

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-evaluation audit tool: Vision Provision Impact

Introduction

As part of the SIAMS process schools are expected to 'ensure that a robust and continuous (Church school) self-evaluation is in place'. 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 audit (self-evaluation?) however they feel is appropriate for them. This audit tool is designed to be a **short summary** and record of the Church school self-evaluation work the school has done as part of its development as a Church school, it should not repeat information available elsewhere on websites or in other school documents. 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. Detailed responses to every single question of each strand are not needed. Schools should pull ideas together using those questions, the focus should be on **actions** taken and the **impact** of those actions.

SIAMS seeks 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's case for excellence is convincing.

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

- Who we are as a school?
- Why we are 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.

It is the responsibility of leadership at all levels including the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens. However, the whole school community should be involved. The views of pupils, parents and carers, the church and other community groups should be sought. It is recommended that the audit should be an ongoing process, a running summary, and not something 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. When the school is called for inspection no further work should be done on the audit at that time, as part of in school inspection documentation it will be understood as working document that is 'in process' not a finished document.

Useful documents to consider:

- *Statutory Inspection of Anglican and Methodist Schools (SIAMS): An evaluation Schedule for Schools and Inspectors*

- [SIAMS Methodist Appendix](#)
- [Religious Education in Church of England Schools: A Statement of Entitlement](#)
- [Church of England Vision for Education: Deeply Christian, Serving the Common Good](#)
- [Mental Health and Wellbeing: Towards a Whole School Approach](#)
- [Valuing All God's Children](#)

School website:

The school website will be the first thing any inspector will look at to find out about your school. We recommend that there is a dedicated page on your site covering what it means to your school community to be a Church school in your context. This should avoid the need to put descriptive detail in any audit material. This might include:

- A statement of your school vision and how it is distinctively Christian through reference to a Christian narrative, biblical text or theological ideas. Include any associated values.
- Relationships with your local church or churches and the mutually beneficial links these bring. This will include the role of church workers in school and the school's involvement in the life of the local church community.
- Links you have with charities and organisations that help you to encourage your pupils to be courageous advocates for change. Links with the local community including faith and belief communities.
- Any policies or documents that reflect your understanding of, and approach to, spiritual development.
- Details of what you are doing to support the mental health and wellbeing of both pupils and staff.
- Collective worship policies and practice. RE policy and practice should be with other curriculum subjects

This is not an exhaustive list and there would be many other exciting things happening at your school that you would want to include.

Vision: Who we are as a Church school? Why we are here?

Name of School: Newbold and Tredington C of E Primary School and Nursery
URN:130882 (New URN149306)

Date and grade of last SIAMS inspection: October 2015

Date and grade of last Ofsted Inspection: January 2018 GOOD

School context

- NOR 77
- 35% (27/77) of the children are eligible for Pupil Premium
- 90% of the pupils are White British and 10% ethnic minority groups
- The proportion of SEND supported through school action is 31% (3 EHCP)- There is 1 child currently being assessed for a EHCP and 2 other application pending.
- 44% of children did not start school in Reception (July 2022 data)
- The school was judged to be GOOD by OFSTED in January 2018 in a section 8 inspection

The vision of the school

Newbold & Tredington C of E Primary School is a stimulating and inspiring place full of learning, laughter and friendship, where everyone feels safe and is valued.

At Newbold & Tredington, we develop individual strengths through high quality education and a wide range of cultural, moral, spiritual, physical and intellectual experiences. We encourage active and creative minds giving children the opportunity to challenge themselves and we celebrate their achievements. Through teamwork, high expectations and shared responsibility, everybody contributes to the professional and nurturing ethos of our school. The school is strengthened and enriched by strong links with the local and wider communities and children are encouraged to understand their role within them, through considering their own spiritual development to make connections with one another and the world around them.

Children at Newbold & Tredington are confident, considerate and inquisitive. The whole child is nurtured and encouraged to develop a love for their own learning and to lay the foundations for a fulfilling life in God's world.

Data box:

SIAMS requires assurance that the school is meeting the academic needs of its pupils. 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.

EYFS 2022 40% of reception pupils assessed at a good level of development (GLD) Cohort of 15 children (6.6% per child) 1 EHCP. 1 medical, 1 SEND, 1 EAL, 2 children now left.

Year 1 phonics screening 2022 55% of pupils meeting the expected standard - National 82% - cohort of 9 children (11.1% per child) N & T 201 75% National average 82%

Key stage 1 - 1 child dis-applied:

Reading 50% writing 38% maths 63% (National 2019 reading 75% writing 69% maths 76%) meeting expectations. Cohort of 8 children - 1 EHCP

Key stage 2 - 2 children dis-applied as working below Key Stage:

Reading 70% writing (teacher assessed) 70% maths 65% average scale score 105 national 103 — national Working at greater depth - reading 30% writing 0% maths 20%

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?

Some additional information

Local church/parish involvement:
Involvement of clergy

Rev Richard Cooke and Rev Ruth Walker work in St Gregory's and St David's churches, coming into school on a weekly basis to lead worship.

We have welcomed local clergy and parishioners to work with the children on whole school projects, such as focusing on Parables of Jesus to create artwork.

The RE Leader (Richard Ganjavi) has given talks in Church during Sunday Morning Services, which has seen a rise in family engagement and involvement in the Church family.

There are plans to begin a monthly/half termly Messy Church Scheme, working in collaboration with clergy and parishioners, in the near future (Summer 2023).

'Open the Book' Storytellers come into school and act out Bible stories with the children's input.

<p>What charities does the school currently support?</p>	<p>MacMillan Cancer Support Children in Need Comic Relief / Sport Relief Heart Heroes Fosse foodbank Epilepsy Society</p>
<p>Do you have links with other schools e.g. abroad?</p>	<p>We work as a part of a local Consortium of Schools, who meet regularly to share good practice. We gather both formally to moderate and compete in competitions, as well as more informally to discuss and share ideas for good practice.</p> <p>We are building strong and fruitful relationships with the other 3 schools in the Fosse MAT, of which we have been a part of since November 2022. Since joining the MAT, we have shared good practice with the other schools in the trust, attending training together which included a course on Restorative Practice. We have also welcomed headteachers of the Trust schools to view our RE and Collective Worship work and plans are in place to imminently build a MAT Collective Worship Crew, as well as potentially having subject leaders across the trust, to include RE and Collective Worship.</p> <p>We have an upcoming visit (June 2023) from a representative of ICONS (Coventry Cathedral), and will be furthering our reach in the wider community - nationally and globally - as a result of us becoming an ICON School.</p> <p>We have good relationships with the diocese of Coventry, and meet regularly with our representative, Jen Jenkins, who works closely with us to offer support and guidance so we can fulfil our potential as a Church School. We have a good relationship, too, with the Bishop of Coventry (Rev Dr Christopher Cocksworth), who supported us through a difficult period involving a serious safeguarding incident involving local clergy during Autumn of 2019.</p>
<p>What RE syllabus do you use? Key support resources used for example Understanding Christianity</p>	<p>Understanding Christianity is used to teach Christian doctrine, history and values, while Warwickshire SACRE units are used to guide RE syllabus focusing on other major world religions.</p> <p>We have used additional resources, such as ‘Walking through the Bible’ (2021/22-present), have whole school visits to places of worship e.g. Sikh Gurdwara, Leamington Spa (March 2023), and call on the expertise of local clergy to support RE lessons during the academic year.</p>
<p>Accreditation, awards and quality marks?</p>	<p>School Games Award 2018/19 Gold award School Games IMPACT Award 2021 for involvement and inclusion during COVID Pandemic. Working towards Royal Society for the Protection of Birds (RSPB) Bronze Award (July 2023)</p>

<p>Links with diocese for example service level agreements, secondments</p>	<p>Coventry Diocese Service Level Agreement provides ongoing support for the school.</p> <p>RE lead and Head regularly attend meetings, courses and training. RE and CW leader has attended many courses, run by the diocese and partners including; SIAMS training (including new framework for September 2023), Understanding Christianity course, Courageous Advocacy, Becoming Theological Rooted, Spiritual Development, RE development meetings, and other subject specific sessions. RE lead has also attended many online courses over lockdown.</p> <p>Pupils have participated in diocese events, including;</p> <ul style="list-style-type: none"> - Cross of Nails (June 2018) - Centenary deliberations (April 2019) - Massive Mini-Church project (May 2018) - (Upcoming)Praise Party (June 2023)
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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. The inspector may ask for them to be available in school during the inspection but if they are on the school website this will support the smooth running of the inspection.

- 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?

<p>Provision: What do you do because of your Christian vision? (Actions taken)</p>	<p>Impact: How do you know it is working?</p>
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Strand 1: Vision and Leadership

In developing vision and leadership in a Church school the school must evaluate:

- a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- 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)?
- 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.
- 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?
- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

Impact of actions taken in this area

1a) 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?

- a)** The school's vision is based on theology, as summarised in Matthew's Gospel, where he discusses the Beatitudes of Jesus in the Sermon on the Mount: Matthew 5:16 *'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'* This passage is used as it links our Christian distinctiveness with our values as a school. 'Creating a chance to SHINE every day' has been used at the school for many years but we have linked Bible characters and their qualities to the letters of SHINE - which in turn each link to our 12 core school values: Wisdom, Peace, Friendship, Thankfulness, Creativity, Courage, Hope, Generosity, Trust, Responsibility, Forgiveness, Perseverance. Children can also achieve stickers with the characters on when they have demonstrated their values. Our Christian vision shapes policies as the children are at the heart of everything we do.
- Children are proud and try to achieve the values of SHINE. They can talk about the qualities they demonstrated to achieve their sticker and will notice if peers have demonstrated the values too. Having the vision of the school present through a Bible quote and linking to the school values gives our school distinctiveness.
- b)** The Christian vision of the school shapes policy and the ethos of the school by being visible throughout the school and the pupils know the values and how they link to them as individual but also as a school community. Pupils and staff are proud to be part of a church school and enjoy the extra opportunities and experiences they have because of this. Collective Worship is carried out every day using 'Roots and Fruits', and 'Jack in the Box', to help deliver our values in an invitational, inclusive, and inspiring way to the pupils. Collective Worship begins with a reflection in whose presence we gather - God the Father, God the Son, God the Holy Spirit, highlighting the importance of the collaborative nature of the Holy Trinity in all that we do. Collective Worship Crew open Worship with call and response: 'May the Lord be with You/And also with you', and close with 'Go in peace to love and serve the Lord' /In the name of Christ, Amen'.
- c)** RE leader and Head attends regular SIAMS and RE development updates to ensure we keep abreast of changes and developments that may impact positively on collective worship and/or the teaching of RE in the school. As subscribers to Coventry Diocese, we are able to access many courses, meetings and online learning materials to support our Christian ethos. The partnerships that school holds are through (but not limited to): Coventry Cathedral, Fosse MAT (since November 2022), and the local Consortium of Schools, as well as a range of local, national and global charities and causes.
- d)** Leaders ensure that staff are kept informed of changes to the curriculum or developments that may effect the teaching or delivery of RE or Collective Worship through feedback in staff meetings. They are also provided with any materials or resources that will support or improve the teaching of RE within the school. Future church leaders within the school are included in online training that is happening. Time is also organised to hand over any resources and paperwork to ensure smooth transitions. Teaching staff are able to implement new resources and ideas to support the teaching of RE, and are encouraged to be active participants of Collective Worship activities.
- e)** Governors ensure a robust self evaluation process through ongoing support from DBE Service Level Agreement subscription to support. Governors regularly attend school events; Parents' Evenings, curriculum meetings, open mornings. They gather parent views about the school, which is fed into their action plans. All school improvement plans and policies go through the governing body before approval. Monitoring calendar for governors to visit school regularly and judge impact of school improvement and vision. The governors take their statutory responsibilities very seriously. Safeguarding is a priority ensuring all children, including vulnerable pupils, can be the best they can be. Through their monitoring, presence in school and support, we flourish as a school community.
- f)** Since the last SIAMS we have developed a link to the Bible to give more impact and fluidity and christian distinctiveness to our ethos. We have also adapted our SHINE to include characters from the Bible, thus reinforcing the church school distinctiveness. We have also introduced a 'Collective Worship Crew' to help set up and deliver parts of Collective Worship and give the pupils ownership and responsibility. Pupils also chose the values they felt were most important to them and these are now make up 2 year cycle that we follow. Pupils have the opportunity to evaluate collective worship, They can write any suggestions and what they have learnt from it and how it has made them feel or given them things to think about. Children are more actively involved in Collective Worship which supports their understanding and relationship to Christianity and the school community.

Next steps:

- **Use partnerships to support and develop RE and collective worship**
- **Ensure the evaluations of collective worship implement change**

Strand 2: Wisdom, Knowledge and Skills

In developing Wisdom Knowledge and Skills in a Church school a school must evaluate:

- a) How effective is your 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 your school support all pupils in their spiritual development, enabling all pupils to flourish?

Impact of Actions taken

- a)** SLT teachers are in charge of the care and provision for pupil premium pupils and children who are looked after. Provision maps provide information about SEND, CLA and vulnerable pupils, including information of current progress and support given. This is monitored and changes made in response to individual needs identified. Safeguarding is a priority for all staff, and includes rigorous monitoring and a team of designated safeguarding leads. Governors are aware of the vital work we do in supporting our vulnerable pupils and make funding available for SEND, CLA and vulnerable pupils. Half termly pupil progress meetings allow data to be shared that includes our vulnerable groups which details the support they are receiving and the impact on learning and progress. Interventions are put in place where needed and evaluated to ensure they are current, relevant and meeting the children's needs best. The LSA's that implement the interventions communicate regularly with the class teacher to ensure the interventions are progressing learning and understanding and also they are supporting the child in the areas they need most.
- b)** Children have been provided with opportunities for deeper thinking (theology based) and are encouraged to reflect/link learning to their own lives and those around them. This has been supported by the combined use of the Warwickshire SACRE and Understanding Christianity which allows pupils to build on prior knowledge and develop an insight into other cultures and spirituality. It also offers opportunities to develop their own opinions and ideas. Pupils have 'Wild Learning' sessions each week, which work towards achieving awards from the Royal Society for the protection of Birds (RSPB), but more significantly enable pupils opportunities to make spiritual links between themselves, their actions, and how they can create a better, happier and healthier world through their actions. Children are encouraged and supported to try new things, take risks in a safe environment and explore the outside environment in all seasons and weathers. They are able to use tools and natural resources to create, explore and develop self confidence, resilience and problem solving skills. Each classroom has a reflection area for pupils to use for thinking and they can write down any thoughts and put them in boxes for their teacher to see. Pupils have also been provided with journals so they can record their feelings and thoughts to help them understand and deal with their emotions. They also have 'Wellbeing Wednesday', where they take part in activities such as yoga, meditation or activities that help them to make sense of their feelings, emotions and understanding of things that happen in their lives and the lives of others. (Please see the spiritual development policy for more information and the SMSC picture files.)
- c)** A weekly spiritual reflection Worship time has been incorporated into the timetable, to allow pupils and staff time to quietly reflect on their learning, their actions, look inwardly to reflect on what they have done and what they might do moving forward to strengthen their own spiritual connections with one another, the world around them, and their relationships with God, should they have a faith. During these candle-lit sessions, calming music is played, and the RE/CW leader guides meditations to clear minds, focus thoughts, and develop a sense of calm and wonder.

Next steps:

- **Continue to support vulnerable pupils to reach their potential**
- **Build on understanding of what spirituality is and how pupils and staff can develop spiritually with regular reflection sessions**

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

In developing character, a 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 their ethical and charitable activities to their vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Impact of actions taken

- a)** All pupils are encouraged and supported to reach their aspirations and that of the school through modelled behaviour, high standards of learning, effort, challenge and community. The pupils are familiar with the twelve school values: Wisdom, Peace, Friendship, Thankfulness, Creativity, Courage, Hope, Generosity, Trust, Responsibility, Forgiveness, Perseverance, which themselves are summarised by 5 Biblical characters which represent the word, SHINE - Self-believing Sarah, Hopeful Hiram, Inspirational Isaac, Neighbourly Noah, and Engaged Eve. Pupils and staff reflect daily on the school values, and consider how they have created chances for themselves to SHINE. Pupils have their own individual SHINE journals, which are used regularly for pupils to record what they did to SHINE, and which values they demonstrated. The school values and vision are referred to regularly throughout each day by all staff, during all curriculum lessons, playtimes, and after school clubs. Within our Wellbeing Wednesday sessions, children learn skills and techniques to enable them to build resilience and problem solve. The school's vision is for children to create a chance to SHINE every day, meaning they can make the most of the opportunities that arise, be the best they can be, and have faith in God that he will support them and guide them (should they wish to demonstrate a faith in God). The school is using a new PSHE tool called SCARF to help support pupils in their own personal and spiritual development alongside PSHE matters. Pupils are confident to try new opportunities, develop new skills and also have the self confidence and confidence in the adults around them that they are supported, encouraged and trusted.
- b)** Using both the SACRE and Understanding Christianity schemes of work allows pupils a broad, rich and balanced RE curriculum that allows them to explore and experience Christianity and other world religions and faiths, not just at an informative level but also how they differ between countries, cultures and own views on denominations of their faith. Children will also be able to discuss in class and Collective Worship about work events that they may hear about on the news or read about. We are part of 'Schools for Peace' which is committed to bringing peace to local communities, faiths and also working with other schools to be partners for peace. We have had whole school RE days linked to how Christmas is celebrated in Christian countries around the world, the different faces of Jesus, looking at how other countries view Jesus and workshops on different Bible stories. (evidence in SMSC folders).
- c)** The School Council take an active role in choosing charities to support and coming up with fundraising ideas. Children in Need, Comic relief / Sport relief and Macmillan Coffee Mornings, Heart Heroes and Epilepsy charities are just some examples of who we have supported. Pupils also led appeals to provide care packages to families in Ukraine, following the commencement of the war in the region which continues today. We also collect food and non food items for the Trussell Trust Fosse food bank at Harvest. Pupils really enjoy getting involved with whole school activities such as these that can benefit other in the community. We provide a weekly food share scheme for the whole community, working with the local Co-Operative Food shop in Shipston-on-Stour; have created a community recycling point at the Tredington School site for all to use, and are working hard to take care of our local environment, through planned litter picks, letters written to the local MP, and the planting of wildflowers - something which the pupils were very enthusiastic about doing to encourage wildlife to thrive in our school environment.

Next Steps:

- **Build on connections within Fosse MAT, and be involved fully in becoming an ICON School.**

Strand 4: Community and Living Well Together

In creating a community where all live well together a 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?

Impact of actions taken

- a)** Our values are clear throughout the school, reflected on and referred to every day in relation to creating a chance to SHINE. Pupils are encouraged to be respectful and make good choices in regard to their behaviour and attitude. Those that struggle with this have pictures on their tables and they can use them to indicate to the teacher or an adult if they need some time out of the classroom or would like to talk to someone. Wellbeing Wednesdays enable pupils to understand themselves and others' feelings in more manageable strategies. We use positive reinforcement for praise and reward systems that encourage pupils to make good choices. We have recently changed our behaviour policy and procedure to ensure fluidity, consistency and transparency throughout the school as this supports both teachers, pupils and families. Pupils also take on ownership of their behaviour as, after talking with the teacher or LSA about their behaviour and how it built up to their action/reaction children may think a consequence is needed, which they choose; such as missing 5 minutes of playtime or writing an apology letter etc. Children are encouraged to reconcile any differences they have with friends and also to understand that having a disagreement or different opinion doesn't mean you can't be friends anymore: You do not always have to agree with your friends. Children can use what they have learnt in PSHE sessions about their early warning signs and have strategies to help them cope with difficult or upsetting situations. Being able to understand that having these feelings is ok and understanding how to manage them appropriately is something that we support through RE, PSHE and Collective Worship. Some of the children also have journals that they can write in when they have things on their minds. These journals are not just for negative feelings but also for children to write down achievements and things they are looking forward to or are proud of. In September 2022 the whole staff attended training with other schools in the Fosse MAT on Restorative Practice - which consequently staff have implemented to good effect with positive results. An emphasis on reconciliation as one of our core theological roots is highlighted through our use of Restorative Practice.
- b)** Children across the school have been able to attend mindfulness colouring club after school, where they learnt breathing techniques and had a calm time to colour whilst listening to music. 'Wellbeing Wednesdays' were introduced with a range of activities for children to participate in which focus on their mental health, feelings, self confidence, relationships and resilience. These encompass a range of activities from yoga through to mapping their feelings during events such as Covid-19. The RE curriculum, along with Collective Worship, allows children to experience other beliefs and cultures and learn about differences, celebrating not only Christianity and our British Values but also respecting and celebrating diversity within our school and faith community. Staff mental health is also supported: during lockdown, school was closed on Friday afternoons for cleaning, but staff were also told to use this time for their mental health and well being. There have also been staff days where we have prepared and eaten food together, had head massages and even been secret friends to others by doing small gestures of kindness and gratitude. Core team of staff trained to manage 'Early Help' meetings for vulnerable families. Staff trained in attachment needs, nurture and play therapy to ensure they are confident in providing a caring inclusive environment at school for all pupils. Pupil Premium funding is used to support vulnerable pupils; additional support, trip funding, school uniforms and equipment provision. Staff have a good record of behaviour management. Support is given to staff by senior leaders and more experienced staff when appropriate. School policies on mental health and wellbeing, behaviour and inclusion are reviewed regularly so that they are underpinned by our Christian vision. Improving workload initiatives introduced by senior leadership team by revising the marking policy.

Next Steps:

- Use our links with the church to involve the school in community projects
- Continue to focus on the wellbeing of pupils and staff
- All staff to continue to follow and implement principles of restorative practice

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Strand 5: Dignity and Respect

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

- a) How well does your school's Christian vision and associated values uphold dignity, [Valuing 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 provides 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 dignify others. (From 2020 onward)

Impact of actions taken

- a) All school policies are designed to protect and promote the rights and responsibilities of all within our school community. Vision and Values are displayed in class and around school, with children encouraged to think about what each value means to their life and the life of those around them. 'Protective Behaviours' curriculum is embedded and taught in every year group. Language used throughout curriculum to ensure children feel safe at school and know how to deal with their feelings. Each class has a reflection area displaying: a cross, Bible, school SHINE, Bible quote that links to our vision statement, Holy Trinity candles, reflection books.**
- b) Children have a good understanding of the Christian values explored through worship and reflect on how they can apply these to their daily lives. British Values are used to promote inclusion and to celebrate diversity in class through school council meetings, RE curriculum and 'Wellbeing Wednesdays'. Whole school RE days allows children to explore Christianity as a world faith and the differences within Christianity around the world.**
- c) 'Protective Behaviours' curriculum is embedded and taught in every year group. Language used throughout curriculum to ensure children feel safe at school and know how to deal with their feelings and know that their bodies are their property and no one has a right to them. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as: naming their body parts, puberty, the variety of family structures, gay marriage and gender equality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care. Staff are very good at spotting when a child is in need, if anything changes in them. Rigorous safeguarding procedures ensure that children always know they are listened to and they are kept safe. PSHE is taught by class teachers to further develop the relationship between pupils and staff, developing a culture of trust. SCARF is a new curriculum that staff are using to support the teaching of PSHE.**

Next Steps

- **Staff to use SCARF to improve teaching of PSHE and outcomes for pupils**

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.

Impact of actions taken

- a)** Collective worship takes place daily. Children are encouraged to be involved through questioning, thinking, reflecting and CW is recognised as being a ‘special time’ in the day attended and led by staff and pupils. Pupils are encouraged to use worship time for personal prayer and reflection. Children are invited to make prayers their own. We primarily use Roots and Fruits (KS2) and Jack in the Box (KS1) as our basis of resources, which are then adapted accordingly to fit with our vision and values, or the specific time of the year/fitting current events. The children are actively involved in the setting up, delivery and evaluation of worship where possible. Worship is seen, by staff and pupils, as an integral part of the day. Worship is led by staff, church visitors and pupils with confidence. During worship, children are encouraged to reflect on what they have heard. They are given guidance on how they might apply teachings to their daily lives. The structure of Collective Worship sessions sees a session focusing on ‘Windows’ - learning new values, hearing stories or performing dramas to learn from role models including tales from the Bible; a ‘Mirrors’ session, in which pupils are guided in reflection to ponder what they have seen through windows, and what they already do in their own lives, and what they might do moving forward to live out the school values in their own ways. A weekly Class Worship focuses on ‘Doors’ where each class discusses, creates and thinks about what they will do as they go out in to the real world to live out the values for themselves - plans are put in place, led by pupils, to bring the vision and values out into the world. Clergy visit school weekly, and once a month the ‘Open the Book Storytellers’ share a Bible story through interactive drama with the children.
- b)** Pupils enjoy a variety of worship experiences including class led, church visitor, head teachers and class worship. Collective worship is based in Christian teachings, exploring shared human values around world themes including current events (harvest, remembrance also natural disasters etc). Children worship through music and song, reflection and prayer, story and drama, scripture and other readings. Liturgical calendar and colours are visible in worship spaces. Learners experience and are familiar with Anglican symbols and rituals e.g. candle lighting, liturgical responses/refrains, Christian symbols, posters clearly displayed in worship areas at both sites of the value being explored. Children enjoy being involved in worship and sharing their views and reflections on the values that are being explored. They are encouraged to use reflection areas in classrooms for personal reflection and thinking time. Children are able to name and talk about the items found in the reflection areas.
- c)** Collective Worship supports the children’s understanding of the Trinity (Father, Son and Holy Spirit) and where it fits into the church calendar and school life every day. Pupils understand that prayer time is for thinking about God, or simply reflecting on our own lives and being our authentic selves; and considering how we can be more like Jesus in our everyday lives. Through the use of the opening/closing of worship routines, children are encouraged to reflect on the impact of the biblical teaching. Children and staff can talk about God the Father, God the Son and the Holy Spirit. They understand that these are fundamental to the Christian faith and that they are all one. The use of Bible stories, quotes and readings are an integral part of building a strong foundation for children’s understanding of Christianity and the Trinity.
- d)** Children are encouraged and invited to actively participate in CW. The Collective Worship Crew in particular are the heartbeat of Collective Worship - they help plan, write and deliver Worships during the year, leading each session with calls and responses, prayers and drama. Whether this is through the response parts in prayers, answering questions or offering their views on parables, lessons or current events in the world. All views are respected and valued. Children are able to evaluate CW and have their say on CW. RE leader attends regular DBE training courses and gives feedback to staff on any development for ideas to improve CW delivery and content.
- e)** ‘Open the Book Storytellers’ attend Collective Worship every month and retell Bible stories with the children’s participation. Open the Book have helped develop excitement for secure Bible knowledge in our pupils. The pupils can relate their actions/ values to these stories. They have a good understanding of characters and relationships found in the Bible and messages taught. They have also come in and worked with classes during RE days and supported the theme of the day through their own knowledge and experiences. RE lead is in contact with clergy about our values and how the church can support this.

Next Steps:

- ensure evaluations are used to improve and develop CW
- support and encourage children to take lead in CW (Collective Worship Crew)

Do you think the impact of collective worship at Newbold and Tredington is currently good?

Yes

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?

Impact of actions taken

- a) We currently have a 2 year cycle for RE as we are mixed age classes. This ensures that the SACRE and Understanding Christianity (UC) curriculum are used effectively to deliver a broad and rich RE curriculum. All children are receiving the provision reflected in the statement of entitlement. Developing theological concepts is rooted within UC so this is a supportive tool to use to ensure children develop a good understanding. We have held RE school days about 'the faces of Jesus' and how other countries and cultures may view him differently. We have also looked at how Christmas is celebrated around the world and held a day about the parables in the Bible. The SACRE syllabus is used to teach systematic and thematic units. The systematic units look at Christianity, Islam and Judaism in depth, and the thematic units look at religions and celebrations at specific times of year so children develop their understanding of other religions and cultures and how events are celebrated across the world, including Christian celebrations. Children are able to explore world religions and their own spirituality through reflection, questioning and listening to others views. Children feel safe to express their views and beliefs.
- b) RE lead attends regular training from the diocese including development meetings and SIAMS updates. Information is then fed back to staff in meetings or through email and any useful resources are passed on. RE books are included in book trawls and lesson observations are carried out to ensure good teaching of RE is consistent across the school. The questions for each unit are used in the assessment process. the teacher then assess the children's understanding of the unit question and compiles this information to be added with data that feeds into the end of key stage assessment (for SACRE units). With UC, the children are assessed against the learning outcomes for the unit and this is split into emerging, expected or exceeding as with the SACRE.

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

Subject Strengths

-

Next Steps

- Continue to develop an assessment system that supports progression and envelopment in RE
- Support teachers to be confident in their delivery of RE lessons, especially those new to a church school

Based only on your monitoring of teaching and learning in RE is the effectiveness of RE in Newbold and Tredington C of E currently good

Yes

Overall Judgement: Do you think you have the evidence to demonstrate that Newbold and Tredington C of E is currently a good church school?

Yes

