

# NUTFIELD CHURCH CE VA PRIMARY SCHOOL



## School Priorities for Development 2021/22 SIAMS

### COMMUNITY – PEACE – WISDOM – HOPE – DIGNITY – JOY

Good → **Good**

#### Summary findings from SIAMS April 2018

**The distinctiveness and effectiveness of Nutfield Church as a Church of England school are outstanding**

The loving Christian ethos encourages the whole school community to flourish and ‘live life in all its fullness’.

Inclusive, relevant collective worship, where pupils increasingly plan and lead, strongly promotes spiritual, moral, social and cultural development.

High quality Religious Education (RE) inspires learners to reflect, think deeply and respond acquiring a thorough knowledge and understanding of Christianity and other faiths.

The recently awarded RE Gold Quality Mark confirms strong achievement and progress.

Creative, loving and nurturing community life demonstrates to all groups that they have a part to play in the development of their school, for example, through carefully planned monitoring and evaluation. This leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners. Standards are high.

Leaders consistently and confidently articulate, live out and promote the school’s Christian vision and values and invite the school and wider community to be part of future growth and development

Leaders:

SLT- Katharine Brooks (SIAMS lead), Imogen Woods (HT) Anna Benjamin (DHT) and Philippa Assender (Bursar) Serena Fowler (Co – Chair)

Reviewed:

November 2020

To be reviewed:

November 2021

**Strand 1: Vision and Leadership**

**The effectiveness of the vision and leadership of the school as a church school is outstanding**

**Evaluation statements**  
**In this strand the following must be explored:**  
 How well the school has developed and implemented an inclusive and distinctive Christian vision.  
 How well the school lives out that Christian vision in relationship and partnerships.  
**In developing vision and leadership in a Church school, the school must evaluate:**

- a) To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- 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)?
- 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 and churches.
- 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 practise?
- 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?
- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

<b>Specific objectives (Specifically what we want to achieve)</b>	<b>Actions (What we need to do to make it happen)</b>	<b>Success Criteria (What will the impact be?)</b>	<b>Resources (human, financial &amp; timescale)</b>	<b>Monitoring (Sources of evidence to show progress)</b>	<b>Evaluation of Impact</b>
<b>Strand 1a:</b>  To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in	-Senior Leaders and Governors to review the vision and values in line with the Church of England Vision for Education.  -Senior Leaders and	Vision and values will be in line with the Church of England Vision for Education and Valuing All God’s Children.  They will also dovetail with the focus of the Leadership Plan.	HT / SLT meetings Staff Meetings Adult Faith Team (review and evaluate progress against	SLT notes/minutes Staff Meeting minutes Governor Meeting minutes Admissions policy Adult and Child	See Faith Team minutes and Governor SIAMS monitoring Admissions

<p>Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?</p>	<p>Governors to review the vision and values in line with the Church of England Valuing All God's Children.</p> <p>Admissions reflect the Christian vision; all are welcome, including difficulty / disability, inclusive of faiths and diverse backgrounds.</p>	<p>Review the Leadership plan to show how the school's vision and values in NQT CPD programme and aspiring Leader's programme.</p>	<p>targets termly) Admissions procedures</p>	<p>Faith Team minutes</p>	
<p><b>Strand 1b:</b></p> <p>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)?</p>	<p>-The vision is used to shape development plans and school policies.</p> <p>-Senior Leaders and Governors can explain how the school's vision informs the choice of partner's local and global.</p> <p>-RE Statement of Entitlement is well-resourced.</p> <p>-Staff have regular, high quality CPD.</p> <p>-R.E leaders monitor lessons.</p> <p>-Worship invites pupils to</p>	<p>Leaders to plan training opportunities for all staff to understand the Biblical underpinning of values.</p> <p>All planned leadership CPD and timetabled support will be followed through and impact will be evaluated.</p> <p>CW/SIAMS governor to include pupil voice in governor monitoring reports to FGB.</p>	<p>HT/SLT meetings Staff meetings Adult Faith Team (review and evaluate progress against targets termly)</p>	<p>SLT notes / minutes Staff Meeting minutes. Governor Meeting minutes. Adult and Child Faith Team Meeting minutes.</p>	<p>See Staff Meeting Minutes. See Leadership plan document.</p>

	<p>reflect upon the school's vision and values.</p> <p>-Governor's monitor Collective Worship. (See Leadership plan).</p> <p>-Faith Team to monitor Collective Worship once a term. Reports submitted to CW/ SIAMS Governors</p>				
<p><b>Strand 1c:</b></p> <p>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 and churches.</p>	<p>-Maintain 'Love Projects'.</p> <p>-To continue to develop relationships with local church schools.</p> <p>-To continue to develop relationships with both churches.</p> <p>-To continue to attend RE Subject Leaders' Conference twice a year and also attend local RE Subject Leaders Network Meetings.</p> <p>-SIAMS lead to peer review NCPS SEF with HT from St. Peter's C of E Infant school.</p>	<p>Set agreed dates for services, CW and RE lessons with Rev Len and Rev Phe.</p> <p>Ensure the school joins with church and cathedral for Harvest, Christmas, Lent, Easter and Leaver's Services.</p> <p>Set agreed dates for RE moderation throughout the year with local diocesan schools.</p> <p>Agree dates for the KS1 Faith Team to visit St. Peter's Faith Team and for St. Peter's Faith Team to visit Nutfield Church.</p> <p>Attend RE subject Leaders' Conference and disseminate information to staff to improve school practise.</p>	<p>Meeting time with Rev. Len and Rev. Phe. Staff Meetings. Staff to travel to local church schools to attend moderation meetings.</p>	<p>Staff Meeting Minutes. Governor Meeting Minutes. KS1 / KS2 Faith Team. SEF.</p>	<p>See Staff Meeting Minutes. See SLT, Governor and SIAMS monitoring minutes.</p>

		Agree dates across the year with H/T of St Peter's C of E Infant school to review SEF			
<p><b><u>Strand 1d:</u></b></p> <p>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 practise?</p>	<p>Leadership plan 20/21</p> <p>Effective use of diocesan and national events to allow staff and Governors to develop understanding of Church School education.</p> <p>NQT to receive specific diocesan training with specialised sessions with SLT relating to church school issues.</p> <p>Plan complimentary staff meetings to develop all teachers' knowledge of Christian theological issues (Understanding Christianity).</p> <p>For children in Year 6 to participate in a Eucharist service within school.</p>	<p>Deliberate ambition to promote growth at all career levels. CPD opportunities are to be reviewed regularly to ensure future school leadership is encouraged.</p> <p>All planned Leadership CPD and timetabled support will be followed through and impact will be evaluated.</p> <p>Staff will express increased confidence in teaching Christian theological issues (Understanding Christianity).</p> <p>Attendance at the SDBE training on the Eucharist means children will be able to participate in their own Eucharist service at school.</p>	<p>HT/SLT meetings</p> <p>Staff meetings.</p> <p>Adult Faith Team.</p> <p>RE lead.</p> <p>SIAMS team</p> <p>Diocesan training</p>	<p>Staff Meeting Minutes.</p> <p>Governor Meeting Minutes</p> <p>H/T Co Chairs as part of a termly Governor monitoring SIAMS team monitoring RE books.</p> <p>Pupil Voice.</p>	<p>Curriculum overview.</p> <p>See Staff Meeting Minutes</p> <p>See SLT, Governor and SIAMS monitoring minutes.</p>
<p><b><u>Strand 1e:</u></b></p> <p>How well do governors</p>	<p>-Leadership plan 2020/21</p> <p>-Leaders and Governors to</p>	<p>All planned leadership CPD and timetabled support will be followed through and impact will be evaluated.</p>	<p>HT/SLT meetings</p> <p>Staff meetings</p>	<p>SLT notes / minutes</p> <p>Staff Meeting minutes.</p>	<p>See Staff Meeting Minutes.</p>

<p>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?</p>	<p>ensure an ongoing process of self-evaluation of effectiveness as a Church School takes place.</p> <p>-Governors are aware of current developments in Church School education.</p>	<p>Vision and values will be in line with the Church of England Vision for Education and Valuing All God's Children.</p> <p>They will also dovetail with the focus of the Leadership Plan.</p>	<p>Adult Faith Team (review and evaluated progress against targets termly.)</p>	<p>Governor Meeting minutes. Adult and Child Faith Team Meeting minutes.</p>	<p>See Leadership plan document.</p>
<p><b><u>Strand 1f:</u></b></p> <p>Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?</p>	<p>-To extend partnership and enrichment initiatives with other primary schools in different settings in order to broaden learners' knowledge and understanding of local, national and global faith communities.</p> <p>-To sustain high quality continuing professional development so that all staff embrace the school's Christian vision and values with true commitment and enthusiasm.</p>	<p>Deliberate ambition to promote growth at all career levels. CPD opportunities are to be reviewed regularly to ensure future school leadership is encouraged.</p> <p>A partnership between St. Paul's Primary School and NCPS has been developed which allows for groups of children to meet virtually.</p>	<p>HT/SLT meetings Staff meetings. Adult Faith Team. RE lead. SIAMS team Diocesan training</p>	<p>SLT notes / minutes Staff Meeting minutes. Governor Meeting minutes. SEF</p>	<p>See Staff Meeting Minutes. See Leadership plan document. See SLT, Governor and SIAMS monitoring minutes.</p>

## Strand 2: Wisdom, Knowledge and Skills

The effectiveness of wisdom, knowledge and skills of the school as a church school is outstanding

### Evaluation statements

#### In this strand the following must be explored:

How well the school's staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.

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

- 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 may have additional learning and personal needs?
- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Success Criteria (What will the impact be?)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
<p><b>Strand 2a:</b></p> <p>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 may have additional learning and personal needs?</p>	<p>-To ensure the Christian vision shapes a broad, balanced curriculum.</p> <p>-To recognise each child as a unique individual.</p> <p>-To maintain outstanding attainment and progress across the key stages in English, Maths and RE.</p> <p>-To maintain EYFS, Phonics, KS1 and KS2 data above Surrey and above national figures, taking cohort factors into account, SEND and most able.</p> <p>-To ensure vulnerable</p>	<p>Leadership Plan 20/21</p> <p>Governor monitoring to involve all aspects of section 48 and section 5</p> <p>Time to be set aside for Safeguarding during weekly staff meetings and INSETS. Staff and TA meetings to enable staff to share information about pupils.</p> <p>New additions to the pastoral file shared with all staff during the Staff Meeting.</p> <p>To continue termly pupil progress meetings.</p> <p>Staff appraisals linked to pupil</p>	<p>Learning Mentor</p> <p>DSL Meetings</p> <p>Staff Meetings</p> <p>SENCo</p>	<p>Pastoral file</p> <p>DSL Meeting Minutes.</p> <p>Staff Meeting Minutes.</p> <p>Talk Time Box</p> <p>Learning Mentor Termly Data packs</p>	<p>EYFS data</p> <p>Phonics data</p> <p>KS1 and KS2 data</p>

	<p>pupils, including SEND flourish.</p> <p>-Staff appraisal targets to continue to be linked to pupil progress.</p> <p>-To continue to offer 1:1 time with the Learning Mentor for vulnerable pupils.</p> <p>-Continue to encourage the use of the 'Talk Time Box.'</p>	<p>progress.</p> <p>Half termly DSL / DDSL meetings</p> <p>Class intervention folders monitored each half term by the SENDCo.</p>			
<p><b>Strand 2b:</b></p> <p>How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?</p>	<p>-Develop a clear understanding of spiritual development, which is shared by all staff.</p> <p>-Create opportunities across the curriculum to develop curiosity, allowing the questioning and exploration of ethical, spiritual issues.</p> <p>-To ensure pupils value learning and know how to question and respond creatively.</p>	<p>To continue to use P4C lessons to allow children to access deeper thinking, challenge ideas and deal with conflicting opinions.</p> <p>Parents and Governors consulted on the review of the Anti-Bullying Policy and Behaviour policy.</p> <p>To run 'Happiness Week' in June which will include activities such as a skipping workshop, petting farm and yoga workshop to encourage and promote wellbeing.</p> <p>To continue with Sparkfish 'Think Day.'</p>	<p>Staff Meetings. CPD opportunities. Faith Team Sparkfish Outside agencies to run workshops. Parent volunteers Fundraising initiatives</p>	<p>SLT notes / minutes. Staff Meeting minutes. Monitoring and evaluation proformas Website</p>	<p>See Staff Meeting minutes. Leadership plan. Middle Leaders reports to Governors. Data Packs</p>



	<p>-To continue with chicken husbandry in Years 1 and 5 and Guinea Pigs in Year 6 to develop an understanding in the children about how to care for other living things as well as themselves.</p> <p>-Introduction of animals into the wellbeing curriculum which will build a greater sense of self-esteem in the children.</p> <p>-For pupils to learn about the awe and wonder of creation by growing and cultivating their own plants and vegetables.</p>	<p>Faith Team to lead 'pop-up' prayer spaces once a term during lunchtimes.</p> <p>Hatching eggs arrived in April 2021. 6 – 10 chicks will be kept and cared for at school.</p> <p>Guinea pigs to arrive in the academic year 2021 – 2022.</p> <p>Year 2 children to continue weeding, composting the Trinity Gardens plots during the academic year 2020 with vegetables being ready by summer 2021. Parent helpers to rebuild the vegetable plots.</p>			
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### Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

#### The effectiveness of character development of the school as a church school is outstanding

##### Evaluation statements

##### In this strand the following must be explored:

How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part.

How well the school's Christian vision inspires the whole school community to engage in social action and be courageous advocates for change in their local, national and global communities.

##### In developing character in a Church school, the school must evaluate:

- 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?
- 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?
- 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?

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Success Criteria (What will the impact be?)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
<p><b>Strand 3a:</b></p> <p>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?</p>	<p>-Senior Leaders and Governors to review the Mission and Aims in line with the Church of England's Rethinking Resilience. SIAMS 2019.</p>	<p>Mission and Aims will be in line with the Church of England Rethinking Resilience. SIAMS 2019.</p> <p>They will also dovetail with the focus of the Leadership plan.</p>	<p>HT / SLT meetings. Staff Meetings Adult Faith Team (review and evaluate progress against targets termly) Admissions</p>	<p>SLT notes/minutes Staff Meeting minutes. Governor Meeting minutes. Adult and Child Faith Team minutes.</p>	<p>See Faith Team minutes and Governor SIAMS monitoring Admissions</p>

<b>Strand 3b:</b>					SEF (SIAMS)
<p>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?</p>	<p>-Continue to support the Lent Appeal and the Southwark Diocese link with Zimbabwe.</p> <p>-Research into sponsoring a child in a developing or war-torn country.</p> <p>-Research into sponsorship of an engaged animal off the back of Literacy Tree texts such as 'Can we Save the Tiger?' and learning about the exploitation of the natural world in Geography lessons.</p> <p>-For pupils to understand that farm animals are sentient creatures and need to live in environments where their senses can behave as naturally as possible.</p> <p>-For pupils to understand that farm animals can be kept in different ways, which can make a difference to the welfare of the farm animal.</p>	<p>School website to evidence engagement in diocesan and world church links.</p> <p>School foyer displays are linked to courageous advocacy.</p> <p>Attendance at Southwark Cathedral's Lent Appeal Service.</p> <p>Engagement in diocesan and world church links are referenced in weekly homework letters and HT letter.</p> <p>Fundraising plan in place to sponsor a child and / or endangered animal for a year.</p> <p>In Year 2 of the farm plan, children in Year 5 will learn about battery chickens and animal welfare linked to the wellbeing and outdoor learning curriculum.</p>	<p>Meetings with Rev. Alison.</p> <p>Staff Meetings</p> <p>HT /SLT Meetings .</p> <p>Adult Faith Team.</p> <p>Child Faith Team.</p> <p>Pupil Parliament</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes</p> <p>Adult and Child Faith Team minutes</p>	

	For pupils to understand that laying hens are kept in three different systems, that have an impact on the welfare of the hens.				
<p><b>Strand 3c:</b></p> <p>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?</p>	<p>-Continue with termly 'Love Projects.'</p> <p>-Continue to support 'Love Works' with the tin a week appeal. School Council to help out at Love Works.</p> <p>-Continue to support Open Hands Reigate in conjunction with Christ Church.</p> <p>-Establish an appeal at Christmas to support the Stripy Stork.</p> <p>-Establish an appeal to support 'Toilet-Twinning'</p> <p>-Re-establish Year 5 monthly visits to Kentwyn's sheltered housing.</p>	<p>School website to detail updates on Love Projects happening throughout the school.</p> <p>School website to evidence engagement in diocesan and world church links.</p> <p>School foyer displays are linked to 'Love Projects' and changed each half term.</p> <p>Love Projects referenced in weekly homework letters and HT letter.</p> <p>Pupil Parliament visits to Loveworks in Merstham.</p> <p>Achievement of Eco schools Gold Flag</p> <p>Year 5 visits to Kentwyn's to be embedded in the school calendar.</p>	<p>Communication with Love Works and Winter Night Shelter.</p> <p>Meetings with Rev Len / Rev Phe</p> <p>Staff Meetings</p> <p>HT /SLT Meetings .</p> <p>Adult Faith Team.</p> <p>Child Faith Team.</p> <p>School Council</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes.</p> <p>Governor Meeting minutes.</p> <p>Adult and Child Faith Team minutes</p>	<p>SEF (SIAMS)</p>

## Strand 4: Community and Living Well Together

### The effectiveness of community and living well together of the school as a church school is outstanding

#### Evaluation statements

#### In this strand the following must be explored:

How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

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

- 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 practise forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?
- How well do leaders ensure that there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Success Criteria (What will the impact be?)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
<p><b>Strand 4a:</b></p> <p>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 practise forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?</p>	<p>-Follow current behaviour strategies.</p> <p>-Meet half termly to review behaviours.</p> <p>-Update and offer staff training in policy.</p> <p>-Continue to develop staff skills with the restorative approach to resolving conflict as outlined in the behaviour policy.</p> <p>-Continue to place emphasis on safeguarding and behaviour in induction.</p>	<p>Current behaviour strategies result in a continued calm environment. Half termly reviews to indicate that the number of unexpected behaviours are few or not evident.</p> <p>Pupils can seek forgiveness, reflected in policies. Conflicts dealt with in reference to vision and values.</p> <p>Planned opportunities to explore other points of view.</p> <p>Whole school attendance will be 96%+</p> <p>'First letters' will be sent out and number of 'Second letters' will reduce</p>	<p>HT / SLT meetings.</p> <p>Staff Meetings.</p> <p>Adult Faith Team.</p> <p>Child Faith Team.</p> <p>CPD training HT/LM time.</p> <p>Inclusion meetings.</p> <p>DDSL meetings</p> <p>New parents meetings in June and July each year to induct new parents in</p>	<p>SLT notes /minutes</p> <p>Staff Meeting minutes.</p> <p>Governor Meeting Minutes.</p> <p>See monitoring and evaluation proformas (Governors and Middle Leaders).</p> <p>Adult and Child Faith Team minutes.</p> <p>Attendance records – Record of 1<sup>st</sup> and 2<sup>nd</sup> termly inclusion meeting minutes.</p>	<p>See Faith Team Minutes and Governor SIAMS monitoring.</p> <p>Pupil Voice.</p>

	<p>-Promote 'Ambassadors playtime.'</p> <p>-Maintain Anti-Bullying Gold Award.</p> <p>-Continue the work with Y5 / Y6 Peer Mediators.</p> <p>-HT and Home School Link Worker to discuss attendance, behaviour and exclusion policies in light of the Christian values at the school. Policies to be adapted accordingly.</p> <p>-Work with the IO (Inclusions Officers) regarding discussion relating to no fining for holidays – encourage open dialogue with families.</p> <p>Maintain exclusion panel (Governors). Ensure exclusion is a last resort.</p>	<p>significantly.</p> <p>Inclusion meetings and Safeguarding meetings will have attendance as a standing item.</p> <p>Staff attended INSET training on the Restorative Approach. Implementation of this approach has led to an improvement in behaviour through hope for forgiveness.</p> <p>Peer Mediators are actively used by children in the playground as a means of resolving conflict.</p> <p>Friendship bench is actively used by children in the playground as a means of signalling they are in need of a friend.</p>	<p>systems and expectations of the school.</p>		
<p><b>Strand 4b:</b></p> <p>How well do leaders</p>	<p>-To fully endorse the Church of England's expression of the needs for</p>	<p>All community members supportive.</p> <p>Mission and Aims will be in line with</p>	<p>HT / SLT meetings.</p> <p>Staff Meetings.</p>	<p>SLT notes /minutes</p> <p>Staff Meeting minutes.</p>	<p>See Faith Team Minutes and Governor SIAMS</p>

<p>ensure that there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?</p>	<p>wellbeing including safeguarding in the light of human dignity.</p> <ul style="list-style-type: none"> <li>-Continue to adopt the 'Peacemakers' Charter' as part of our behaviour and conduct.</li> <li>-Continue with 1: 1 time with the Learning Mentor for those children referred by the class teacher.</li> <li>-Promote the use of the 'Talk Time' boxes around the school. LM to continue to monitor these boxes twice a week.</li> <li>-Provide quiet spaces for children to reflect and pray around the school.</li> <li>-Encourage children to write prayers for the prayer board or class prayer box.</li> <li>-Ensure plenty of opportunities for outdoor learning in the curriculum.</li> </ul>	<p>the Church of England Vision for Education and Valuing All God's Children.</p> <p>Effective systems for early identification of MHWB concerns. Policies support those with mental health issues.</p> <p>All are confident to express views and concerns.</p> <p>The prayer board is regularly updated by the Faith Team and the prayers are used as part of daily Collective Worship.</p> <p>To embed 'Happiness Week' into the Wellbeing Curriculum.</p> <p>Website to evidence Wellbeing activities including the development and progress towards the farm.</p> <p>The Wellbeing Overview documents the Outdoor Learning provision in the curriculum for children across all key stages. MTPs show the children's access to outdoor learning opportunities across each term.</p> <p>Half termly meetings with key staff and Curriculum lead will monitor</p>	<p>Adult Faith Team. Child Faith Team. HT/LM time. Inclusion meetings. DDSL meetings New parents meetings in June and July each year to induct new parents in systems and expectations of the school. Wellbeing Overview Wellbeing MTP</p>	<p>Governor Meeting Minutes. Adult and Child Faith Team minutes.</p>	<p>monitoring. Pupil Voice.</p>
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	<p>-Continue with employee assistance scheme to allow staff to access counselling and advice for themselves and their families if needed.</p> <p>-Continue to offer 'Listening Time' once a month with Rev. Phe.</p> <p>-Continue to review and monitor the Wellbeing curriculum, focussing particularly on the impact of the outdoor learning strand.</p> <p>-To run 'Happiness Week' in June which will include activities such as a skipping workshop, petting farm and yoga workshop to encourage and promote wellbeing.</p> <p>-To continue with Therapy Dog sessions.</p>	<p>progress towards outdoor learning projects and the farm.</p> <p>Time slots built into the curriculum for children with additional needs to spend time with the therapy dog.</p>			
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## Strand 5: Dignity and Respect

### The effectiveness of dignity and respect of the school as a church school is outstanding

#### Evaluation statements

#### In this strand the following must be explored:

How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because they are all treated with dignity and respect.

#### In creating a school environment built on dignity and respect, the school must evaluate:

- a) How well does your school's Christian vision and associated values uphold dignity and value all God's children, ensuring through its policy and practise the protection of all members of the school community?
- b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?
- c) Does the school have an approach to relationships and sex education (RSE) and 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.

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Success Criteria (What will the impact be?)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
<p><b>Strand 5a:</b></p> <p>How well does your school's Christian vision and associated values uphold dignity and value all God's children, ensuring through its policy and practise the protection of all members of the school community?</p>	<p>-Senior Leaders and Governors to review the Mission and Aims in line with the Church of England Valuing All God's Children.</p> <p>-Admissions reflect the Christian vision; all are welcome, including difficulty / disability, inclusive of faiths and diverse backgrounds.</p> <p>-Pupils feel safe to express views in a culture of mutual respect.</p>	<p>Vision and values will be in line with the Church of England Vision for Education and Valuing All God's Children.</p> <p>They will also dovetail with the focus of the Leadership plan.</p> <p>Anti-Bullying Partnership embedded in the life of the school.</p>	<p>HT / SLT meetings.</p> <p>Staff Meetings.</p> <p>Adult Faith Team.</p> <p>Child Faith Team.</p> <p>HT/LM time.</p> <p>Inclusion meetings.</p> <p>DDSL meetings</p> <p>Anti-Bullying Partnership.</p> <p>Peer Mediators.</p>	<p>SLT notes /minutes</p> <p>Staff Meeting minutes.</p> <p>Governor Meeting Minutes.</p> <p>Adult and Child Faith Team minutes.</p> <p>Anti-Bullying Partnership.</p>	<p>See Faith Team Minutes and Governor SIAMS monitoring.</p> <p>Pupil Voice.</p>

	<p>-Pupils respect difference. Staff challenge prejudice.</p> <p>-Effective anti-bullying procedures in place.</p> <p>-Anti-bullying policies up-to date.</p>				
<p><b><u>Strand 5b:</u></b></p> <p>How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?</p>	<p>-PSHE and P4C lessons allow pupils of all abilities and backgrounds to access deeper thinking, learning to challenge ideas and deal with conflicting opinions whilst maintaining personal dignity and respect for others.</p> <p>-Introduce Anti-Racist RE content to RE lessons.</p>	<p>To continue to use P4C and PSHE lessons to allow children to access deeper thinking, challenge ideas and deal with conflicting opinions.</p>	<p>Staff Meetings. CPD opportunities.</p>	<p>SLT notes / minutes. Staff Meeting minutes. Monitoring and evaluation proformas</p>	<p>See Staff Meeting minutes. Leadership plan. Middle Leaders reports to Governors. Data Packs</p>
<p><b><u>Strand 5c:</u></b></p> <p>Does the school have an approach to relationships and sex education (RSE) and ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships</p>	<p>-To continue to offer age appropriate and coherent relationships and sex education, reflecting the school's vision and supporting pupils to form healthy relationships.</p> <p>-Staff familiarised with the government document: Sexual violence and sexual harassment between</p>	<p>RSE lessons to take place in Summer 2.</p> <p>Sexual harassment training for staff.</p>	<p>Staff Meetings</p>	<p>Staff Meeting Minutes</p>	<p>See Staff Meeting minutes.</p>

where they respect and offer dignity to others.	children in schools and colleges.				
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**Strand 6: The impact of collective worship**

**The impact of collective worship on the school community is outstanding**

**Evaluation statements**  
**In this strand the following must be explored:**  
 The ways in which collective worship is an expression of the school’s Christian vision.  
**In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:**

- Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- 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.
- 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.
- Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practise. Leaders of worship, including clergy, have access to regular training.
- Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

<b>Specific objectives (Specifically what we want to achieve)</b>	<b>Actions (What we need to do to make it happen)</b>	<b>Success Criteria/evidence base (What will the impact be?)</b>	<b>Resources (human, financial &amp; timescale)</b>	<b>Monitoring (Sources of evidence to show progress)</b>	<b>Evaluation of Impact</b>
<p><b>Strand 6a:</b></p> <p>Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.</p>	<p>-Ensure each class uses their reflection areas for set and open prayer.</p> <p>-Set up models for Collective Worship which incorporates child led worship.</p> <p>-Ensure each class has its own prayer box, candle and</p>	<p>Phase and whole school collective worships will include at least one element of child participation.</p> <p>Pupils from Faith Team to lead 3x Collective Worships per year.</p> <p>Children’s prayers are shared with the school in Collective Worship.</p>	<p>HT / SLT meetings</p> <p>Staff Meetings</p> <p>Adult Faith Team (review and evaluate progress against targets termly)</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes</p> <p>Adult and Child Faith Team minutes</p>	<p>See Faith Team minutes and Governor SIAMS monitoring</p>

	<p>Bible.</p> <p>-Encourage children to write prayers for the communal prayer board which are shared in Collective Worship.</p>				
<p><b>Strand 6b:</b></p> <p>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.</p>	<p>-To continue to provide a variety of styles of Collective Worship (lively, reflective, quiet, informative, child-led or adult-led).</p> <p>-To ensure that liturgy reflecting Anglican traditions is used in all Collective Worship (lighting of the candle, use of liturgy, saying the Grace and the Lord's Prayer alongside class prayers and open prayers).</p> <p>-To use a variety of traditional and modern worship songs in Collective Worship.</p> <p>-Each class to choose a Friday worship song.</p>	<p>Collective Worship plans will link well to Biblical material.</p> <p>Pupil Voice will show that pupils are able to relate these sessions to the school's core values in their own lives.</p> <p>Entrance and exit music played during Collective Worship is overseen by the Year 5 Worship team and a record is kept of the music which the school worships to.</p> <p>The Collective Worship termly plan indicates the liturgical colour to be used on the prayer table and also the lighting of the Advent candle in Autumn 2.</p> <p>Each class has a book of Christian prayers from around the world on their reflection table.</p> <p>The introduction of a yearly Eucharist service for UKS2 children.</p>	<p>HT / SLT meetings</p> <p>Staff Meetings</p> <p>Adult Faith Team (review and evaluate progress against targets termly)</p> <p>Faith Team</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes</p> <p>Adult and Child Faith Team monitoring</p>	<p>See Faith Team monitoring minutes and Governor SIAMS monitoring</p>

	<p>-Worship songs are selected by the Year 5 Worship Team from an agreed list. Entrance songs are deigned to be reflective and contemplative. Exit songs are designed to be lively and upbeat.</p> <p>-Selected children to play their own instruments at the start of Friday Collective Worship.</p> <p>-The Advent Wreath is lit each week during Advent.</p> <p>- Use of liturgical coloured altar cloths to represent the changes in the church calendar.</p> <p>-Christian prayers from around the world are used during Collective Worship.</p> <p>-SIAMS Lead to attend Eucharist training at the Diocese.</p>	<p>Collective Worship plans show that in the Autumn term the focus is on stories of the Old Testament. In the Spring term the focus in on stories of the New Testament.</p>			
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<p><b>Strand 6c:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>-Faith Team to lead an annual Collective Worship on the Holy Trinity.</li> <li>-Faith Team to lead a Collective Worship on the parable of Jesus.</li> <li>-Faith Team to lead a Collective Worship on 'The Stations of the Cross.'</li> <li>-To link Collective Worship to key dates in the Christian Calendar.</li> <li>-Use of liturgical coloured altar cloths to represent the changes in the church calendar.</li> <li>-To link Collective Worship with Biblical material. Autumn will focus on stories from Old Testament. Spring will focus on stories from the New Testament.</li> <li>-Summer term Collective</li> </ul>	<p>Collective Worship plans show that in the Autumn term the focus is on stories of the Old Testament. In the Spring term the focus in on stories of the New Testament.</p> <p>Pupil Voice will show that pupils are able to recall the Holy Trinity and biblical stories of the teachings of Jesus.</p> <p>Faith Team monitoring will show that children are able to talk about the teachings of Jesus and the Bible.</p> <p>Collective Worship plans show the Summer term focus is Christianity around the World.</p>	<p>HT / SLT meetings Staff Meetings Adult Faith Team (review and evaluate progress against targets termly) Faith Team</p>	<p>SLT notes/minutes Staff Meeting minutes Governor Meeting minutes Adult and Child Faith Team monitoring</p>	<p>See Faith Team monitoring minutes and Governor SIAMS monitoring</p>
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	Worship to focus on Christianity around the world.				
<p><b>Strand 6d:</b></p> <p>Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practise. Leaders of worship, including clergy, have access to regular training.</p>	<p>-Ensure each class uses their reflection areas for set and open prayer</p> <p>-Set up models for Collective Worship which incorporates child led worship.</p>	<p>Phase and whole school collective worship will include at least one element of child participation.</p> <p>Pupils from Faith Team to lead 3x Collective Worships per year.</p> <p>Faith Team to monitor Collective Worship 3x per year.</p> <p>Governor monitoring of Collective Worship.</p> <p>Collective Worship plans will link well to Biblical material</p> <p>Pupil Voice will show that pupils are able to relate these sessions to the school's core values in their own lives</p>	<p>HT / SLT meetings</p> <p>Staff Meetings</p> <p>Adult Faith Team (review and evaluate progress against targets termly)</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes</p> <p>Governor monitoring cycle</p> <p>Adult and Child Faith Team minutes</p>	<p>See Faith Team minutes and Governor SIAMS monitoring</p>
<p><b>Strand 6e:</b></p> <p>Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.</p>	<p>-Plan collective worship sessions termly with clergy, senior leaders, governors and staff.</p>	<p>The school continues to be served by two local churches. Both clergy are fully committed to supporting the school and developing its Christian vision and values.</p>	<p>HT / SLT meetings</p> <p>Staff Meetings</p> <p>Adult Faith Team (review and evaluate progress against targets termly)</p> <p>Meetings with clergy (Rev. Phe</p>	<p>SLT notes/minutes</p> <p>Staff Meeting minutes</p> <p>Governor Meeting minutes</p> <p>Governor monitoring cycle</p> <p>Adult and Child Faith Team minutes</p>	<p>See Faith Team minutes and Governor SIAMS monitoring</p>

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**Strand 7: The Effectiveness of Religious Education**

**The effectiveness of the religious education is outstanding**

**Evaluation statements**  
**In this strand the following must be explored:**  
 How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement.  
 How effective the school is in ensuring that religious education expresses the school’s Christian vision.  
**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?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Success Criteria/evidence base (What will the impact be?)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
<b>Strand 7a:</b>  Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent,	-Leadership Plan to set out a clear evaluation and monitoring schedule which adds Christian Character alongside RE (see formats for valuation &Monitoring) RE timetable maintained at 10% each week.	Evaluation and Monitoring is of a high standard and leads to clear next steps. Actions agreed in SIAMS team meetings lead to clear, insightful planning.  RE statement of entitlement (actions)	HT directed Staff meetings RE subject leaders’ conference HT’s conference HT’s termly meetings	SLT notes/minutes Staff Meeting minutes Governor Meeting minutes Adult and Child Faith Team minutes	



<p>develops religious literacy and meets statutory obligations.</p>		<p>1- placed on website  2- shared with parents  3- shared in lessons with children  4- reviewed by both adult and child led faith teams</p> <p>Reviewed as part of the 20/21 SIAMS SDP review</p> <p>10% time will ensure that the curriculum is linked to Expressive Arts and Core elements of the curriculum  <i>(see Teaching Learning and Assessment policy for model curriculum)</i></p>			
<p><b><u>Strand 7a i:</u></b></p> <p>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?</p>	<p>-Engage in training (CPD for the Christianity project – disseminate to all staff yearly.)</p> <p>-Plan complimentary staff meetings in each term to develop all teachers' knowledge of the Understanding Christianity project.</p> <p>-Christianity Around the World focus in Collective Worship during the Summer term.</p>	<p>Staff will express increased confidence in teaching Christian theological issues.</p> <p>Understanding Christianity units will be visible in MTPs and the RE overview.</p>	<p>Key link staff member (also member of the SIAMS team)</p>	<p>HT/Co Chairs as part of termly Governor monitoring Siams team monitoring RE books Pupil Voice (Faith team focus for 201718)</p>	
<p><b><u>Strand 2a ii)</u></b></p>	<p>-Offer visits to places of</p>	<p>School has adopted SDBE syllabus –</p>	<p>HT / SLT</p>	<p>SLT notes/minutes</p>	<p>See Faith Team</p>

<p>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?</p>	<p>worship, incorporate visitors through a strategic approach (see RE Teachers' overview 19/20)</p> <p>-Subject leader to organise visits and visitors to Christ Church Saint and Peters across the school year.</p>	<p>(agreed by Governors) Use P4C to develop deeper thinking (indicated by yellow highlights in planning)</p> <p>Plan a cycle of visits and visitors to run alongside new syllabus and church relationships(see staff meetings 1920 and RE Curriculum Overview 1920)</p>	<p>meetings Staff Meetings Adult Faith Team (review and evaluate progress against targets termly)</p>	<p>Staff Meeting minutes Governor Meeting minutes Adult and Child Faith Team minutes</p>	<p>minutes and Governor SIAMS monitoring</p>
<p><b>Strand 2a iii)</b></p> <p>iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?</p>	<p>-Develop working partnership with Sparkfish REPEAT reflection days (planned for summer term).</p>	<p>Plan a cycle of visits and visitors to run alongside new syllabus and church relationships(see staff meetings 1718 and RE Curriculum Overview 1718)</p>			
<p><b>Strand 7b:</b></p> <p>Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?</p>	<p>-School to lead X3 cross school moderations for RE.</p> <p>-SLT to set a series of RE and SIAMS focussed staff meetings.</p> <p>-Leadership plan to set out a clear evaluation and monitoring schedule (as 1920) which adds Christian Character alongside RE (see formats for Evaluation &amp;Monitoring) .</p>	<p>Evaluation and Monitoring is of a high standard and leads to clear next steps.</p> <p>Actions agreed in SIAMS team meetings lead to clear, insightful planning.</p>		<p>SLT notes/minutes Staff Meeting minutes Governor Meeting minutes Adult and Child Faith Team minutes</p>	

	<p>-Monitoring of RE has a significant time apportioned as in other key areas of the schedule and at least the same as other core subjects.</p> <p>-RE lead to attend RE Subject Leaders Conference twice a year at the Diocese.</p> <p>-RE lead to attend termly network RE subject leaders' meeting.</p>				
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