

Ongoing SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

<p>School's theologically-rooted Christian Vision</p> <p>Be the Best You Can Be; Living 'life in all its fullness' (John 10:10) Our vision is: In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.</p>	
<p>Inspection Conversations: Context</p>	
<p>Who are we? <i>(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)</i></p> <ul style="list-style-type: none"> • Is the school a Church of England, Methodist or joint denomination school? • Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation? • If a former voluntary controlled school does it, as an academy, provide denominational religious education? 	<p>Name of School: Blackboys Church of England Primary School URN: 114547 Date and grade of last SIAMS inspection: October 2019 Good Date and grade of last Ofsted Inspection: November 2019 Good</p> <p>Blackboys is a smaller than average voluntary aided primary school for pupils. There are 134 pupils on roll and the school has a waiting list for some year groups. Levels of deprivation are low but increasing and there is little ethnic diversity. The number of pupils eligible for free school meals are below the national average but increasing, as are the number of pupils with special educational needs and/or disabilities. The school is a proud member of the St</p>

- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school’s pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

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. The last SIAMS Inspection took place in October 2019. [“We take strength in collaboration.”](#)

We have a close relationship with Parish church, St Thomas a Becket, in Framfield. Clergy: Rev James Vine

We welcome a group from New Life Church, Blackboys who lead our Open the Book assemblies fortnightly. The children are fully engaged in this lively representation of the stories of the Bible.

We support a new charity each term chosen through the research of our Learning Council. We have an ongoing with the Mombasa Mission School in Kenya.

Our strongest link is with Framfield Primary School.

Our RE curriculum has a strong element of Understanding Christianity, supplemented by World Religions and thematic studies. We teach our units through “big questions”.

We were Driver Youth Trust participants for 2018/19

Gold Games Mark 2021/22

Service Level agreement with Diocese.

In our interim year without a parish vicar, we have been supported by Kate Dillingham, church youth worker, from High Hurstwood Church.

[“We gratefully accept opportunities that come our way.”](#)

Blackboys is a maintained school. We have explored the option of academisation and the options have been discussed by the Governing Body. We will not be joining a MAT at present and the options available to us as a Church of England School are currently limited.

Key Findings from SIAMS 2019

Driven by good leadership at all levels, the biblically underpinned vision has a positive impact on all aspects of school life, enabling all pupils and adults to flourish.

- The school is a supportive and inclusive community. Pupil behaviour is exemplary. Pupils, parents, staff and governors attribute this to the

school's vision and values, which focus on care and respect between everyone. "We encourage children to be the best they can be."

- The school has a clear definition of spirituality. However opportunities for spiritual development across the curriculum are not consistently taken. "We accept opportunities that come our way to enable us to live life in all its fullness."
- Collective worship is deeply Christian and links the school's theologically rooted vision and values with biblical teaching. There is scope for increased pupil leadership in collective worship.
- RE assessment over time has not been sufficiently robust to accurately inform pupil progress and future planning. The new subject leader introduced a fresh system for RE assessment in September 2019. "We encourage children to be the best they can be so they are ready to make their mark on the world."

Areas for development SIAMS 2019

- Complete the implementation of the new system of assessment for RE. Securely embed it, so that the effectiveness of teaching and learning is monitored over time and informs future planning.
- Increase the opportunities for pupils to plan and lead collective worship so that they are more involved in shaping worship.
- Provide further opportunities for spirituality across the wider curriculum to enhance the spiritual development of pupils.

The school sets aspirational targets based on prior attainment. 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 in 2022

The percentage of children achieving at least expected in all areas at the end of EYFS.

The percentage of children achieving a good level of development at the end of EYFS is higher than the national average.
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 children reaching greater depth in reading, writing and maths at the end of Key Stage 1 is higher than national averages.
The percentage of pupils reaching EXS in reading, writing and maths combined at the end of Key Stage 2 is much higher than the national average.
The percentage of pupils reaching GDS in reading, writing and maths at the end of Key Stage 2 is much higher than the national average.

Key areas for development from end of Key Stage and Year 1 phonics data including vulnerable groups in 2022

Increase the numbers of children reaching EXS in Maths at the end of Key Stage 1.

Increase the numbers of pupils achieving the Phonics Screening Check at the end of Year 1.

Key strengths from in-year data in 2022

Maths is a particular strength in Year 3.

Outcomes for reading are particularly good in all year groups.

Key areas for development from in-year data in 2022

Outcomes in Year 4 are weak across reading, writing and maths, so rapid progress is needed.

The numbers of children reaching the expected standard for writing in Years 3-5 needs to increase.

Increase the number of children achieving EXS in Maths in Year 1.

Key strengths from in-year data.

- Reading in all year groups.
- Maths data for Year 3.

Key areas for development from in-year data.

- Increase writing outcomes across KS2.
- Year 4 needs to make rapid progress in reading, writing and maths. Our significant vulnerable groups are SEND pupils and PPG pupils.
- <https://www.blackboys.e-sussex.sch.uk/wp-content/uploads/2022/11/BB-SEN-REPORT-for-school-year-2022-23.pdf>
- <https://www.blackboys.e-sussex.sch.uk/wp-content/uploads/2022/11/BB-PPG-report-October-2022.pdf>

	<ul style="list-style-type: none"> We are working with CLASS 2022/23 to support children with additional needs. <p>“We strive for knowledge.”</p> <p>“We encourage children to be the best they can be so they are ready to make their mark on the world.”</p>
<p>What are we doing here?</p> <p><i>(This information enables the inspector to understand the theological underpinning of the school’s Christian vision, the school/trust’s governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a) Considering the answers under ‘Who are we?’, what is the vision of the school and of the trust?</p> <p>b) How is the school’s vision a clearly-articulated theologically rooted Christian vision? How does the trust’s vision resonate with this?</p> <p>c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school’s context, and do they know how to respond to it theologically?</p> <p>d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?</p> <p>e) As a result of the school’s Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p> <p>g) What are the school’s arrangements for collective worship? Why are these arrangements in place?</p> <p>h) How is religious education structured and organised? Why have these decisions been made?</p> <p>i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school’s ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p>	<p>In July 2021, the school vision was created in collaboration with all staff and governors across the Federation. Our new vision is rooted in John 10:10, which provides the golden thread that runs through everything we do at Blackboys CE School. We wanted to update the vision in a language our children understand. The vision was written through consultation with staff and governors and was then sent to parents and carers. Our vision is rooted in biblical scripture. This is focused on at the beginning of each school year and supported by Local clergy. Following this, we felt that the Biblical scripture was more of a tagline, so we have embedded the scripture within the vision, showing how we encourage the children to live life in all its fullness. “We all take pride in our Federation as we follow in Jesus’ example.”</p> <p>Our vision and values are communicated to stakeholders via the school website and newsletters. 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. 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. This board has been commented on by visitors to our school, who have made reference to the quote in their Acts of Worship. “We welcome the child yet embrace the whole family.”</p> <p>Our vision is strongly articulated by all stakeholders. It is seen as central in driving the daily life of the 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 practice. “The school is a supportive and inclusive community. Pupil behaviour is exemplary” (SIAMS 2019). “We encourage children to be the best they can be.”</p> <p>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”. <i>Driven by good leadership at all levels, the biblically</i></p>

j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

underpinned vision has a positive impact on all aspects of school life, enabling all pupils and adults to flourish (SIAMS 2019). "We follow in Jesus' example."

The Collective Worship is organised through a rota of staff and visitors who facilitate the spirituality of the children. We welcome denominational visitors into school to broaden the children's experiences of Christian life. Open the Book is led by visitors from New Life Church, Blackboys, and it helps to bring the Bible alive by allowing the children to dramatise the stories and reflect on their relevance to their own lives. It is an opportunity for the whole school community to come together in fellowship, as parents are welcomed into one of our acts of worship each week. "We embrace the whole family."

RE is taught once a week in classes. At the St Thomas a Becket C of E Federation, we intend to develop reflective, discerning and caring pupils who are able to develop their own beliefs and a sense of identity, while also respecting and understanding people of all faiths. We intend that every pupil will learn about and develop respect for the main world religions as due to significant global events, there is an increased need for all our pupils to receive high quality RE teaching. We intend to deepen the children's understanding of the Christian faith through the use of the Understanding Christianity scheme whilst also exploring Bible stories through our Collective Worship, local clergy and our Open the Book team. By re-visiting key RE concepts through a carefully designed sequence of learning and by creating a safe environment to ask questions in, we are enabling our pupils to develop a lifelong love of learning. Our unique settings and Christian values support the spiritual and personal development of our pupils. "We may be small but we encourage children to be the best they can be."

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 2019)

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. "We gratefully accept opportunities that come our way."

“Adults as well as pupils are supported to reach their God-given potential. Training is given a high priority and has enabled all staff and governors to learn and grow in their roles. Leaders have accessed diocese-led training and the headteacher has completed the Church of England Professional Qualification for Headship” (SIAMS 2019).

The 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. [“We take strength in collaboration.”](#)

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. In school there is a dedicated prayer space which the children can access during their break times. There is the opportunity to write prayers into a prayer diary, or hang prayers onto a prayer line. The children can access Christian books or sit quietly. In our outdoor space, there is a dedicated quiet area for the children to use. This can be used for prayer or mindfulness and has been made comfortable with blankets and cushions and access to colouring resources. The prayers recorded in the Prayer Journal are often used within Collective Worship, allowing the child that has written them to see the importance we place on prayer. Following the recent work with Project Touchline, a lunchtime prayer club has been established, with children able to choose each week if they would like to come along. [“It enables us to live life in all its fullness.”](#)

The school’s Worship Group have recently worked together to write a school prayer, which is now being used regularly in Collective Worship, with the aim being that all children learn the prayer by heart.

The school has an Ethos committee on which all foundation governors sit plus the Headteacher and RE Leader. Its purpose is to monitor and evaluate our Christian distinctiveness. The Christian distinctiveness is monitored closely and impact measured. Ethos is a standing item on all FGB agendas 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

	<p>term needs of the federation and plans accordingly. <i>“We all take pride in our Federation.”</i></p>
<p>Inspection Questions (IQ) <i>How then shall we live? (This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
<p>Inspection Question (IQ)</p>	<p>Impact of provision and sources of evidence</p>
<p>IQ1 How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school’s theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p>The school has worked with its federation partner and stakeholders to create an agreed Christian Vision that is rooted in Christian theology. The vision is underpinned by 6 Christian values. (July 2021) <i>“We take strength in collaboration, yet celebrate uniqueness.”</i></p> <p>The schools’ agreed Christian Vision and Values drive the school’s improvement plan and everything we do. The vision reflects the nature of the two unique schools and the vision for the partnership. It offers clear direction for the school. The school’s Christian vision and ethos is clearly communicated to members of the community and visitors. This is done by placing a whiteboard at the gate each morning that has a quote relating to the Christian value of the term. This changes weekly and gives a talking point for parents and children alike. Also, as a federation, there are selected pieces of scripture to match each value, which are shared at the start of each term through the school newsletter. Again this is to allow for conversations at home about the value and its meaning. The vision and 6 values are clearly displayed within the school. The vision is also at the front of school policies and the FIP and the 6 values will be added as a footer on all policies and this will be implemented as per the policy review cycle. Children, staff and governors have a good understanding of the school’s Christian Vision. The School’s Christian values are revisited regularly in collective worship, giving pupils the opportunity to learn about what the Bible has to say and how the Christian values can impact upon their own lives and the lives of others. Pupils are able to talk about how what they learn in collective worship from the Bible guides them to reflect on and improve their own behavior. Understanding the Christian values leads pupils and staff to behave in ways that strengthen relationships and develop good behaviour in the school. <i>“We welcome the child yet embrace the whole family.”</i></p>

The Federation Governors have an Ethos committee; some of the members of the committee have a strong Christian faith of their own and a deep knowledge of scripture. They support the headteacher in developing and evaluating the school's Christian vision. The headteacher and governors engage in training and reading of key current documents which ensures they are up to date with the Church of England's vision for schools and key priorities. "We look beyond our boundaries."

The school works hard to express the vision of the Church of England in its own vision for the school. For example, the school's policies, such as the admissions policy reflects the clear guidance in 'Valuing All God's Children' that we should offer a 'safe and welcoming place for all God's children.' The headteacher is working hard to strengthen even further other policies and practices (Relationships and Behaviour and Anti-bullying) to ensure that every child is valued and respected and given a safe and happy place to play and learn. The ethos committee serve to support and, where necessary, challenge; this ensures that progress is kept on track. "We all take pride in our Federation as we follow in Jesus' example."

The leaders are keen to ensure that pupils and adults flourish through the vision, so the use of pupil voice, staff and parent questionnaires to ascertain each member's views is taken seriously. The results of these questionnaires informs the improvement of the school. Analysing academic data enables leaders to see development of the children in all areas of their learning and to inform subject leaders of future needs within their subjects. "We encourage children to be the best they can be so they are ready to make their mark on the world."

The school makes the use of its environment and the expertise of visitors to enhance the opportunities and spirituality of all pupils. We welcome leaders for our Forest School lessons which encourage children to celebrate their rural environment and to find peace within nature. We have been involved in Project Touchline, which blends sport coaching with an opportunity for reflection on the values of respect and fellowship. It looks towards God to help us to live life in all its fullness. Through sport, the children have many opportunities to work with and play against schools in the Uckfield area at a wide variety of sports. We ensure that children of all abilities have these same

	<p>opportunities to be involved. “We take strength in collaboration, yet celebrate our uniqueness.”</p> <p>We have introduced a spiritual reflection time into the classroom, called “Stop and Spare a Thought” where teachers put a flickering candle image onto the interactive whiteboard when there is a moment of awe and wonder. The children stop and reflect on it for a short time. Staff record this in a journal in the staffroom to help give other staff suggestions of how and when they can make time for reflection. “We live life in all its fullness.”</p> <p>We have developed the Christian reasoning behind the 4 standards of the Learning Code, including adding a bible verse to each standard:</p> <p>Be the Best you can be - Whatever you do, do it from the heart for the Lord and not for people. Colossians 3:23</p> <p>Let others be the best they can be - And let us consider how we may spur one another on toward love and good deeds. Hebrews 10:24</p> <p>Show respect and kindness - Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you. Ephesians 4:32</p> <p>Be a positive influence - Everyone should be quick to listen, slow to speak and slow to become angry. James 1:19</p>
<p>IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p>	<p>Providing further opportunities for spiritual development is a priority in the School’s FIP and the school is addressing the areas for development following previous SIAMs inspection. The RE Lead, Mrs Sullivan, has revised the long term RE curriculum map in line with the new agreed syllabus for East Sussex, making use of what was working well in the Federation already. The Federation now has a ‘fit for purpose’ curriculum map which ensures coverage, depth and progression in the study of Christianity and other main world faiths. (Evidence – curriculum map) RE is a core subject which is prioritised by teachers. Mrs Sullivan leads change, monitors regularly and collects assessment data. Assessment data shows that most children are at least meeting the expected standards (See data for 2022) “We encourage children to be the best they can be so they are ready to make their mark on the world.”</p>

<p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>Where children have found particular aspects of the RE curriculum more difficult, Mrs Sullivan has responded by providing further CPD for staff. Teachers are using 'Understanding Christianity' materials in their teaching. <i>We look beyond our boundaries.</i> <i>"We strive for knowledge."</i></p> <p>The headteacher prioritises creating a termly collective worship plan which supports the children in understanding the Christian faith and allows pupils to relate scripture to their own lives. In collective worship, the school vision and values are revisited, shared and reviewed with the children. Collective worship allows pupils to understand events and peoples beyond their immediate environment or experience and develop greater understanding, tolerance and empathy for others. <i>"We follow in Jesus' example."</i></p> <p>At Blackboys School we have a broad and balanced curriculum including Forest School; a strong emphasis on singing, including in worship; and sport. This allows the <i>children to flourish and live life in all its fullness (John 10:10)</i>. We use big questions in each unit of RE to encourage enquiry and we are in the process of rolling this out to other subjects, including History, Geography and Science.</p>
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>Collective Worship is currently led by staff but there was a strong link with the recently retired vicar of St Thomas a Becket Church, who used to take bi-weekly acts of worship. In the interim we have worked hard to provide speakers and we look forward to building a relationship with the new clergy. <i>"We look beyond our boundaries."</i></p> <p>Sometimes speakers from charities supported by the school are invited to lead Collective Worship.</p> <p>Collective Worship is regularly monitored and reported on by members of the Ethos committee often using child voice afterwards to measure impact. Our school Worship group have the opportunity to evaluate collective worship within their termly meetings. This is evidenced in governor reports and Worship Group meeting minutes. <i>"Being the best we can be."</i></p> <p>The children worship in the church at Christmas, Easter and Harvest Thanksgiving services, which in the past have been led by the parish vicar, but this year have been led by visiting clergy. The children have been involved in Remembrance Services at St Thomas A Becket church, laying a wreath on</p>

behalf of the Federation, and some took part in the choir, singing at the Carol Service. “We accept opportunities that come our way to enable us to live life in all its fullness.”

A ‘Collective Worship Group’ of pupils regularly lead collective worship – opening and closing worship and choosing and leading prayers which have been written by the children themselves linked to the termly value. In all Collective Worship children take part in call and response at commencement and all take part in hymns and final prayer at the close. “We take pride in our federation as we follow in Jesus’ example.”

When visitors are speaking, the children interact well, often with thought provoking answers to questions which helps to reflect impact. See impact as recorded in governor visits.

“We gratefully accept opportunities that come our way to enable us to live life in all its fullness.”

“Collective Worship is deeply Christian and links the school’s theologically rooted vision and values with biblical teaching. There is scope for increased pupil leadership in collective worship.” (SIAMS 2019)

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.

“We take pride in our Federation as we following Jesus’ example.”

Our worship is centred around Christ and the teachings of Jesus. “Bible stories are linked to the school vision, values and examples from everyday life. Through collective worship and RE pupils learn about the Trinity, the Eucharist and several Christian festivals. As a result they have a growing understanding of the Christian faith and significant events in the church year.” (SIAMS 2019)

Our children have a good understanding of the Bible and teachings of Christ – this is very apparent when they are questioned in acts of worship.

Pupil involvement in Acts of Worship is increasing, for example we often use prayers the children have written themselves in the prayer zone, or the school

prayer that was written by the Worship Group. During Open the Book sessions, our KS2 classes take it in turns to participate in the dramatization of the Bible story. Our Worship Group have been involved in planning and leading our Easter service in the church.

[“We encourage pupils to be the best they can be so they are ready to make their mark on the world.”](#)

“The school community benefits from a range of styles of worship, led by the headteacher, staff, pupils, the parish priest, a local pastor and one of the foundation governors. Parents welcome the opportunity to join with the school community for collective worship and church services.” (SIAMS 2019)

Acts of worship are monitored by members of the Governing body ethos committee and feedback from the children leads to next steps which are used to measure further impact.

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.

The 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.

[“We welcome the child but embrace the whole family.”](#)

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. This is also very evident in collective worship, church services and the end of year school play. Our version of “10,000 reasons” attracted 2937 Twitter views and 65 likes as part of St Paul’s Cathedral-led #hymnflashmob, as a response to the Covid19 pandemic.

	<p>“As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world.”</p> <p>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 and prayers with confidence and singing is impressive. They always behave respectfully throughout and a large number of parents attend to support.</p> <p>Classes take responsibility for an act of worship each term, ie 3 times a year. This are, again, well-supported by parents.</p> <p>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. “We enable children to live life in all its fullness.”</p>
<p>IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people’s wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school’s work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>Clarity of vision by leadership provides support for ALL learners, an INCLUSIVE environment dedicated to improving the performance of all groups. The vision forms a basis for the FIP and is included in all federation policies. The FIP outlines providing personalised support for SEN children and vulnerable groups to ensure visible progress is made and also the monitoring of child mental health. We have now embedded the ‘Jigsaw’ programme into our PSHE curriculum.</p> <p>Our PSHE Leader is in the process of taking some MHEW training and is also a DSL.</p> <p>The Christian ethos of the school is shown by carefully prepared and engaging displays throughout the school and termly Christian value is displayed in the reception area and in classrooms. The termly value is in the fortnightly newsletter and thus the ethos feeds into all aspects of school life and also sometimes into discussions at home. The Big Frieze displayed in the school hall, a Prayer Journal in the indoor prayer area and regular Christian meditation in KS1 enables pupils to flourish spiritually. “We take pride in our federation.”</p>

	<p>Christian character permeates the school. The buddy system between Year 6 and Reception pupils is set up on the first day of the school year and children are naturally kind to one another. One of their roles is to help the Reception pupils to collect, cut up and eat their lunch. The family ethos and inter class connections are strong and entrenched. “We take strength in collaboration.”</p> <p>The positive impact of Christian values on behaviour shines through and education is seen as the promotion of ‘life in all its fullness’. Governors routinely undertake visits to monitor and evaluate the impact of the FIP which is analysed rigorously. The FIP includes action plans for further developing the Christian distinctiveness of the federation including, Child Voice and Child Leadership and learning to learn agenda linked to Christian Values. Through succession planning the school has a clear understanding of future development needs of the school and of church education more widely. “We take pride in our Federation as we follow in Jesus’ example.”</p> <p>All staff benefit from personal and spiritual development as well as continuing professional development particularly in the context of the federation.</p> <p>The school has a clear behaviour policy with each class displaying a behaviour chart where positive behaviour can be praised and negative behaviour dealt with appropriately. Children are encouraged to be kind to each other and to forgive one another as we follow in Jesus’ example.</p> <p>KS1 classes regularly engage in Christian meditation after lunch as this prepares them for good learning behaviours following an energetic lunchtime. The Jigsaw PSHE scheme introduced in 2017-18 promotes health and wellbeing and has become truly embedded as a part of our PSHE lessons.</p> <p>External agencies, such as Talk Time, are employed to offer talking therapies to individual pupils identified as needing additional emotional support. We have also made use of the diocese’s Family Support Worker, who has supported several of our families who have needed extra support. “We welcome the child yet embrace the whole family.”</p>
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	<p>The School House system promotes community through regular house group collective worship and through house point achievement. Each week the house with the most house points displays a shield in the school hall, and the house that has the most weeks at the top earns the opportunity to wear their own clothes for a day at the start of each term.</p> <p>The front page of our website speaks for itself with regard to dignity and respect. We have a strong Christian ethos which impacts on all areas of our school life and teaches respect and care for others across all year groups. “We celebrate uniqueness.”</p> <p>The Federation Policies also strongly reflect the same values which uphold dignity and respect and protect all members of the school community.</p> <p>Lessons often involve positive discussions about differences and children show respect for all so that they are ready to make their mark on the world.”</p> <p>Collective Worship based on respect has been observed by Governors and reports from this show that children understood that “everyone deserves respect as we are all made in God’s image”.</p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>Learners relate well to one another and work cooperatively. They can relate their behaviour to Christian Values. The school’s identified Christian values clearly influence relationships between learners and adults, between staff and between staff and parents.</p> <p>The school’s distinctive Christian character is clearly demonstrated in behaviour and inclusion policies because conflict and complaints are resolved speedily, compassionately and in a spirit of reconciliation and justice. “We follow in Jesus’ example.”</p> <p>Foundation governors provide regular evaluation feedback with a specific focus on the impact of the Christian values/Christian ethos.</p> <p>When children leave the school community to begin Secondary education they are presented with a Leavers’ Bible from the school governors.</p> <p>There are excellent links between staff/governors/parents/community. Children take part in the Christmas tree festival at Holy Cross in Uckfield and join with other local primary schools to sing on stage at the Late Night Shopping event.</p>

	<p>We have recently joined an initiative in Heathfield, called “Young at Heart” which links up elderly members of the local community with school children. Our children spend an afternoon taking part in talks, craft and reading activities with the elderly members.</p> <p>A charity will be chosen by the school council, either connected to their topics or a charity of specific interest and fundraising activities/collections are initiated and organised by the children themselves. We also collect money in our Thursday acts of worship, which goes towards the termly charity. Children show great compassion for those worse off than themselves and go the extra mile to try to support them. “Ready to make their mark on the world.” We gratefully accept opportunities that come our way to enable us to live life in all its fullness.”</p> <p>Parents are highly supportive of all school church services and collective worship and they are invited to join the children in collective worship led by the vicar of St Thomas a Becket.</p> <p>Communication with parents is regular and detailed. There is a fortnightly newsletter including diary dates, Christian Values and topics. There is also ParentMail and an active PTA who raises funds and supports school events (Quiz night, Summer Fair and Christmas Fair).</p> <p>Feedback is gained from Parent questionnaires which overwhelmingly praise the school as giving opportunities for parents to get involved.</p> <p>School is open, warm and welcoming. “We welcome the child yet embrace the whole family.”</p>
<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the <u>Church of England’s Statement of Entitlement for Religious Education</u>)?</p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>We have an enthusiastic leader for RE who has a strong subject knowledge. Our RE leader leads across the Federation. She is able to support colleagues with planning of high quality RE. She has recently integrated the new agreed syllabus for East Sussex with our current long term plan and is beginning to trial some of the new units before rolling out across the Federation. “Strength in collaboration.”</p> <p>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. She has also actively participated in County-run and Diocese-run RE Network meetings. “We strive for knowledge and gratefully accept opportunities that come our way.”</p> <p>CPD for staff embedding the new Curriculum Map has taken place- Rev Chris and a Foundation Governor supported planning and delivery in effective RE</p>

lessons each term with a subject knowledge enhancement session for teachers. The Re Leader is looking to provide CPD for world faiths to enable staff to increase their subject knowledge in these areas as well. [“We strive for knowledge.”](#)

We have identified a future need for this support as we have several new members of staff starting across the federation. We are seeking to ask the new Parish Priest to help us with this.

The use of RE books is improving and the quality of work in these books shows improvement. Teachers are using ideas from a training session with Lat Blaylock to allow the children to respond in a variety of ways to the texts they are studying. This allows children of all abilities to show their understanding. In EYFS there is a collective ‘floor book’, which all children within the class contribute to.

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! Learners are effectively able to explain what it means to belong to a church school, their understanding of God and what it means to be Christian. [“As schools we may be small but together we encourage pupils to be the best they can be.”](#)

The RE curriculum map is now complete using Understanding Christianity supplemented by world religions and thematic studies. The new Agreed Syllabus for East Sussex ‘Faith and Belief in the 21st Century’ has been woven into the curriculum map to be introduced in September 2023.

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. The learning objectives for each lesson within a unit are also framed as questions, guiding the children to be able to answer the ‘big’ question by the end of the unit. [“We strive for knowledge.”](#)

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 and use our assessments throughout the year to make a judgement as to each child's attainment in RE.

The governors have formed an ethos committee who meet regularly to support the headteachers with working on SIAMS schedule and SEF. All Governors monitor action points from the previous SIAMS inspection and are collectively contribute to the SIAMS SEF. **"Strength in collaboration."**

RE governor visits to monitor effectiveness of RE via learning walks, conversations with pupils and book scrutiny. Differentiation was evident in book scrutiny across the year groups.

Governor visits also evidence very deep thoughts and discussions regarding the importance children attach to RE and prayer, how they felt about the Remembrance Service and the importance of Fellowship throughout school. Impact of CW was seen to link into RE lessons and children showed excellent understanding.

We have developed a way of assessing RE through knowledge picked out from each unit of learning. *"RE assessment over time has not been sufficiently robust to accurately inform pupil progress and future planning. The new subject leader introduced a fresh system for RE assessment in September 2019."* (SIAMS 2019)

The assessments undertaken each term by class teachers are analysed by the RE Leader, who identifies areas of strength and weakness that are shared with the Ethos committee of Governors. The areas of weakness that are a common thread across the Federation form the focus of CPD and monitoring for the next academic year. For example, it was noted in July 2022 that the concept of Salvation was an area of weakness in many of the classes as there were less children working at or above the expected standard. From this a session with our retired vicar, Chris Lawrence, was arranged during a Federation INSET day, where all staff (teachers and TAs/INAs) were given background information about the concept of Salvation and a chance for Chris to try to answer the "big" question of each unit of Understanding Christianity that would be taught on Salvation. Staff were encouraged to ask questions and seek clarity to help improve their own understanding. **"We encourage children to be the best they can be and are ready to make their mark on the world."**

	<p>We have made use of the Big Frieze from Understanding Christianity by holding a “Big Frieze Day” in house groups. The children studied the frieze, asking questions and pointing out what they could see before recreating panels of the frieze to form a display in the corridor.</p> <p>“As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world.”</p>
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p> <p><i>Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.</i></p> <p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p> <p>b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p>	<p>Subject Strengths</p> <p>RE is monitored by the RE leader and by the governing body’s ethos committee.</p> <p>The RE subject lead has regular monitoring and evaluation time timetabled into the schools monitoring schedule.</p> <p>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. There is also more evidence of teachers taking a creative approach to RE and including more Artwork, Drama and Music into their lessons.</p> <p>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%.</p> <p>We have monitored the use of “Big Questions” during units of work and all teachers are now doing this.</p> <p>We have ensured we have useful and informative assessment procedures, which are analysed to help inform the areas of RE which need further staff subject knowledge or development of the medium term planning. <i>“Complete the implementation of the new system of assessment for RE. Securely embed it, so that the effectiveness of teaching and learning is monitored over time and informs future planning.” (SIAMS 2019) See also SIP 2020/21</i></p> <p>The RE Leader has reported to the Governing Body’s ethos committee on the data formed from the assessment system and has used her analysis of this to inform her action planning for the next academic year.</p> <p>“We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness.”</p>