

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

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

#### Introduction

Schools are asked to undertake their own self-evaluation to prepare for SIAMS. The principle of SIAMS, like most inspections, is that the inspector verifies the school's self-evaluation. Inspectors will ask schools to send them their self-evaluation when they contact the school. This document is offered by the Church of England Education Office as a model which may be used, but schools are free to carry out their Church school self-evaluation however they feel is appropriate for them.

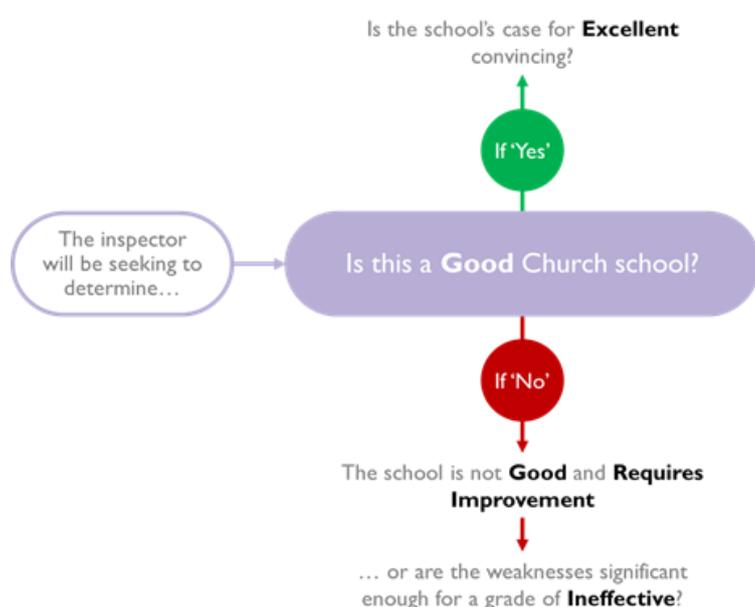
In whatever way it is approached, self-evaluation should have in mind the following three questions:

- Who are we as a school?
- Why are we here?
- How then do we live?

This will help the school to articulate its Christian vision. It will also help the school to articulate how this is reflected in the school's provision because it is a Church school, and how this impacts pupils and enables all to flourish.

This information will be the starting point of SIAMS which will seek to answer the following inspection 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 awarding a grade to the school the inspector will start by seeking to decide if the evidence supports a grade of Good. If yes, they will then be determining if the school should be awarded the grade of Excellent. The school self-evaluation will be the starting point of that conversation. Schools are advised to avoid duplication. Do not rewrite information that can be found in planning or on websites, just give the link. The seven strands provide a structure to follow. If information has been provided in one strand it does not need to be repeated in another. The focus should be on actions taken and their impact, not on description.

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 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 but the finished SEF should be a corporate effort.

It is recommended that the development of the SEF should be an ongoing process and not one that is left to the term before inspection. This will help reduce the workload of staff. The local diocese should be able to provide advice, training and support.

Overall the SEF should be seen as an audit tool for Church school improvement; an opportunity for the whole school community to reflect on its provision and seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.

## 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\*](#)

## Vision

### Who are we as a Church school? Why are we here?

**Name of School:** Blackboys Church of England Primary School

**URN:** 114547

**Date and grade of last SIAMS inspection:** 10/11/2014 Good

**Date and grade of last Ofsted Inspection:** 25/3/09 Outstanding

#### School context

This is an opportunity for you to provide a few bullet points to explain the context of your school.

*[You may wish to comment on: School status (including any recent change in status, organisational set up and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties.]*

Blackboys is a smaller than average voluntary aided primary school for pupils. There are 113 pupils on roll and the school has a waiting list for some year groups. Levels of deprivation are low and there is little ethnic diversity. The number of pupils eligible for free school meals are below the national average as are the number of pupils with special educational needs and/or disabilities. The school is a proud member of the St Thomas a Becket Church of England Federation, along with Framfield School. Pupils travel by coach to the village of Framfield to attend church services as there is no church in Blackboys. Since the last inspection there is no longer an Executive Headteacher across the Federation new Headteacher was appointed, starting in September 2018.

#### Some additional information

Local church/parish involvement: Involvement of clergy	Close relationship with Parish church, St Thomas a Becket, in Framfield. Clergy: Rev Chris Lawrence.
What charities does the school currently support?	We support a new charity each term chosen through the research of our Learning Council.
Do you have links with other schools e.g. abroad?	Our strongest link is with Framfield Primary School. We have a strong link with the Mombasa Mission School, in Kenya.
What RE syllabus do you use? Key support resources used, for example Understanding Christianity	A strong element of Understanding Christianity, supplemented by World Religions. We teach our units through “big questions”.
Accreditation, awards and quality marks?	We were Driver Youth Trust participants for 2018/19
Links with diocese, for example service level agreements, secondments	Service Level agreement with Diocese.

## The vision of the school

Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”, through providing an engaging and Christian environment alongside an exciting broad and balanced curriculum striving to develop the skills, attitudes and Christian values of the whole Federation Community to face the new challenges of the 21st century with confidence.

*[This will be used on the front of the inspection report as the school’s stated vision.]*

### Data box:

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is 'below floor' please give some context. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

Outline **briefly** headline data for all key stages.

The school sets targets in line with FFT 20.

Learners achieve very well in Blackboys. Historically results are significantly well above national averages. However, progress is not always as strong and the headteacher has made accelerated progress a major priority for the coming year. Inset has already taken place to make teachers more responsible for the progress of children in their class and they will be held more to account during pupil progress meetings. Last year significant improvement was made with writing progress, particularly for pupils without SEND but the pupils with SEND made poor progress. Historically the SEND pupils, in particular fail to make enough progress and particularly in writing.

The school view is that most pupils make good progress and good attainment at the end of Key Stage 2; the vast majority are resilient to failure and secondary ready at the end of Key Stage 2. Pupils leave the school confident, articulate and independent, regardless of academic ability because of the vision and values of the school.

#### Key strengths from end of Key Stage and Year 1 phonics data including vulnerable groups

The average points score for girls at the end of the Early Years Foundation Stage (EYFS) is higher than national averages.

Disadvantaged pupils (2) outperformed their peers at the end of the EYFS.

The percentage of pupils reaching the required standard in phonics in Year 1 and Year 2.

The percentage of pupils reaching the expected standards (EXS) in reading writing, maths and science at the end of Key Stage 1.

The percentage of disadvantaged pupils reaching EXS in reading, writing and science at the end of Key Stage 1.

The percentage of girls reaching greater depth in reading at the end of Key Stage 1.

The percentage of pupils reaching EXS in reading, writing and maths combined at the end of Key Stage 2, especially boys.

The percentage of pupils reaching EXS in reading, maths and grammar, punctuation and spelling and greater depth (GDS) in reading at the end of Key Stage 2.

The percentage of girls achieving GDS in writing at the end of Key Stage 2.

Key areas for development from end of Key Stage and Year 1 phonics data including vulnerable groups

Improve outcomes for boys at the end of the EYFS specifically reading and writing.

Improve progress scores for pupils requiring support for SEN by the end of Key Stage 2.

Key strengths from in-year data.

Pupils in Years 3 and 4 are on track to meet or exceed national averages by the end of Key Stage 2. Reading in Year 4 is a particular strength.

Outcomes in mathematics are strong in all year groups except Year 5.

Key areas for development from in-year data.

Outcomes for Year 5 are weaker than other year groups in all subjects. Pupils are not currently on track to meet national averages by the end of the key stage in any subject. Rapid progress is needed.

Increase the percentage of pupils in Year 1 working at ARE particularly in writing and reading.

It would be helpful if you could attach your IDSR: DONE

Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

- Our significant vulnerable groups are SEND pupils and PPG pupils.
- <https://www.blackboys.e-sussex.sch.uk/wp-content/uploads/2019/09/BB-PPG-2019-20-for-website.pdf>
- <https://www.blackboys.e-sussex.sch.uk/wp-content/uploads/2019/09/SEN-REPORT-for-school-year-2019-20.pdf>
- We worked with the Driver Youth Trust; Drive for Literacy to boost Literacy attainment and therefore progress for SEND pupils.

It would be helpful if you could attach your School Development Plan. DONE

**Policy checker:**

The list below are policies that, if you have them, are likely to be relevant at a SIAMS. The list is not exhaustive.

- Assessment and marking
- Behaviour/Anti-bullying
- Collective worship
- Equality and inclusion

- Mental health and wellbeing
- Religious education
- Relationships and Sex Education policy
- SEND
- SMSC and spiritual development

## Provision and Impact

### How then do we live?

<b>Provision: What do you do because of your Christian vision? (Actions taken)</b>	<b>Impact: How do you know it is working?</b>
<p><i>Focus on the ‘Valued added’ of being a Church school, point to the things that happen because it’s a Church school. Explain how these things go stem from your Christian vision.</i></p>	<p><i>This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.</i></p>
<p><b>Strand I: Vision and Leadership</b></p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <ol style="list-style-type: none"> <li>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?</li> <li>b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?</li> <li>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.</li> <li>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?</li> <li>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?</li> <li>f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?</li> </ol>	
<p><b>Current Strengths/What is working well</b></p>	
<p>Our vision is rooted in biblical scripture</p> <p>Our vision and values are communicated to stakeholders via the school website and newsletters</p> <p>Our vision is strongly articulated by all stakeholders. It is seen as central in driving the daily life of the</p>	

school.

Our vision appears on the front covers of all Federation policies

Policies are led by the vision and values and parents see the benefit of this. Behaviour is good and forgiveness and reconciliation are accepted as common practise. (see parent questionnaire and SIAMS report)

The school vision is underpinned by six Christian values

We have a Christian value of the term which is the focus for our acts of worship.

Children state that the values come from the Bible..." When we live out our values we are living as God would like us to" ( see gov report)

The Christian value of the term is written on our school newsletters and a piece of scripture is included in the newsletter to discuss as a family

"The values spill over into pupils lives beyond school with parents delighted at older siblings teaching younger ones about perseverance and respect" (see mock SIAMS report)

This year a question on Christian distinctiveness was included in the parent questionnaire

In a recent parental survey 62.8% either agreed or strongly agreed that the Christian perspective influenced their decision to send their child/ren to this school (see parent survey)

A thought for the week board is located outside the school with a quote to encourage discussion about the value of the term. It is "widening the school's Christian message to include especially parents/carers but also the wider community thereby spreading the message of the Christian faith" ( see gov report).

The headteacher has the CofEPQH qualification; the Church of England Professional Qualification for Headship. Through the headteacher's Church of England professional qualification, the headteacher understands and lives out the Church of England vision for education and encourages the children to flourish.

A new RE lead has been appointed. The new R.E lead has taken on the role enthusiastically and has already visited other local CEP schools to share ideas. She has also input a new questioning approach to the R.E curriculum.

Prayer is used to ask for God's help and guidance for all those who lead. We pray at the start of Governor's meetings, staff meetings and School Learning Council meetings.

Staff and Governors feel the importance of prayer as they lead the school and this is passed on to pupils throughout school.

The governors have an ethos committee which monitors and evaluates our Christian distinctiveness. The Christian distinctiveness is monitored closely and impact measured. Ethos is a standing item on all FGB agenda's and an Ethos committee report is brought to each FGB for discussion. Therefore all governors are fully aware of the direction the school is travelling in and what next steps are in place.

The diocesan self-review document is completed by the ethos committee and can be found on the school

website. The governing body is aware of the long term needs of the federation and plans accordingly.

#### **Next steps:**

#### **Link bible verses to vision and values**

**Rev Chris to place the linked bible verses from above in context for the value and make relevant to children's own lives.**

**Children to understand the context within the bible of our John 10:10 vision (Parable of the shepherd), and be able to explain it. Children will then be able to articulate the vision's biblical roots.**

### **Strand 2: Wisdom, Knowledge and Skills**

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

#### **Current Strengths/What is working well**

The vast majority of pupils make good progress

We have a broad and balanced curriculum including: Forest School; a strong emphasis on art; a strong emphasis on singing including in worship; and sport. This allows the children to flourish and live life in all its fullness (John 10:10)

Our curriculum intent demonstrates our vision of Being the best we can be; Living life in all its fullness. There is a strong focus on knowledge and skills, through skills progression trackers.

Our curriculum has developed worthwhile cross-curricular links to encourage the deeper exploration of concepts and attitudes.

We use big questions in each topic and in each unit of RE to encourage enquiry.

Lesson pedagogy cpd has focused on developing challenge, pace and expectation.

We use Christian mindfulness regularly in class to allow children to reflect on their lives.

Our school learning code introduced in January 2019 is rooted in Christian principles and has made an impact in reducing low level disruption in classrooms. Children are now more able to make the necessary progress in their learning. The environment, atmosphere and attitudes are those conducive to learning and progress.

The parish vicar Chris Reverend Chris Lawrence supports the teaching and planning of the RE curriculum. This develops staff's subject knowledge.

#### **Next steps:**

**Development of the Christian reasoning behind the 4 standards of the Learning Code, including adding a bible verse to each standard.**

**Plan a “spirituality day” to relaunch Christian Mindfulness.**

**Children to articulate the reasons why Christian Mindfulness is helpful to them.**

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

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?
- 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?
- 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?

#### **Current Strengths/What is working well**

Our charity work is very important to us

We have a termly charity chosen by our school Learning Council. This can be a charity suggested by any member of our school community.

Children are motivated by their compassion and desire for social justice to support the school learning council’s charity through things like cake sales, bring and buy sales and other events

In our Thursday act of worship, we hold a collection for the chosen charity.

Children are very aware of and show great empathy for the needs of others less well off than themselves “we shouldn’t want to have everything or keep asking our parents to buy us this or that, because some people in the world have nothing and we should try and help them instead”(see gov reports)

Children lead prayers in thanks for the collection we have made and ask God to guide those who use this money.

Children state that they are glad to see where the money goes and how it is used and it inspires them to try and help more.

Children use the prayer zone to pray for issues which affect them.

These prayers are offered in collective worship and then displayed for reflection. (see the prayers handwritten by the children. The school secretary recently stated that she made time to read these prayers - it reaches out to the whole school community)

We have a head girl and boy chosen by the previous head girl and boy and by the headteacher. This is not selected on academic achievement but on the desire to develop the school and make it a place where children can flourish. The headboy and headgirl have to write a letter of application.

These children regularly welcome visitors to the school and take on other responsibilities. they are seen as role models.

Year 5 and 6 children write regularly to the children of the Mombasa Mission, showing empathy and compassion for the conditions the Mombasa Mission children find themselves in.

One child stated “ we are not thankful enough for what we have - I can’t wait until I’m grown up so that I can help to change the world when I am older I shall go and help them” ( see letters in SIAMS file and gov report)

Aspiration for all our pupils is clear in our school vision

We use the example of former pupils to influence and encourage our current pupils to live out our school vision. This can be seen on our school twitter feed.

Our vulnerable pupils, those with PPG, go on a yearly aspirations trip. Previous examples of this have been a trip to the National Gallery in London to develop their story writing skills through art. The group that went to the National Gallery were also in awe of London as a city and it opened their eyes to a multicultural, vibrant city environment.

#### **Next Steps:**

**Children to apply to the school council if they wish to organise a charity event, stating their reason why they want to support it.**

**Publish minutes of school council meetings so the whole school can see the justification for decisions made.**

#### **Strand 4: Community and Living Well Together**

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?
- 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?

#### **Current Strengths/What is working well**

We are part of a strong Federation with Framfield Church of England school, known as the St Thomas a Beckett Church of England Federation.

Pupils attend class trips together and some sporting events and visit each other at times to share learning. Staff share training and expertise across the federation and support each other in a variety of ways.

Due to our vision and values, relationships in the school are strong. Nearly 80% of children vouched for this in a recent pupil survey and children strongly articulate this in conversation.

Our PSHE scheme, called jigsaw, develops the children’s ability to think of others and a sense of community wellbeing.

We have a buddy system with year 6 pupils buddying with Reception pupils, or in fact any new starters. This sense of community ensures that children have a positive start to their time at Blackboys.

We work hard to keep ourselves fit in mind and body through our Christian mindfulness, prayer zone, daily mile and sporting opportunities. Children pray for themselves, others in our community and for events that trouble them. They pray to thank God for the opportunities they have and are thankful for what opportunities they have.

Our most recent parent survey showed that parents value the good behaviour in our school

Our school learning code introduced in January 2019 is rooted in Christian principles and has made an impact in reducing low level disruption in classrooms.

Our relationships and behaviour policy is biblically rooted and shared with our community through our Twitter feed and on the website.

We use respect and reconciliation to deal with any relationship difficulties and provide the opportunity for those in relational difficulty to pray together.

The commitment and approachability of the school team is recognised by children and parents alike

We have excellent attendance and this includes children with SEN and in receipt of PPG

Our school vision and values are clearly demonstrated by our pupils

Our most recent parent survey showed that parents value the good behaviour in our school

We have a child led OAP Christmas Party. As well as this Holy Cross Care Home is visited at Christmas for singing and throughout the year by our Reception children, allowing for cross-generational positive relationships to be made. The children have great interest and compassion for older members of our community.

We support Uckfield Late Night Shopping event by singing 3 Christmas carols as a choir on the Uckfield FM Stage. At this event we also support the Holy Cross Church Christmas Tree Festival in unison with Framfield CEP School.

We held a FAB festival across the federation displaying artwork and open to the parents and local community.

Children were delighted to share their work with family and friends. "The event created an atmosphere of pride amongst the children. They were very happy to compliment each other and also themselves creating a sense of self confidence". Work was of a very high standard and it was an uplifting and inspiring event. (see gov report)

We have houses in our school named after Saints and the children enjoy working together in their houses. Children mix across year groups. Team spirit is very evident from this.

Our year six children visit Chichester Cathedral every year, where they learn about pilgrimage and what makes a cathedral a special place to worship. The impact of this was shown clearly in the children's writing afterwards. (see gov visit and display)

#### **Next Steps:**

**Children to write a "Blackboys School Prayer" to be used at community events.**

**Children to engage in a "House Saint Day" as a school community. The outcome will be 4**

hall displays, 1 for each house saint using quality writing, art and prayer. This is planned for early September to launch the houses.

### **Strand 5: 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 practice 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) 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)

\* See [Valuing All God's Children](#).

### **Current Strengths/What is working well**

The "Valuing all God's Children" document has been discussed in staff CPD sessions

Our policies are written in keeping with the Church of England Vision for Education.

Our pupils feel safe at school and are excited to be here. They are thankful for the opportunities they have.

Our PSHE curriculum, combined with our RE teaching encourages children to treat each other with respect and to be understanding of all people.

The respect and courtesy shown by our pupils to everyone is often commented on by visitors to the school and when out and about on school trips. The diocese education team at Chichester cathedral (on our recent trip) recently stated what a pleasure it was to meet such a polite and respectful group of pupils.

Our collective worship is strong in promoting dignity and respect. A recent example was an act of worship led by the headteacher to make children aware of international refugee week.

Following the theme, an act of worship of the termly value of respect is discussed and threaded through all aspects of school life and children always show respect for everyone.

Our RE curriculum map now includes world faiths allowing the children to have a deeper understanding of how other people worship. This means they are far more accepting and understanding of people with different religion, making them excellent global citizens.

### **Next Steps**

**Work on implementing recommendations from "Valuing All God's Children"**

**Create an ethical issues discussion group to include a foundation governor, Rev Chris and Pastor Clive.**

**Make specific links for our Reception pupils and the Holy Cross Care Home visits to dignity and respect through the medium of their Christian Mindfulness.**

## **Strand 6: The impact of collective worship**

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

### **Current Strengths/What is working well**

Our collective worship is based around the six Christian values. We have one value a term, being the theme for our worship.

The values then feed into every part of school life.

All our worship is centred around Christ and the teachings of Jesus.

Children have a good understanding of the Bible and teachings of Christ - this is very apparent when they are questioned in acts of worship or by Vicar Chris in Church services.

Pupil involvement in acts of worship is increasing, for example for our prayer at the end of worship we will use prayers the children have written themselves in the prayer zone. This also encourages a culture of prayer within the school. Children also have the opportunity to pray themselves extempore in collective worship if they wish.

Our parish vicar, Reverend Chris Lawrence, leads an act of worship every fortnight and helps us to develop our understanding of the Trinity.

The pastor from New Life Church, Blackboys Clive Cernik leads an act of worship a term.

Strong Christian teaching and children understanding that different denominations practise their faith in different ways, have been discussed this in RE lessons.

Acts of worship are evaluated by our pupils and monitored by members of the Governing Body ethos committee. Child voice - Feedback from children leads to next steps. Governors use next steps to measure further impact.

Governors are involved in our acts of worship. One member of the ethos committee for example leads an act of worship every term.

The children coming into an act of worship listen to a range of music to allow the opportunity to reflect before the worship starts and after it finishes.

Children are involved in a call and response at the start of an act of worship which is led by the head boy and head girl. This encourages pupil participation and leadership.

Acts of worship makes links between Jesus and the bible with the lives of our school community.

Parents and families are invited to join the school for Thursday Acts of Worship. This spreads the gospel message to the wider community

Singing is a strength in our worship. Children state that they love singing and this was proven when a small group of boys stood up alone in the choir stalls at Chichester cathedral and sang a hymn. (see gov report) This is also very evident in collective worship, church services and the end of year school play.

We visit our parish church 3 times a year (Harvest, Christmas and Easter) for acts of worship which are led by the children. This involves bible readings, singing and prayer. Children enjoy taking part, they deliver their bible readings and prayers with confidence and singing is impressive. They always behave respectfully throughout and a large number of parents attend to support.

Classes take responsibility for an act of worship each term ie 3 times a year.

We light a candle prior to prayer to create a moment of still reflection, giving the children their own opportunity to talk privately with God. Children understand that “ God is a friend who they can take their problems to”. They also appreciate that they can thank God for all the good things in life that they have. (see gov report)

### **Next Steps:**

**Explore the use of “Open the Book” assemblies.**

**Increased numbers of children to lead prayer and readings in acts of worship.**

**CPD for staff on collective worship.**

**Create a worship focus group to explore the responses of the 2019 Children’s survey and use that focus group to lead developments.**

### **Strand 7: The effectiveness of religious education**

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?

### Current Strengths/What is working well

We have a new, enthusiastic leader for RE who has a strong subject knowledge. She is able to support colleagues with planning of high quality RE

The RE lead has taken part in training including a national conference in London, which focused on progression of RE teaching through the age groups and also meeting the needs of the more able.

The use of RE books is improving and the quality of work in these books shows improvement.

The children's verbal responses to RE teaching are strong. Children often provide such profound questions or answers in lessons, collective worship or in group discussions that it never ceases to amaze!

The RE curriculum map is now complete using Understanding Christianity supplemented by world religions.

Children show a good understanding of the Christian faith and of other world religions. (see gov reports)

Each unit of work in RE is titled in the form of a big question which the children discover as they work through the unit.

Encourages children to question for themselves and promotes deeper discussion.

We make a written comment on the child's RE attainment in the annual school report.

We are developing a way of assessing RE through knowledge, skills, concepts and attitudes.



How effective is RE teaching and learning in the school? (In VA and former VA schools only)

### Subject Strengths

RE is monitored by the RE leader and by the governing bodies ethos committee.

The RE subject lead has regular monitoring and evaluation time timetabled into the schools monitoring schedule.

A recent book scrutiny by the subject leader noted that less worksheets are now being used and the children's deeper thinking is being evidenced in their RE writing.

We are developing the percentage of teaching of RE which is rated as good or better. Recent monitoring shows we are close to achieving 100%.

## Next Steps

Monitor the use of “Big Questions” during units of work.

CPD for staff embedding the new Curriculum Map- Use Rev Chris to support planning and delivery in effective RE lessons.

Use of other Christian denominations to support RE teaching.

Monitor and improve the quality and regularity of use of RE books/work (Is the work as good a standard as work in Literacy books for example).

Develop useful assessment procedures.

Children to respond to feedback and develop their thinking.

## Making your case for excellence

This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don't think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision.

This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond 'good'. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school.

Try and draw examples from across all seven of the strands.

- **Attendance**
- **Relationships**
- **Valued by community and stakeholders. (evidenced through Parent and children's survey)**
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