 Special Guardianship pupils, 1 Looked After pupil, 2 TAC families and 28 Pupil Premium pupils (19%)</p> <p>Attendance for 2018-19:</p> <p>16 place Little Explorers' Nursery for 3 and 4 year olds open from 7:30-5:30pm under Section 27 Community powers</p> <p>Extended Provision – School is open from 7:30 – 5:30 every day</p> <p>Informal collaboration with 4 other local schools (2 of whom are Church Schools), Chosen to trial refined Peer Review and Enquiry workshop with LA and in a cluster with 3 other Church Schools</p> <p>Key Middle leadership tasks with Kyra East schools' Subject clusters – RWM Leads are all in their third year of the role, Subject Champions (Science, Technology, DT/Arts/Humanities) in their first year</p> <p>Strategic Alliance Partner with Kyra Teaching School, Lincoln, including membership of the East Hub Steering Group and Kyra Implementation Committee – Head co-leads the Church Schools' arm</p> <p>Governing Board has a new Chair and two Vice Chairs; committees have been re-organised to ensure the voluntary role is less arduous and therefore attracts volunteers to fill vacancies</p> <p>Two very new Foundation Governors have just been appointed to the Board – we are very excited about the capacity that gives us to reflect upon and refresh our partnership with the Church</p> <p><u>Pupil outcomes</u> see IDSR and School Evaluation Form for Ofsted</p>
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Diocesan Partnerships

Local church/parish involvement: Involvement of clergy	<p>Every fortnight, St Helena's Church parishioners conduct a beautiful story telling session from "Open the Book" with the whole school community. <i>This is currently available on Youtube due to Covid-secure restrictions.</i> Families and parishioners celebrate Harvest, Remembrance, Christmas and Easter together in Church. <i>This is currently delivered only to our school family via Zoom with Rev Sherine.</i> Both Rev Ros and Rev Sherine serve on our Governing Board with two other Foundation Governors.</p>
Links with diocese, for example service level agreements, wider involvement	<p>School has an annual SLA with Lincoln Diocese of Education and takes great strength from termly RE Clusters, the annual Advisory visit, CPD and a SIAMS inspector as the Head's Performance Management external adviser to the Governors.</p>

RE

What RE syllabus does the school use? Key support resources used, for example 'Understanding Christianity'	School follows the Lincolnshire Agreed syllabus incorporating "Understanding Christianity" and Diocesan resources into the framework. "Goodness and Mercy" resources are used for RSHE.
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Overall Self-Evaluation Grades

	Grade
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Good
The impact of collective worship	Excellent
The effectiveness of religious education <i>(RE - to be completed by VA schools and academies which were formerly VA schools only)</i>	

VISION - WHO ARE WE AS A CHURCH SCHOOL?

The vision of the school

<p>"To learn is to live" Our School Vision Opening minds, widening horizons, developing a better world</p> <p>We seek to reveal and develop the talents of everyone, so that we may flourish and become the valued and valuable person God intended us to be. We work towards every member of our school community being happy, confident, committed learners, reaching their full academic potential. We strive to open minds, widen horizons and develop a better world. We do this by providing a foundation of strong moral and social values, ensuring all can play an active, responsible role within the community.</p> <p>"I have come that they may have life, and have it to the full." John 10:10</p>

The Christian values of the school

<p>We have chosen 8 Christian values to build our work around and ensure we grow in body, mind and spirit. These values were chosen by consulting staff, children, parents and governors. These are Community, Compassion, Endurance, Friendship, Hope, Respect, Thankfulness and Wisdom. We are guided by the example of Jesus and the ways in which his followers in the early church described how they tried to learn from him.</p> <p>St Teresa of Avila gave some sound advice:</p> <p>Christ has no body but yours, No hands, no feet on earth but yours, Yours are the eyes with which he looks Compassion on this world, Yours are the feet with which he walks to do good, Yours are the hands, with which he blesses all the world. Yours are the hands, yours are the feet, Yours are the eyes, you are his body. Christ has no body now but yours, No hands, no feet on earth but yours, Yours are the eyes with which he looks</p>
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compassion on this world.
Christ has no body now on earth but yours.
Teresa of Avila (1515–1582)

HOW THEN DO WE LIVE AS A CHURCH SCHOOL?

Strand 1: Vision and Leadership

Provision and Impact

- a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?

The process of creating our Vision and Values was led by our vicar in negotiation with all stakeholders. She knows our school deeply and understands who we are and what every school adult strives to achieve for all our children. This knowledge was used to choose carefully the theological roots that embody our work. This was then refined together with the Diocese and shared with our families. (July 2019)

All members of the school community are committed to ensuring that our Christian values are embedded in the daily life of the school by giving them high prominence. Our Christian values are clearly visible and permeate in everything that we do. It can be easily recalled when reflecting on behaviour incidents and how friendship and compassion needs to be put into practice. The quality of collective worship is enhanced because the whole school community find the vision and the values relevant and pertinent to their relationship with God and to each other. Each class has a displayed Code of Conduct, incorporating our 8 chosen values to encourage the children to reflect, think deeply and make the right behaviour choices.

- b) To what extent does the school's Christian vision shape school policies and Church school development plans? How is priority given to collective worship and to religious education (RE)?

As a result of our distinctly Christian vision, policies set out the high standards that we expect of staff, pupils and parents, which ensures that children flourish in the image of Jesus and that he is our constant role model in everything we do. As a result of our constant pursuit towards school improvement, teaching teams strive to enable all children to meet their personalised targets for learning. As we devote time to discussing our Christian values during staff meetings and governors meetings, this helps to keep the Christian vision a high priority and in the forefront of our minds as we make key strategic decisions about the school.

Teachers have commented on how they feel confident in the delivery of RE lessons, especially with their growing appreciation of the resource "Understanding Christianity" and the locally planned units of learning from our RE adviser. Monitoring of RE teaching has highlighted effective teaching across the school and how confident pupils are in exploring ideas and thoughts. Reflection is a key school priority across the whole of school life, our curriculum and especially in SMSC education and RE.

- c) How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.

The school has continued to work closely with the Parish and we agree a programme for each academic year that involves the school, local community and families (e.g. Celebrating Thanksgiving with the Church, families and History group, playing a newly launched Pioneers' game November 2019). The Church will often advertise family services or special school events in their newsletter.

As a result of this ever-developing links we hope to strengthen our distinctive Christian character even further. St Helena's Church is at the heart of our school's collective worship, deepening our biblical understanding through the exciting project "Open the Book".

Families

Extensive curriculum meetings for parents/carers has also seen ongoing involvement and inclusion strengthen. We are acutely aware that it may be School that is "hard to reach" for some but we need to build upon the partnership work that has flourished throughout the Covid 19 lockdown.

We have had very positive feedback on inclusion and how our vision and values Have been 'lived' out during these strangest of times and so we must keep this reciprocal relationship alive and as productive.

Diocese/Kyra Teaching School Alliance

We have a strong, effective relationship with the Lincolnshire Diocese, the Deputy Director is actively involved in our school improvement meetings with the LA. Our long term framework for the teaching of RE was heavily influenced by the local RE adviser and staff have appreciated the progression of skills and knowledge that came from that piece of work.

The Head is a co-lead for Kyra Church Schools and although this initiative is in its infancy, we hope to call and connect our school leaders, staff and children together in pursuit of celebrating our collective Christian distinctiveness and moral purpose.

Membership with the Rural Partners Network has enabled the Head to meet with other school leaders across the East Midlands to explore Character Education and the role of a Church School. The materials produced by the National Society are an excellent resource to help all leaders in school audit, question, evaluate and refine strategic decision-making at every level.

- d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?

As a result of the CPD/Induction opportunities, teaching staff are continuously supported and encouraged to develop their strategic understanding of the distinctiveness of a Church School, teaching of RE and delivery of worship (a past colleague has just taken on headship of a large Church school in Louth). This is helping to improve standards in the three areas and can be evidenced from monitoring feedback and learning walks as well as pupil dialogue.(See RE Lead file and Governors Monitoring) As a result of the support and induction our small school continues to act as a positive Christian role model to the children. This is evidenced by pupils' and parents' perceptions.

The teaching of RE is consistently good and we are developing a more cohesive approach to RE and the use of resources. Worship is of a high standard, which is documented from our Governors learning walks, collective worship evidence and feedback

- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?

The governors have an accurate and up to date working knowledge of the school. (LA evidenced this in our joint Improvement meeting January 2020). This allows governors to be able to hold the school to account and challenge leadership at all levels. Governors are able to contribute to shaping the school's Christian vision as seen by their increased accessibility and partnership with parents/carers and local community, SA events, curriculum evenings, New Starters' meetings, Leavers' services. As a result of the collaborative approach in writing the SIAMS SEF, this ensures that all staff and Governors have a good understanding of the school's Christian vision and are constantly reflecting on current practice.

- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

- *To develop the shared understanding of how a Christian values led cross curricular teaching and learning programme will deepen an individual's personal spirituality*

Our learning skills, dispositions and behaviours, explicitly underpinning every learning experience offered to all children, are based upon our 8 Christian values e.g. "Compassionate learners actively listen to all points of view, use empathy towards other learners and "get into the shoes" to understand fictional characters, historical figures, geographers and scientists". These are exemplified in a "Book of Values" and sent home to all families, so that everyone understands what personal qualities are needed to be an effective learner within our Church school community. Children and staff talk readily about how to be better learners together, collaborating, sharing, modelling these behaviours in the classrooms, on the playground every day.

- *To help children understand fully that Christianity is a multi-cultural world faith.*

Collective Worship and "Understanding Christianity" are steeped in opportunities to show the children Christians live all around the world and that they may do things slightly different but it is a global faith followed by millions and they can be a part of that family.

Areas for development (if applicable)

- Our new Foundation Governors will be invited to become involved in life of school and therefore able to testify to the quality of Worship times and the learning in RE lessons.
- With the induction of our two Foundation Governors, we will now be able to establish a select group on our Governing Board who meet each ½ term specifically for monitoring and evaluating our distinctiveness as a Church of England Primary School
- A new Humanities/RE Champion must shadow the current one before next September when Mrs Jude leaves to concentrate on her family.
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Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent **Good** Requires Improvement Ineffective as a church school

Strand 2: Wisdom, Knowledge and Skills

Provision and Impact

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) *How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?*

As a result of high expectations we aim to ensure all children achieve their full potential just as God sees the value of education and the power of knowledge. As a result of the rigour and careful tracking of pupil progress, this ensures that no child should ever fall behind and should be able to achieve their best potential. By targeting our pupil premium funding carefully, we ensure we achieve maximum impact for the small amount of funding we receive.

Measuring the impact of Pupil Premium spending - May 2019 Outcomes:

Two children were eligible for funding in the **Early Years Foundation Stage** and although they did not reach a Good Level of Development, they made great strides forward in their early literacy and counting skills.

They are a priority for Year 1 staff to accelerate their basic skills to ensure the progress gap between them and their peers does not widen further.

Year 1 National Phonics test –3 of the 4 children eligible for the funding achieved the phonics pass mark

Year 2 National Assessments – 2 of the 16 children were eligible for the funding - One child made expected progress in all subjects from Year 1 and attained the age related expectation in Maths but not in Writing and Reading. The other child passed the Y1 Phonics re-assessment, met all SEND targets but did not reach the expected level in Reading, Writing and Maths.

Year 6 National Assessments – 4 of the 17 children were eligible for the funding – Two children had significant learning needs were assessed at Pre-Key Stage Two and so exempt from the tests, one was withdrawn by her parent but was teacher-assessed at the standard for all subjects and the fourth child was at the standard for RWM.

The impact of our SEND review meetings allows teachers to carefully plan support and interventions to meet children’s individual needs based on their gaps in understanding (23 of the 28 children met all their February 2020 learning targets). We also work with the link SEND Governor to monitor the impact of intervention and planned programmes. This ensures all children are able to access the curriculum and continue to make good progress from their starting points.

How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

Our Children’s Spiritual development is excellent. Careful planning and time enables children to experience and reflect with wonder at the spiritual aspects of religious thinking, scientific enquiry, historical artefacts, geography at first hand, drama and creative art. Collective worship is an important time in our Church of England school, shared with our local ministers. It is relevant, responsive and accessible to the whole school community. It is constantly evolving and meets a range of needs.

Disadvantaged pupils make better than expected progress in SMSC learning because we ensure they have opportunities that they may not have previously had. Big questions and reflection opportunities contribute to the individual spiritual development and create a thinking/thoughtful school community. Our SMSC curriculum is embedded in the school culture and threaded through the school’s long-term curricular framework.

Areas for development (if applicable)

- Embed our Church school’s distinctiveness and Values through all policies, procedures, teaching and learning
- Explore further values-led learning behaviours with the children
- Enrich the learning about and learning from RE with the Agreed Syllabus and high quality resources (“Understanding Christianity” programme)
- Ensure Collective Worship continues to have reference to Christianity/world Faiths – use children, classes, families and guests to lead worship

Self-Evaluation (delete as appropriate) to support ‘Overall Self-Evaluation Grades’

Excellent **Good** Requires Improvement Ineffective as a church school

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

Provision and Impact

In developing character, the school must evaluate:

- a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?

Staff take an active interest in the character development and wellbeing of all the individual children in our school. We “offer a safe and welcoming place for all God’s children” (Valuing All God’s Children). We collectively promote the inclusive Christian belief that we are made in the image of God and loved unconditionally by him and that everyone is respected. We seek to ensure that everyone knows they are important and valuable especially to the World’s future. A Y5/6 Careers Fair, with 22 professionals in attendance, (January 2020) exemplified to the children what they could aspire and work hard towards.

All eight values are fundamental to the ethos and distinctiveness of our school. We promote a Growth Mindset attitude, children saying “I can’t do it YET”. The Values badges (especially Endurance) celebrate attitudes to learning and learners’ choices each week. This is rooted in our mission statement “To learn is to live”. Children will receive the badges in recognition of their efforts towards Values, Learning Behaviours e.g showing a Growth Mindset and perseverance.

Children in each class are encouraged to become active citizens by putting themselves forward for Class Members of Parliament. They become part of the whole School Parliament. Their voices are heard and they are beginning to lead projects and disseminate ideas and take feedback from their class. This is a means of empowering them to become the person that God created them to be and a good citizen of their community, country and the world.

- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?

In curriculum planning there is an increased focus on ‘Big Questions’ and relating these to our school vision and values. The emphasis is on how we can make a difference to the world we live in. Issues of global significance and ecology of the world are studied and discussed. Displays around school/children’s theme books include Big Questions and the children are encouraged to reflect beyond themselves and think about wider world issues e.g. Year 5 and 6 learn about the deforestation in the Amazon Rainforest, Y3/4 look at river/sea pollution and the accessibility of water for all. Our children are very quick to write to world leaders for their answers and responses to these issues!

As a member of Kyra TSA we have links with other schools and can work collaboratively to nurture spirituality and to raise children’s awareness of the world outside our school community. Being affiliated to Skegness Sports Partnership/Spilsby Music Festival also provides a natural integration with other schools, big and small, town and village for sporting/Arts events.

- c) How well does the school community connect its ethical and charitable activities to the school’s vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Our children want to make a difference and seek to fundraise and raise awareness amongst the community about topical issues; children are keen to hold their own Enterprise fundraising events at Christmas and within the summer term. In response to requests from the children we regularly support Children in Need, Children’s Society and Red Nose Day. Children make suggestions and discuss their ideas in Collective Worship. During Covid 19, our school community made a great thing about “Random Acts of Kindness” amongst themselves and we need to capitalise on this going forward. The social action was immediate, within our school family and the locality, helping each other to find hope and raise spirits. We must not lose this love.

Areas for development (if applicable)

- Explore the Archbishop of Canterbury’s Character Education programme for the children to participate in
- Explore school links to different local charities – food bank, clothes bank, local care homes, Skegness hospital

Self-Evaluation (delete as appropriate) to support ‘Overall Self-Evaluation Grades’

Excellent **Good** Requires Improvement Ineffective as a church school

Strand 4: Community and Living Well Together

Provision and Impact

In creating a community where all live well together, the school must evaluate:

- a) *To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies?*

Our Behaviour policy is rooted in the values of our school. When dealing with incidents, we directly refer to these and children are given time to reflect on their actions and the impact these have had on others. We use the model of restorative justice and encourage empathy and respect alongside forgiveness and reconciliation. All adults within our school model the positive behaviours. (see behaviour policy). Classes regularly spend time discussing issues and matters of concern during PSHE lessons and all curriculum areas. All children are given a voice and it is a safe environment to share worries or concerns. Staff guide children’s thinking and responses through skilful questioning. Regular meetings are organized to monitor and discuss progress. The children are able to reflect effectively and recognise the impact their behaviour has on others. They seek forgiveness from others and actively forgive others. The children can freely express their thoughts and will make responses of faith, reflection and spiritual development. Children will confidently assess their choice of behaviours and articulate the impact they can have on others around them. Sanctions also focus on quiet reflection. We encourage choices that lead to success and feelings that mean we can come back from decisions that have not fostered positive relationships both with others and internally.

We work closely with parents to encourage high attendance. Where there are issues, action plans are agreed between the governors, Head and families.

- b) *How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?*

Leaders actively seek to promote belonging, positive mental health and wellbeing amongst all members of the school community. Effective systems are in place to identify issues connected to mental health. Children, parents, staff and governors say that they feel included and supported as members of the school community (feedback from workshops, parents’ consultation, pupil questionnaires.)

We support families who are struggling whether it be because of health issues or parent/child relationships. We establish provision for specific children, e.g through offering Casy Counselling or contact with our trained Mental Health first aider.

Leadership regularly discusses staff wellbeing and we constantly review policies and practices to support staff. The Chair of Governors and Pastoral Governor regularly meets with all staff to share their views as a professional within our church school. We are moving away from formal lesson observations to introduce a mentoring and coaching model, which staff believe will be more supportive, realistic and progressive. We encourage staff to be open and honest with one another and the leadership team. Staff report that they feel

supported in school (evidence in performance management records, school vision and questionnaires). There is a family atmosphere amongst all stakeholders and visitors remark on the distinctiveness of this.
Areas for development (if applicable)
<ul style="list-style-type: none"> Develop the co-coaching relationships between teaching teams
Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'
Excellent Good Requires Improvement Ineffective as a church school

Strand 5: Dignity and Respect
Provision and Impact
<p><i>In creating a school environment built on dignity and respect, the school must evaluate:</i></p> <p>a) <u><i>How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community? (* See 'Valuing All God's Children')</i></u></p> <p>Our commitment to the dignity and worth of each child is rooted in effective safeguarding. The school is fully compliant in all areas of safeguarding as inspected in September 2018 by Ofsted. Staff receive annual training to refresh their understanding of safeguarding and regular discussions are included within the weekly staff Meeting. Children are taught about how to keep themselves safe through our broad and balanced curriculum. We have visits from different services such as the police, NSPCC and fire and rescue services. Special assemblies are planned to increase children's awareness of safeguarding issues e.g. NSPCC 'No Pants Rule' 2019, E safety training for pupils, staff and parents Autumn 2020.</p> <p>The school actively seeks to reduce and remove any barrier that might limit the life chances. The school adopts an approach of 'Quality First Teaching' to provide an inclusive environment for all; this may include the use of kinaesthetic resources or additional adult support; as a result all children engage with their learning and endeavour to try their best.</p> <p>b) <u><i>How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?</i></u></p> <p>We recognise that within the context of our school there is a very small ethnic minority, therefore we are committed to raising awareness of equality for all. The school environment and learning resources encourages dignity and respect for all. Children develop respect and understanding by learning about different religions and cultures. Throughout the school year, children learn about significant events from different cultures and throughout history e.g. children in Reception learn about Chinese New Year and Harvest time around the world. Children's awareness of other cultures is improving, evidence of this can be seen in pupils' RE and theme books; learning resources encourage children to be tolerant and respectful of others.</p> <p>c) <u><i>Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)</i></u></p> <p>The school has an agreed RSHE Policy/Charter centred around the recommendations from the PSHE Association, the work of the Diocese of Bristol, National Online Safety Association and the Church of England which can be found on the school's website. Children learn about relationships and body changes throughout school and this is taught through our PSHE curriculum e.g. during Reception children learn about</p>

how to care for young. The aims of the RSHE programme will be delivered in the context of the school's Christian ethos and values. They are encouraged to ask questions, either within the group discussion or privately so that they can be clear in their thinking about RSHE. RSHE is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. Teachers draw on opportunities throughout their curriculum to explore relationships e.g. In Reception children learn about what makes them unique in their topic 'I am special'. Children create an "all about me" bag to bring into school to share with their class. Books and resources around the school look to challenge stereotypes and celebrate differences. It can be observed that our children are extremely respectful and understanding to all, including all manner of different relationships.

Areas for development (if applicable)

- Continue to collect range of story books to support RSE for all year groups

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent **Good** Requires Improvement Ineffective as a church school

Strand 6: The impact of collective worship

Provision and Impact

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) *Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.*

During daily worship (*currently in separate classroom bubbles*), for those who wish, a time of reflection and prayer is built in to enable personal response and to draw communal strength and solidarity together as a Church school family. Pupils, visitors and teachers have commented that our Collective Worship contributes to the individual's and whole school's spiritual development. As a result of daily worship, children are able to articulate the impact of how God and belief is working in their lives. Due to the environment, music and visuals, parents and visitors say that there is a calm feeling and a real sense of purpose when they attend Collective Worship and this then permeates through school. Pupils' prayers are recognised as intuitive in that they are bringing personal words, thoughts and feelings. Staff and governors feel that within the environment of collective worship there is an embedded ethos that all pupils can safely give their opinions and thoughts.

- b) *Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.*

We follow the church calendar and make worship as interactive, creative and alive as possible. A vast array of resources, film, music, drama and song are used to tell stories. A termly worship schedule is planned which ensures Christian festivals are celebrated and children have a good understanding of the Church calendar. All teaching staff get the opportunity to lead whole school collective worship through the week. Collective worship is planned & led by children especially at Harvest, Remembrance, Christmas, Easter and the end of year service. Pupils and parents say that the school community enjoys worship.

C) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.

Pupils are able to talk about the school's Christian vision and values and can articulate how they can live out these values in their lives (questionnaire results). Because worship is made accessible to all, pupils are able to confidently talk about the teachings of Jesus and bible stories.

c) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.

Pupils and adults talk with enthusiasm about the value of worship and are able to articulate how this influences their lives. Children and staff enjoy feeling a part of the worship and in particular involved in the delivery. "I like it when people act out stories." Our termly Act of Collective Worship within our church has certainly raised pupils' confidence and fostered an inclusive involvement in the service. Y6 children lead the Harvest, Christingle and Easter services with the church community, delivering their messages of Thankfulness, Community, Compassion and Hope seriously.

d) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

We have consistent and established links between school and church, enriched by the "Open the Book" programme, led by Rev Sherine. We also have a tradition of sharing reflections and song with our community lunch-goers (between 20-30 local retired parishioners). Members of the local community are invited to our special events throughout the year e.g. Harvest, Remembrance Service, Christingle, Christmas Performances, Easter. As a result of the various links we have with our community partners, this means that worship is rich and varied.

Areas for development (if applicable)

Our new Foundation Governors must join our Collective Worship regularly to share and evaluate the experience.

A visual, symbolic, simple way needs to be found to share the Trinity with the children.

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent Good Requires Improvement Ineffective as a church school

Strand 7: The effectiveness of religious education

In developing effective religious education, all schools must evaluate against points (a) – (b) on page 15 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)

Provision and Impact

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
- i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?

- ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?

Teachers plan and adapt units using a range of resources; “Understanding Christianity” used as the basis for all teaching and learning of Jesus and the Bible. Teaching is creative and learning is engaging reflecting high expectations and standards from staff. We adopt an enquiry- based approach. Teachers plan RE lessons around key ‘Big Questions’ and RE books evidence children’s thinking being challenged to a high level. Their responses show good levels of knowledge as well as deep thinking. Children are beginning to ask their own ‘Big Questions’ and challenge each other during RE Lessons. The older pupils particularly like reflective periods offered to them as it enables freedom to respond to particular questions or ideas. They learn from people in the Bible and recognise that God has a will for people’s lives and the importance of choosing the right path. Pupils are enthusiastic about RE and are encouraged to search to understand faith and religion in a purposeful and meaningful way, appropriate to their level of understanding.

The impact of RE is positive in the way the children respect and treat each other. They know the school vision and values and can explain the impact this has on their lives.

- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

The Head teacher and RE Champion regularly engage with Diocesan leadership courses and termly cluster meetings throughout the year in order to keep up to date. (SIAMS new framework July 2018, Understanding Christianity 2018- 2019, Ofsted training January 2019, Academisation for Church schools, Creating a vision for your Church School, Rural Network school visits). A proportion of staff training is devoted to developing RE and worship and refining the use of “Understanding Christianity” resources. Assessments of RE are robust; formative assessment is constant as teachers complete unit plans and prepare for the next learning experiences.

Well-planned CPD enables staff to articulate their views about worship and RE and to make significant contributions. The RE Lead uses this information to inform whole school and individual class priorities.

Areas for development (if applicable)

The RE Champion must continue to capture significant learning moments for staff to use as a discussion piece for subject development.

Our new Foundation Governors will value being a part of these discussions to understand the impact of RE teaching and learning more deeply.

Self-Evaluation (delete as appropriate) to support ‘Overall Self-Evaluation Grades’

Excellent **Good** Requires Improvement Ineffective as a church school