

## SIAMS Self Evaluation 2021/22



### Provision and Impact

#### 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?

- We are confident and proud to belong to a Christian school with a truly inclusive nature. Our distinctive Christian vision underpins our aspiration to provide the highest educational standards possible to realise the potential of all our children both in school and for those educated partially at home. The school has a clear Christian vision, which is rooted in our mission statement: "Let your light shine with Joy" Matthew Chapter 5 verse 16 . This inspires us to live out our Christian values and to strive for Excellence in all that we do whilst celebrating life in all its fullness. Our mission statement was decided upon after collaboration with pupils, staff and governors. All members of our school community share the same vision to develop a distinctly Christian school.
- References to this vision are integral to all aspects of school life. Pupils and staff relationships are conducted with a keen awareness of our Christian vision. All are reminded that our conduct has to model our Christian values through our simple school rules and the choices that we make. We frequently ask ourselves, both individually and collectively, the searching question "What would Jesus do?" which stems from our school mission statement. "Let your light shine with JOY." When our light shines brightly, Jesus would be proud.
- The vision does not need to be revisited because it runs through everything we do on a daily basis. All staff promote, reward and model the ethos and attitudes reflected in the vision, including governors; during INSET days and staff training our teaching staff have the opportunity to discuss what this means and shape the school's Christian vision. Through our weekly staff

meetings all staff are challenged to reflect on one aspect of the Christian Vision and how this is impacting upon the children.

- As a result of the school's vision, this drives us to want to achieve excellence in every aspect of school life. Time is often taken to reflect upon the success of this through the behaviour of children at lunch times, playtimes, attitude towards learning and conduct when welcoming visitors in school.
- All our children confidently know our school mission statement and what this means. Opportunities to reflect upon different aspects of it and our values, are provided through; collective worship, Heartsmart lessons, Heartfulness sessions, our school rules and our logo.
- Our pupils can describe the impact of our values in their lives and behaviour and can relate the values to Bible stories (see worship evaluations). All members of the school community are committed to ensuring that these values are embedded in the daily life of the school by giving them high prominence. Furthermore a newly formed 'JOY Team', comprising of pupils, promote the Christian distinctiveness of the school and ensure pupil voice is heard.
- Whilst we believe that every child should achieve their full potential in the image of God, we are committed to ensuring we develop the whole child, linked to Church of England's vision July 2016 of "life in all its fullness at its heart". Therefore we deliver a broad and exciting curriculum e.g. theme days and residential visits etc.
- In all we do leaders and staff will make the most of spontaneous opportunities linked with our values and vision. Consequently links with RE have been made across all areas of the curriculum including residentials. Anytime a child's light has shone brightly, whether in a kind act towards another or when a child has succeeded in a piece of challenging work, all staff promote links to our Christian distinctiveness and highlight the action.
- With the arrival of our new headteacher the opportunity to evaluate the impact of our values was immediately undertaken. Leadership enabled all parties; staff, children, governors and parents to express their thoughts about the values. Difficulty remembering the definitive values list was a problem which was diminishing the impact of the values. Consequently leadership worked in consultation with all parties to propose a new list of values through the acronym LIGHTS: Love, Inspire, Guidance, Hope, Trust, Service. The word 'lights' stems from our school vision and how God wants us to live our lives. These values are based on the Gospel of Jesus Christ and our point of reference is the Bible. Each half term the whole school will focus on one particular value to explore at a deeper level. Christian values are given prominence through worship and are based on Bible stories.
- Children are encouraged to 'Let their light shine' not only in their academic performance but also in all aspects of their behaviour. When a child makes

any choice which results in them revealing their potential this is celebrated publicly.

- All members of staff are committed to this ethos (based on Jesus feeling proud of us) and all members of staff accept a leading responsibility in implementing this ethos.

Strand 1: Vision and Leadership In developing vision and leadership in a Church school, the school must evaluate: 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)?

- Our Christian vision underpins all our school policies, which are shaped by our mission statement. Recently our new whole school behaviour policy was revised and makes explicit links between the school vision and the development of children to make independent choices that enable their 'light to shine', directly references the importance of our Christian foundation. Our behaviour system links to our whole school values and children are rewarded for demonstrating the school's values.
- A simple 'Be ready, be respectful, be safe', set of rules covers all aspects of our school life in a way that all children from nursery to year 6 regardless of ability, can easily remember. The 'be ready' part focuses on children knowing what they can do to achieve an attitude for learning which represents our high expectations and provides the best opportunity for them to achieve their potential. The 'be respectful' part is an umbrella term to cover all of our Christian values. The 'be safe' part supports children in accepting responsibility for themselves, others and the consequences of their actions. All of which actively help children to 'Let their light shine with Joy'.
- As a result of our distinctly Christian vision, policies set out the high standards that we expect of staff, pupils and parents, which ensures that children flourish in the image of Christ and that he is our constant role model in everything we do.
- An act of collective worship takes place every day (whole school or class based). All members of staff are expected to attend and deliver worship. In fact, this is often a part of the interview process for teachers.
- RE holds equal priority to other core subjects; therefore class teachers deliver all RE lessons and are not given during PPA cover. Prominence is given to the resourcing and development of RE and collective worship. The RE Lead has led on staff training for the new curriculum and shared resources. Significant time is devoted to developing teachers confidence in the subject and working together to develop the progression of RE lessons through all key stages during dedicated staff meeting time and through inset training.

- Teachers have commented on how they feel confident in the delivery of RE lessons with student teachers surprising themselves with their enthusiasm for the subject and about the huge and far reaching impact a high standard of RE teaching can have on all aspects of children.
- We significantly invest in the training and development of staff in the delivery of RE and collective worship. The RE lead has received opportunities to attend RE cluster meetings and an RE conference, Assessment in RE training and provided has had dedicated staff meeting time to be able to relay details of training and the unique impact it should have on the school. The Headteacher is attending the 'Christian Leadership' course which started on 7<sup>th</sup> October 2021.
- The RE lead and Headteacher have commented on how valuable the training opportunities have been and the positive impact it has had on their vision for leadership.
- The RE lead is allocated non-contact time which allows for effective monitoring of RE as well as developing the subject area and supporting teachers (particularly new members of staff).

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

- School has very strong links with St Thomas' Church. Prior to his departure Reverend Paul Robinson lead whole school worship fortnightly whilst he also used to deliver a half termly Eucharist when all members of the community were welcome to attend. Our church school link governor (Vera Ainsworth) plays an active role in the daily life of the school e.g. Joint Chair of Governors and attends school events, trips and often visits school to complete learning walks or to keep up-to-date with all developments in the teaching of RE and the Christian distinctiveness of the school. Furthermore she will deliver Confirmation courses to the children and fully support the children alongside the school in their confirmation and first communion. We encourage members of the governing body and school community to become involved in the life of Haskayne School through volunteering to read, attending special services and becoming involved in special events and child lead collective worship. Children and families are also encouraged to be involved in the church. The school often advertises family services or special church events in the school newsletter as well as creating artwork to be displayed in the church.
- Church is at the heart of our school community, which deepens our biblical understanding. It also allows us to live out our values within the local community and parish.

- Owing to the very small nature of our school, links with other primary schools have been forged in order to support our own Christian journey, share examples of good practise and have the time to reflect upon current progress as well as priorities for future progress. The RE lead used non-contact time to arrange a meeting with the head teacher and deputy head at St John's CE Primary School, Crossens.
- Time was dedicated to discuss progress and the areas of success which were believed to have the biggest impact. This meeting was very productive in supporting the development of the 'Joy Team', in confirming the importance and success of enabling our Christian distinctiveness to run through all aspects of the school, in sharing good practise both ways and in developing priorities for future development.

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

- RE and Worship take high prominence in the school's continuous professional development calendar; significant amount of time is devoted to this e.g. embedding a new RE curriculum during 2017-2018. Owing to the small nature of the school all leaders work very closely together ensuring excellent progression in the subject, support and CPD for subject knowledge and monitoring and evaluation of evidence of the children's progress.
- This close teamwork ensures great continuity for children throughout their school life. It enables the staff to share and support each other with good practises but also to support each other in maintaining a prominence of the schools Christian distinctiveness in all subjects.
- During the initial induction meeting, new members of the 'Haskayne' Team are reminded about the importance of our Christian vision and how their behaviour should reflect this. When new staff join our school, they are given extensive support to ensure that they feel confident to deliver quality RE and worship as well as having a good understanding of the school's vision and values. Teachers are supported by the RE Lead through lesson observation, book monitoring and often incidental conversations which all help to develop their practice.
- As a result all members of staff work closely together to provide a united representation of the Christian vision of the school including student teachers.

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

- A new Joy Team has been set up to give a pupil voice to monitoring and evaluating and contributing ideas towards communication and representation of the Christian distinctiveness of the school.
- Whilst this is in the very early stages of development the Joy Team have already taken on the responsibility to delivering collective worship to the wider school community. This has been lead, composed, developed and written by the Joy Team and will be part of a programme of child lead collective worship.
- The role of our church/school link governor has already been stated earlier but further to the active work done in school Mrs Ainsworth delivers reports during Governor meetings which have been written in collaboration with the RE lead.
- All members of the governing body are fully informed of the developments not only in RE lessons but in all aspects that involve the Christian distinctiveness of the school.
- The RE lead has just recently become the staff governor.
- As a result they will be available to all governors to clarify thinking, understanding, answer questions and support the maintenance of prominence of the subject.
- Through regular meetings, leadership discuss different aspects of the SIAMS schedule and the Church of England's Vision for Education; this helps to inform senior leaders in the writing of the SIAMS SEF but also to enable others to make contributions to the SIAMS SEF as well as have to opportunity to reflect upon it. The SIAMS SEF is also shared with governors so they can contribute and question it.
- As a result of the collaborative approach in writing the SIAMS SEF, this ensures that all stakeholders have a good understanding of the school's Christian vision and are constantly reflecting on current practice.

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

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

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

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

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

- Pupil progress is tracked rigorously through our termly pupil progress review meetings; these meetings involve the opportunity to review the progress not only of groups but also of individuals. During the Pupil Progress Review Meetings, vulnerable individuals are discussed such as disadvantaged children

and children with SEND. Interventions and support are quickly identified for any children who may need it. Pupil premium funding is spent well on research proven approaches. We are committed and passionate about challenging social and economical injustices to achieve social mobility.

- As a result of the rigor and careful tracking of pupil progress, this ensures that 'no child is left behind and slips through the net'. By targeting our pupil premium funding carefully we ensure we achieve maximum impact for the small amount of funding we receive. By discussing children with SEND it allows teachers to carefully plan support and interventions to meet children's individual needs based on their gaps in understanding. This ensures all children are able to access the curriculum. We have found that a child who has SEND and is working below age expected levels has been able to achieve age expected standards during RE lessons as difficulties academically have not impeded their ability to access RE lessons and through intervention and additional support they have achieved the understanding and spiritual development in spite of their barriers to learning.

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

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

- Worship is inclusive and for all. Staff, parents and members of our community are invited to join in with the Eucharist service and any child lead collective worship. Parents are invited to our special praise assembly which takes place on a weekly basis to celebrate the successes of the children. Worship is Anglican, inclusive and outward looking.
- Worship is relevant and accessible to the whole school community. It is constantly evolving
- Worship includes prayer with an opportunity to respond to God at an individual level. There are also a number of other opportunities throughout the day for prayer including lunchtime and end of day prayer in classes. The use of spontaneous prayer opportunities is encouraged throughout the day and within all aspects of the curriculum. This is something we have introduced in light of our 'Keeping on Track SIAMS inspection'. This has always taken place sensitively and without any pressure. Children are encouraged to ask questions and respond to each other with respect and sensitivity and teachers feel confident to respond to questions raised by the curiosity of pupils.
- The children have really embraced opportunities for prayer in all age brackets. A year one child took an opportunity for spontaneous prayer after hearing the nativity story and had the confidence to deliver this prayer to a very large audience during our Christmas celebrations. Children from Reception have spontaneously composed their own prayers which have been relevant to the discussion which inspired the opportunity for prayer. Children have not been afraid to ask very challenging questions e.g. Why was Abraham's son not cross with his father for very nearly killing him? If Jesus is perfect, why did he

get cross in the Temple and start destroying things? Teachers have had the confidence to chair discussions encouraging children to think about and put forward different suggestions and points of view whilst ensuring there is enough contextual information for the children to understand the circumstances of the event. In this way children have been able to contribute to the thought processes and make progress in their own spiritual development.

- Each class has a focus table to remind the children about God and that worship continues in class and that he is involved in all aspects of school. Around school there are a number of crosses there to remind children of Jesus' sacrifice for us, inspire reflections and provide further opportunities for worship and prayer. Children are free to access the focus tables during lesson time and during play or lunchtimes if requested.
- Prayer opportunities contribute to the individual spiritual development and create a prayerful community.

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

In developing character, the school must evaluate:

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

- "Give your worries to him because he cares for you" 1 Peter 5:7. Following the difficulties of the COVID pandemic we have increased the capacity for our children to access a nurture base provision with the theme of building resilience and perseverance in a safe, welcoming space.
- Lots of children are accessing the 'Hub' which is giving them the time and space they need to enable them to return to the lesson. For those who have actively refused to come into school in the past, the nurture base and the school dog (Betty) have enabled them to attend where they wouldn't have before.
- As part of our collective worship, the themes of hope and aspiration are regularly covered. Also as hope is one of our Christian values we benefit from a deeper study of the Christian vision of Hope through Jesus, for a full half term each year. These values are referred to during collective worship and RE lessons and illustrated as part of the Big Story frieze which is displayed in the school hall.
- Children are given opportunities to reflect upon their hopes and aspirations for the future. They are able to make links between these values and how they fit into the Christian story.
- Staff take an interest in the character development and wellbeing of all the individual children in our school. We "offer a safe and welcoming place for all God's children". We collectively promote the inclusive Christian belief that we are made in the image of God and loved unconditionally by him and that



everyone is respected. We seek to ensure that everyone knows they are important and valuable to God and therefore the importance of being kind and respectful to each other because God loves them too.

- Children and adults relate everyday life issues to expressions of faith. Staff discuss the importance of celebrating differences and ensuring strategies are in place so that we show God's love to all.
- We promote a Growth Mindset attitude. Each class provides the children with strategies to promote independent learning eg 'ask a friend' and reward children when they have adopted these strategies. Furthermore teachers encourage time to reflect on the impact of their application of the strategies to their quality of work and sense of achievement. These are referred to whenever the opportunity arises. The children are encouraged to use Growth Mindset sayings such as "I can't do it YET" which have often been introduced during collective worship.
- Children regularly use the strategies for independent learning and if they have come to ask for adult support, the adult can guide them towards the strategies helping them to get back on track. Children can talk about themselves in a positive light when previously they might have lacked confidence. They have been heard to encourage one another throughout lessons and staff witness and reward them showing perseverance and determination more willingly. (We have identified positive self-image is an area which needs to be improved following COVID)
- From our vision statement 'Let your light shine with Joy', the JOY part has multiple meanings firstly the true meaning of joy. We want to encourage a joy in Jesus, a joy for learning and a joy in ourselves. We know that children who are happy will learn and make progress and we also know that joy can be very infectious! The second meaning of joy comes in the acronym J - Jesus, O - Others and Y - Yourself. If we put Jesus first, think about others and also work on yourself being the best version of yourself you can be, you will have a winning combination. Consequently the joy team have this in their title and we hope that one of their roles will be to highlight/recommend any children in school who have demonstrated an attitude of 'JOY'. Those nominated children would receive a certificate in our praise assembly.
- To promote aspiration, visitors have been invited to come to school and share their stories with the children. This has included a local author, representatives from the Guide dogs and people working with lifeboats.
- The children have listened really well offering a warm welcome to visitors but also asked wonderful, searching questions as they work on formulating their own aspirations.

In developing character, the school must evaluate:

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

- In RE, Science, Geography and PHSCE lessons there is a focus on Big Questions and relating these to our school mission statement. The emphasis is on how can they, as children of God make a difference to the world we live in. Issues of global significance and ecology of the world are studied and discussed. For example KS2 have done work on the very current problem of plastic pollution.
- The whole school has embarked upon a project to re-use plastic bottle tops in order to make a mural about oceans which is there to serve as a very important reminder of our responsibilities to care for this beautiful world we live in. EYFS and KS1 have focused on the seasons and changes to the natural world with particular attention to inspiring wonder at the brilliance of God's creation (as can be seen in the RE floor book).
- We are currently looking at building on our global perspective through the use of UNICEF Paddington's postcards. Whilst learning about children from all over the world we will also be contributing towards a global charity.

In developing character, the school must evaluate:

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

- Sending money to the koalas.
- Raising money for 'Children in Need'.
- Hosting Marie Curie coffee mornings where all members of the community are invited to participate and the Haskayne PFA take a particularly prominent role.
- Delivering Harvest gifts and providing a Harvest meal for the community.
- All the children completed a 'Race For Life' event in school which was given very high prominence. The children knew where the money raised was going and that their goal was to help other people. The main focus was on perseverance to complete the challenge, teamwork to support and encourage each other and to experience a sense of achievement not just for themselves but also for others.

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

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

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

- Our Behaviour policy is rooted in the values of our school and derived from the school mission statement, "Let your light shine with Joy". We look to the example of Jesus Christ living out the values, as a means of living our life. When dealing with incidents we directly refer to these and children are given time to reflect on their actions and the impact of them upon others (What

would Jesus do in that situation?). We use the model of restorative justice and encourage empathy and respect alongside forgiveness and reconciliation. All adults within our school model the positive behaviours and language that we wish our children to use (see behaviour policy).

- Classes regularly spend time discussing issues and matters of concern during PHSCE lessons and circle times. All children are given a voice and it is a safe environment to share worries or concerns. Staff guide children's thinking and responses through skilful questioning and will encourage them to pray or seek guidance from the Bible as a means of dealing with difficult situations they are facing.
- The children are able to reflect effectively and recognize the impact their behaviour has on others. They seek forgiveness from others and actively forgive others who have wronged them. (See completed reflection sheets and incident reports). The children can freely express their thoughts and when asked about their behaviour with reference to faith they can identify their mistake and use that understanding to make their own suggestion about how they can correct the mistake.

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

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?

- With such a small staff everyone takes a leading role to promote belonging, positive mental health and wellbeing amongst each other and the wider school community. During staff meetings an open and supportive atmosphere is nurtured to enable staff to feel comfortable to share concerns and achievements. Specific incidents are dealt with on an individual basis using extensive background knowledge, gained through our close knit community, support is offered or signposted for individuals or families who need it. We operate an open door policy and staff regularly work alongside parents to support them and their children in all areas of their life. We work on the principle that if it is important to the child then it is important for us to know about consequently we encourage regular communication between parents and staff. The Headteacher works hard to make herself available whenever possible.
- Families welcome this level of support and often take advantage of it to ensure smoother transition from home to school which some children can find difficult. This level of communication can enable staff to make small alterations in school which can have a big impact on a child's learning for the rest of the day e.g. a year 1 child was upset but could only say they didn't feel so good. After a discussion with mum it transpired they had a bad dream about their pet cat who had died a few months previously which had brought back sad emotions. By giving the child a little space and reflection time at the start of the day then sharing a social story with them later that day, the child was able to continue with their learning and eventually verbalise the problem which helped them to move on.

- We encourage staff to be open and honest with one another and the team welcome staff who come to ask for help. When this occurs strategies are put in place and appropriate practical support is given to help individuals
- Staff welcome the support from each other and short incidental opportunities to talk often help each other to problem solve, reflect and share success and concerns. This in turn has a positive impact on mental health and a sense of belonging to a team that cares for each other.
- We have moved away from using only formal lesson observations to inform our judgements but also have introduced a coaching model, which staff have found more supportive, realistic and progressive.
- Staff are much more comfortable with this supportive approach which has led to greater communication feeding into a much more comprehensive view of the classroom practise.

### **Strand 5: Dignity and Respect**

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

a) How well does your school's Christian vision and associated values uphold dignity and value of all God's Children, ensuring through its policy and practice the protection of all members of the school community?

- Our commitment to the dignity and ultimate worth of each child is rooted in each being created in the image of God. As a result of this, safeguarding has a high profile at Haskayne. The school is fully compliant in all areas of safeguarding. Staff receive annual training to refresh their understanding of safeguarding and regular reminders regarding safeguarding are included within the weekly staff meetings. Children are taught about how to keep themselves safe through our mapped out safeguarding curriculum, e.g. visits from fire and rescue services. Special assemblies are planned to increase children's awareness of safeguarding issues such as bullying. Any particular issues which might arise are also addressed within PHSCE lessons e.g. online safety.
- When a very young child accessed inappropriate material at home online and disclosed to an equally young child. We were able to address aspects of online safety in response to this incident not only for the children concerned but for the whole school at age appropriate levels. This is an example of additional support to the normal pre-planned programme of study.
- Jesus embodies the love and compassion of God for each and every person. This helps to shape our whole school SEN Policy. The school actively seek to reduce and remove any barrier that might limit the life chances. The school adopts an approach of 'Quality First Teaching' to provide an inclusive environment for all; this may include the use of kinaesthetic resources or additional adult support. As the headteacher is also the SENCO, conversations about children facing barriers happen significantly more than the pupil progress meetings and dedicated staff meeting times. During these meetings and incidental conversations the progress of children who have a learning difficulty or any

child that has a cause for concern, is discussed. Following this, suggested actions or interventions are put in place e.g. daily reading or precision teaching (see SEN file).

- As a result of this the SENCO is up-to-date with the progress of children with SEN but the incidental conversations can often help with support and suggestions for very short-term problems e.g. when a child was particularly tired their motivation to listen was reduced but, following a discussion with the SENCO and implementing a simple now and next strategy in a more broken down form than usual, really helped on that occasion.

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

b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

- We recognise that within the context of our school there is a very small ethnic minority, therefore we are committed to raising awareness of equality for all e.g. inviting visitors to school such as Bina Shukla who is a Hindu and learning about key figures such as Martin Luther King. Also learning about other faiths and backgrounds during RE lessons and collective worship (see worship timetable).
- Children's awareness of other cultures is improving evidence of this can be seen in pupils' RE books, class scrapbooks
- Our vision is all about celebrating the individual. Children are encouraged to let their light shine by doing something to the best of their ability. In order to foster this ethos children are encouraged to identify their differences and to embrace them. Each child is valued as an individual and they are encouraged to talk about their qualities as well as identify qualities in each other. Based upon the Bible that God created each unique one of us and loves each unique one of us, so we must respect and value each other's uniqueness.
- Children have talked about the qualities they can see in each other which have been displayed in the past to remind them of the positive opinions of others, which children often looked at whilst the display was up. Through the use of Elmer the children made a display celebrating their individuality.

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

c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

- The school has an agreed SRE Policy which can be found on the school's website. Children learn about relationships and body changes throughout school and this is taught through our PSHE curriculum e.g. during Reception children learn about how to care for babies.
- The aims of the sex and relationship education programme will be delivered at Downholme Haskayne Church of England School in the context of the

school's Christian ethos and values. The Governors seek to provide a well-balanced programme of sex education that reflects the age and maturity of both girls and boys. Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation.

- Teachers draw on opportunities throughout their curriculum to explore relationships e.g. In Reception children learn about what makes them unique in their topic 'I am special'.
- 'Heartsmart' and 'Lovewise' is used during the delivery of PSHE lessons.
- Books and resources around the school look to challenge stereotypes and celebrate differences.

### **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

- During daily worship, there is always a time of reflection and prayer to enable personal response and consider how worship impacts our lives individually, both staff & children. The leader always has a suitable conclusion to encourage worship to impact real life e.g. through a mission for everyone to try and put in place over the coming week or a suggestion which challenges us. Although we are frequently battling with other pressures, distinctively Christian worship is a daily priority of the school *'The pedagogical study in and of the natural world should not be squeezed out through timetabling pressures'* Church of England Vision for Education: July 2016. The teaching enables our school community to learn about God the Father, Jesus the Son and the Holy Spirit.
- As a result of daily worship, children are able to articulate the impact of how God is working in their lives and often talk about living out our school values 'living our lives as God wants us to' (pupil reflections). Children have a positive attitude towards collective worship and children from all age groups right down to Reception, are happy to contribute to collective worship in front of the whole school. One Reception child put up her hand and had remembered the second temptation Jesus faced from a previous collective worship. Such a response from a 4 year old reminds us that all of our children have incredible lights which can shine brightly and our collective worship should never put a ceiling on what a child can achieve.
- The use of spontaneous prayer opportunities is being developed and encouraged particularly during collective worship and RE lessons but we are extending this so that spontaneous prayer opportunities can be sought throughout the day and within all aspects of the curriculum. Teachers feel confident to respond to questions raised by the curiosity of pupils.
- Children have responded to spontaneous prayer opportunities in a very positive way. There have been occasions when the whole class has wanted to say a

prayer and we have made sure that time is given to enable this so every child understands that their prayer is valued.

- The school environment serves to constantly remind our children, staff and parents that we are church school e.g. the display and Bible quote in the reception area, crosses placed throughout the school, the 'Big Frieze' displayed around the hall, an RE linked display in every classroom and in the corridor, a focus table in each classroom, values displays etc.
- Due to the environment, parents, governors and visitors say that there is a calm, warm and welcoming feeling when they walk around the school. All these aspects serve to constantly remind us that we are a church school.

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

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

- We follow the church calendar and make worship as creative and alive as possible during the seasons. Worship is interactive and creative.
- Due to the varied nature of worship, all members of the school community are encouraged to develop spirituality
- Now we have the JOY team we want them to continue to build upon the start we have already made by becoming increasingly involved in the delivery of collective worship.
- The JOY team have already delivered their own collective worship which was composed, developed, written and delivered by them and which was very warmly received by all visitors.
- Prior to his departure, Rev Paul from St Thomas Church often came to deliver collective worship and we hope to foster a similar relationship with his replacement.
- Whenever Paul arrived in school he received a very warm welcome from the children, testimony to their high regard for his collective worship.
- A termly worship schedule is planned which ensures Christian festivals from the church calendar are celebrated and all teaching staff get the opportunity to lead whole school collective worship.
- Every child has the opportunity to evaluate collective worship and to opportunity to participate in special services e.g. Harvest, Christmas etc
- The children have delivered some wonderful performances which have been really enjoyed by our visitors.
- Worship is Anglican, inclusive and outward looking e.g. special services such as Eucharist, when parents, grandparents & carers are welcomed in to school, plus members of the wider community. (newsletters)
- Each class has a focus table to remind the children about God and that worship continues in class.
- Music is included during collective worship, both as a tool to aid reflections or as an opportunity for children to praise God. It can also be used in classrooms

and particularly the Hub when it can help to generate an atmosphere most conducive to children being able to 'Let their light shine with JOY' regardless of the barriers they face.

- Children are able to not only enjoy praising God through songs but they have also learned lots of skills in how to improve their singing and how to sing effectively as part of a choir.

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

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

- The Trinitarian nature of God is referred to not only in collective worship but it is also represented in our school logo. A special candle holder on the hall focus table depicts the Trinity and the language used in prayer refers to the Trinitarian nature of God.
- Children in Reception are introduced to the concept and language of the Trinity and they know that there three parts to God.
- Children are encouraged to live out their values in a numbers of ways. In particular we live out the value of service through the giving to our local community during Harvest for example. We have also worked hard to raise money for particular struggles of the moment e.g. sending money to help koalas after the dreadful wildfires in Australia. We have also been involved in 'Children in Need' and 'Comic Relief' events. It is not only in raising money but also in providing information that we have supported national organisations e.g. we took part in the 'Great British Bird Watch'.
- Contributing to these charities was an excellent opportunity for the children to feel part of something bigger but also to take a little time to look carefully at God's world and to appreciate the wonder of his creation.
- Worship is led in a way which is accessible to all. This is often through children involved in acting out stories from the bibles. Time for reflection is built in to worship to think about the meaning of Jesus' teachings and how we can apply this in our lives.
- We have redesigned our whole curriculum so that the start of the year focusses on topics that have a more local connection but by the summer term the topics have a global link so that through the course of every year the children are lead on a path of discovery which takes them from their locality to their final destination of being a global citizen of God's amazing world.
- Every half term we take one of our school values to think about more closely. Jesus and the bible is our main source for inspiration when thinking about our values. We encourage children and families to think about our focus value.

### **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.

1. 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?

- Since January 2018, we have been following the Questful RE syllabus provided by Blackburn Diocese alongside the national "Understanding Christianity" resource. Both are recommended by Liverpool Diocese. Within lessons, we use questions so that pupils can actively reflect, investigate and make meaning of relationships, the world and God. We want our pupils to be informed, confident and Questful.
- Teachers plan and adapt unit plans using both resources. They make notes regarding appropriate activities and questions in relation to the children's needs and ages (see example plans).
- We believe this curriculum to be challenging and creative. Our lessons promote self-awareness, respect for all, open mindedness, appreciation and wonder. We believe that our children are on a journey of faith and discovery during RE lessons. We focus on Spiritual, Moral, Social and Cultural development. We explicitly teach core Christian concepts and make reference to God's salvation story. (co-coaching and lesson observations)
- Teaching is creative and learning is engaging reflecting high expectations and standards from staff (see lesson observations and children's RE books).
- Our children are encouraged to think wisely and to reflect on their own responses to particular situations so that they can flourish. We adopt an enquiry-based approach. The children are encouraged to ask and answer questions and to search to understand faith and religion in a purposeful and meaningful way, appropriate to their level of understanding. Teachers challenge through the asking of 'Big Questions' to enable independence of thought and ownership of beliefs. We continuously encourage the children to reflect on our Christian mission statement of, "Let your light shine with JOY." The Bible text is regularly engaged with and teachings about core Christian concepts are made explicit in lessons. (co-coaching)
- Teachers plan RE lessons around key 'Big Questions' and marking in RE books evidences children's thinking being challenged to a high level. Their responses show good levels of knowledge as well as deep thinking. Children are beginning to ask their own 'Big Questions' and challenging each other during RE Lessons. Work in RE scrapbooks reflects these questions and our mission statement, collective worship evidences these too. The children can repeat the school mission statement and explain the impact this has on their lives.
- Children learn about significant figures from the Old and New Testaments such as Moses, Ruth, Jonah and David. The incarnation is explored by looking

at the life and teachings of Jesus. Regular references to the 'Big Frieze' are made in lessons to highlight where Bible teachings fit within the Bible timeline.

- Children learn from people in the Bible and recognise that God has a will for people's lives and the importance of choosing the right path. Pupils are enthusiastic about RE and are able to relate teaching about Christianity to their own faith. The impact of RE is positive in the way the children respect and treat each other. Children are able to identify which part of the Bible teachings come from and the impact this has on their lives.

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.

2. 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?

- We recognise our children as individuals and educate them according to their rights in law. We provide opportunities for them to fulfil their potential and in accordance with the Church of England vision Statement of Entitlement and Vision for Education to experience 'life in all its fulness'. We believe that excellent RE teaching can be the key to enabling every child to flourish.
- Planning is of a high standard which follows the Blackburn Diocese scheme of work and formal monitoring takes place with opportunities for informal feedback from the RE Lead or headteacher. There are opportunities for collaboration and sharing of resources, through staff training, to plan creatively. Lessons evidence the key focus of 'Text, Impact, Connections' and RE books evidence religious texts being studied and analysed to a high standard.
- Our syllabus is mainly Christian but we also study elements of Judaism, Islam, Sikhism and Hinduism throughout the key stages.
- Children have respect for other cultures and the religions of Judaism, Islam, Sikhism and Hinduism. They know more about key practices of these religions and can express the importance of respecting the beliefs of others.
- As a school we celebrate significant events to reflect the culture and British values of our country. For example, in past years we have celebrated the Queen's jubilee and held street parties to celebrate. We have also studied a significant person of faith e.g Mother Teresa and Martin Luther King to learn more about the impact faith can have on lives and to develop the children's ability to reflect on their hopes and aspirations for the future.
- The children know more about how Christianity is represented around the world. They can explain the significance of the cross as a symbol of Global Christianity. Children have an understanding of Church of England traditions and British Values as promoted within our country.

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.

3. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?

- We "offer a safe and welcoming place for all God's children". We collectively promote the inclusive Christian belief that we are made in the image of God and loved unconditionally by him and that everyone is respected. We seek to ensure that everyone knows they are important and valuable to God.
- Children have a better understanding of their responsibility to others because they understand that God values each and every one of us.
- RE lessons regularly include discussion and reflection times. Children are encouraged to voice thoughts and opinions and to ask and try to answer the questions of others.
- We follow the Questful RE syllabus, and use it alongside the national resource of Understanding Christianity, both are recommended by Liverpool Diocese.
- Pupils feel safe in school to share their own views and know these will be respected and valued
- Evidence of lessons can be seen in books and floor books, but some of the best forms of evidence can be found during class discussions. Occasionally these discussions maybe recorded to help inform assessment or identify any gaps in knowledge or understanding.

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

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

- The Head Teacher and RE lead both engage with Diocesan courses when possible, in order to keep up to date. (RE Conference November 17 and SIAMS course in schools. Dedicated staff meeting time is then allocated to ensure that all information from the course can then be relayed and discussed so that actions can be swiftly implemented.
- Owing to the small nature of our school the two classes experience a wide range of ages. In order to ensure there is evidence of progression the RE lessons are delivered through a carefully considered rolling programme of units. The selection of units is made with direct reference to the mix of ages in the two classes. It is a four year rolling programme however there is lots of flexibility built into it so the needs of changing class dynamics can be catered for. There is an understanding that the class cohorts could change significantly and our goal is to deliver an RE curriculum that is best suited to each class e.g. when there were larger numbers in year six the rolling programme can have a bias towards upper KS2 units. As every child matters,

a variety of differentiation strategies are then implemented to ensure all children can achieve at their level and beyond their age expected level where possible.

- Through differentiation and the uniquely devised rolling programme children are able to access RE lessons at a level that is right for them but they can also be challenged and there are occasions when younger children can achieve better than expected as they have to opportunity to work with older children.
- Using the assessment suggested in the new RE syllabus the RE lead has devised an assessment proforma for each unit. The assessment sheet has a statement for age expected, working towards and exceeding. The teacher can use these statements to input all members of the class into the correct statement box (regardless of age at this point). Once done the teacher can use the end of unit assessment, their understanding, knowledge and observations of each child to then colour code the names relating to age adjustments. Each assessment sheet has a comments section so the any contextual information can then be explained.
- The RE lead then has a clear picture of progression of children throughout the school in this subject. This rigorous assessment looks very much at the individual and provides a lot of details giving a clear big picture.
- Judgements for assessment come from teacher observation, review of work and an end of unit assessment which can take different forms. Sometimes we use pupil interviews which can be a successful method of accurate assessment where independent recording can be a barrier to a child.
- All children, regardless of ability or age, can be accurately assessed in order to monitor individual pupil progress. Also such detailed assessment can enable coverage of content and any gaps in understanding to be monitored, which can then inform future planning.

### Next Steps

To embed most up to date training into school provision

To continue to develop the JOY team

Support children to see themselves in a positive light