

Ongoing SIAMS Self-Evaluation Template

Introduction

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

School's theologically-rooted Christian Vision

Be the Best You Can Be;

Living 'life in all its fullness' (John 10:10)

Our vision is: In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

Inspection Conversations: Context

Who are we?

(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?

Name of School: Framfield C of E Primary School
URN:

Date and grade of last SIAMS inspection: 4.7.2017 Good

Date and grade of last Ofsted Inspection:

Framfield VA CEP School is situated in the centre of the small rural village of Framfield, and the school is seen very much as part of the community. The children come from Framfield and the surrounding villages, some from the nearest town of Uckfield. Most of our pupils are white British. The parish church is situated a short walk from the school.

<ul style="list-style-type: none"> • If a former voluntary controlled school does it, as an academy, provide denominational religious education? • What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll? • Is the school an academy or a maintained school? Is the school part of a federation? • How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally? • What characterises the school’s pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils? • What church and DBE/MAST partnerships does the school have? • Does the school have any other links or partnerships? 	<p>The current structure is Reception, yr 1 and 2, Yr 3 and 4, Yr 5 and 6. September 2022 Number of pupils on role 93 SEN pupils: 12 (12.9%) of which 2 pupils have an EHCP (2.2%). – national Av 14.9% and 3.1% PP or FSM which includes 2 previously LAC pupils and 1 LAC: 11 pupils (11.8%) compare to national 14.2%. SEN and PP: 1 child (PP and EHCP) (1.07%) EAL 6 pupils 6.5% compared to national 19.5%</p> <p>The school is part of a Federation with Blackboys Church of England School which has a shared governing board. The school consists of 4 classes; Reception, years 1 & 2, years 3 & 4 and years 5 & 6. Both schools in the Federation have a headteacher but all subject leaders work across both schools. The Framfield Pre-School is attached but separate to the school and a number of our pupils come from the pre-school. The school collaborates in the local EIP. <i>“We take strength in collaboration.”</i> The school has achieved the Platinum Sports Mark.. <i>“[The children] are ready to make their mark on the world.”</i> Parents and visitors frequently remark upon the warm friendly atmosphere and we are blessed with a large number of volunteers including grandparents, ex-governors, retired members of the village who help our children, mainly with reading and Forest School. Framfield has a reputation for being a caring and supportive school where the wellbeing of pupils is paramount. <i>‘The speed, care and thought Framfield shows never fails to amaze me and is so very much appreciated’ (Reception pupil parent email February 2021)</i> <i>“We welcome the child yet embrace the whole family.”</i> We have a thriving PTFA who help bring the community together through well planned and popular events. They raise a great deal of money each year which they are very happy to use to support the school development priorities including interactive white board screens for each of the classes and more pupil laptops and money for books this year. In the summer, they invested £5000 in a covered pergola to improve the quality of playtimes. <i>“We gratefully accept opportunities that come our way.”</i></p> <p>The school has a close relationship with Parish church, St Thomas a Becket, in Framfield. Clergy: Rev James Vine. Our strongest link is with Blackboys Primary School with whom we are federated. Our RE curriculum has a strong element of Understanding Christianity, supplemented by World Religions and thematic studies. We teach our units through “big questions”.</p>
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	<p>We welcome a group from Uckfield Kings Church who lead our Open the Book assemblies fortnightly. The children are fully engaged in this lively representation of the stories of the Bible. <i>“We gratefully accept opportunities that come our way.”</i> We hold a Service Level agreement with Diocese.</p>
<p>What are we doing here? <i>(This information enables the inspector to understand the theological underpinning of the school’s Christian vision, the school/trust’s governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a) Considering the answers under ‘Who are we?’, what is the vision of the school and of the trust?</p> <p>b) How is the school’s vision a clearly-articulated theologically rooted Christian vision? How does the trust’s vision resonate with this?</p> <p>c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school’s context, and do they know how to respond to it theologically?</p> <p>d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?</p> <p>e) As a result of the school’s Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p>	<p>In July 2021, the school vision was created in collaboration with all staff and governors across the Federation.</p> <p>The school has an Ethos committee on which all foundation governors sit plus the Headteacher and RE Leader.</p> <p>The Collective Worship is organised through a rota of staff and visitors who facilitate the spirituality of the children. We welcome denominational visitors into school to broaden the children’s experiences of Christian life. Open the Book is led by visitors from Uckfield Kings Church and it helps to bring the Bible alive by allowing the children to dramatise the stories and reflect on their relevance to their own lives. It is an opportunity for the whole school community to come together in fellowship, as parents are welcomed into one of our acts of worship each week. <i>“We embrace the whole family.”</i></p> <p>RE is taught once a week in classes. At the St Thomas a Becket C of E Federation, we intend to develop reflective, discerning and caring pupils who are able to develop their own beliefs and a sense of identity, while also respecting and understanding people of all faiths. We intend that every pupil will learn about and develop respect for the main world religions as due to significant global events, there is an increased need for all our pupils to receive high quality RE teaching. We intend to deepen the children’s understanding of the Christian faith through the use of the Understanding Christianity scheme whilst also exploring Bible stories through our Collective Worship, local clergy and our Open the Book team. By re-visiting key RE concepts through a carefully</p>

<p>g) What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>h) How is religious education structured and organised? Why have these decisions been made?</p> <p>i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> <p>j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p>	<p>designed sequence of learning and by creating a safe environment to ask questions in, we are enabling our pupils to develop a lifelong love of learning. Our unique settings and Christian values support the spiritual and personal development of our pupils. "We may be small but we encourage children to be the best they can be."</p>
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Inspection Questions (IQ)
How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p>The school has worked with its federation partner and stakeholders to create an agreed Christian Vision that is rooted in Christian theology. The vision is underpinned by 6 Christian values. (July 2021) "We take strength in collaboration, yet celebrate uniqueness."</p> <p>The schools' agreed Christian Vision and Values drive the school's improvement plan and everything we do. The vision reflects the nature of the two unique schools and the vision for the partnership. It offers clear direction for the school. The school's Christian vision and ethos is clearly communicated to members of the community and visitors. This is done by placing a whiteboard at the gate each morning that has a quote relating to the Christian value of the term. This changes weekly and gives a talking point for parents and children alike. Also, as a federation, there are selected pieces of scripture to match each value, which are shared on the school's website and are linked into the school's newsletter. Again this is to allow for conversations at home about the value and its meaning. The vision and 6 values are clearly displayed within the school, at the front of school policies and the FIP. Children, staff and governors have a good understanding of the school's Christian Vision. The School's Christian values are</p>

revisited regularly in collective worship, giving pupils the opportunity to learn about what the Bible has to say and how the Christian values can impact upon their own lives and the lives of others. Pupils are able to talk about how what they learn in collective worship from the Bible guides them to reflect on and improve their own behavior. Understanding the Christian values leads pupils and staff to behave in ways that strengthen relationships and develop good behavior in the school. *'We are very impressed with Framfield primary school, head teacher and staff. We also like the school's values, its strong Christian ethos and its commitment to bringing out the best in its pupils.'* (prospective parent Feb 2022) *"We welcome the child yet embrace the whole family."*

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

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

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

	<p>The school makes the use of its environment and the expertise of visitors to enhance the opportunities and spirituality of all pupils. We welcome leaders for our Woodland Wonder lessons which encourage children to celebrate their rural environment and to find peace within nature. Through sport, the children have many opportunities to work with and play against schools in the Uckfield area at a wide variety of sports. We ensure that children of all abilities have these same opportunities to be involved. On some occasions we work collaboratively in fellowship with Blackboys School to compete as a Federation. “We take strength in collaboration, yet celebrate our uniqueness.”</p>
<p>IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school’s curriculum?</p>	<p>Providing further opportunities for spiritual development is a priority in the School’s FIP and the school is addressing the areas for development following previous SIAMs inspection. The RE Lead, Mrs Sullivan, has revised the long term RE curriculum map in line with the new agreed syllabus for East Sussex, making use of what was working well in the Federation already. The Federation now has a ‘fit for purpose’ curriculum map which ensures coverage, depth and progression in the study of Christianity and other main world faiths. (Evidence – curriculum map) RE is a core subject which is prioritised by teachers. Mrs Sullivan leads change, monitors regularly and collects assessment data. Assessment data shows that most children are at least meeting the expected standards (See data for 2022) “We encourage children to be the best they can be so they are ready to make their mark on the world.”</p> <p>Where children have found particular aspects of the RE curriculum more difficult, Mrs Sullivan has responded by providing further CPD for staff. Teachers are using ‘Understanding Christianity’ materials in their teaching. There are improvements in RE teaching, feedback and marking in some areas of the school. (evidence Diocesan report 14.01.19) “We look beyond our boundaries.” “We strive for knowledge.”</p> <p>The headteacher prioritises creating a termly collective worship plan which supports the children in understanding the Christian faith and allows pupils to relate scripture to their own lives. In collective worship, the school vision and values are revisited, shared and reviewed with the children. Collective worship allows pupils to understand events and peoples beyond their immediate environment or experience and develop greater understanding, tolerance and</p>

	<p>empathy for others. This has provoked pupils to engage in charitable activities, for example supporting street children in Kenya. They have greater understanding of the uniqueness of people including special educational needs. <i>“We follow in Jesus’ example.”</i></p>
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals’ spiritual development?</p> <p>e) How does the trust contribute to and enhance the school’s worship and spiritual life?</p>	<p>Collective Worship is led by a mixture of staff, Rev James Vine and Open the Book (from Uckfield Kings Church). <i>“We look beyond our boundaries.”</i></p> <p>Sometimes speakers from charities supported by the school are invited to lead CW.</p> <p>CW is regularly monitored and reported on by members of the Ethos committee often using child voice afterwards to measure impact. This is evidenced in governor reports. Impact was particularly noted when Fellowship was taken as the termly value at a time when issues had arisen with friendships. This was followed through in CW, in class time and in newsletters and the positive impact was evident to all. Children understood that this was 'living out' their Christian value as a school community in the way God would like them to. <i>“Being the best we can be.”</i></p> <p>The children worship in the church at Christmas, Easter and Harvest Thanksgiving services, which in the past have been led by the parish vicar. The children have been involved in Remembrance Services at St Thomas A Becket church, laying a wreath on behalf of the Federation, and some took part in the choir, singing at the Carol Service. <i>“We accept opportunities that come our way to enable us to live life in all its fullness.”</i></p> <p>A ‘Collective Worship Group’ of pupils regularly lead collective worship – opening and closing worship and choosing and leading prayers which have been written by the children themselves linked to the termly value. In all Collective Worship children take part in call and response at commencement and all take part in hymns and final prayer at the close. <i>“We take pride in our federation as we follow in Jesus’ example.”</i></p>

	<p>When visitors are speaking, the children interact well, often with thought provoking answers to questions which helps to reflect impact. See impact as recorded in governor visits.</p>
<p>IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people’s wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school’s work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>Clarity of vision by leadership provides support for ALL learners, an INCLUSIVE environment dedicated to improving the performance of all groups. The vision forms a basis for the FIP and is included in all federation policies. FIP outlines providing personalised support for SEN children and vulnerable groups to ensure visible progress also the monitoring of child mental health. We have now embedded the ‘Jigsaw’ programme via PSHE.</p> <p>One of the Governors has attended a MHEW governor training session and is now taking on the new role of MHEW link governor. Also works alongside the link governor for SEND children.</p> <p>The Christian ethos of the school is shown by carefully prepared and engaging displays throughout the school and termly Christian value is displayed in the reception area and in classrooms. The termly value is in the fortnightly newsletter and thus the ethos feeds into all aspects of school life and also sometimes into discussions at home. Reflective spaces in classrooms, the Big Frieze displayed in the corridor, a Prayer Journal in the reception area and regular Christian meditation in EYFS enables pupils to flourish spiritually. “We take pride in our federation.”</p> <p>Christian character permeates the school. The buddy system between Year 6 and Reception pupils is set up on the transitional day and children are naturally kind to one another. One of their roles is to help the Reception pupils to walk to the church. The family ethos and inter class connections are strong and entrenched. “We take strength in collaboration.”</p> <p>The positive impact of Christian values on behaviour shines through and education is seen as the promotion of ‘life in all its fullness’. Governors routinely undertake visits to monitor and evaluate the impact of the FIP which is analysed rigorously. The FIP includes action plans for further developing the Christian distinctiveness of</p>

	<p>the federation including, Child Voice and Child Leadership and learning to learn agenda linked to Christian Values. Through succession planning the school has a clear understanding of future development needs of the school and of church education more widely. “We take pride in our Federation as we follow in Jesus’ example.”</p> <p>All staff benefit from personal and spiritual development as well as continuing professional development particularly in the context of the federation.</p> <p>The school community has recently reviewed and made significant changes to the ‘behaviour and relationships policy’. The new policy includes the ‘Framfield 5 Rs’ which establish a clear code of conduct to support pupils in living and learning within a supportive school community. The behaviour policy details very clear rewards to encourage as well as sanctions to support good behaviour. The policy is explicit in its expectation that staff encourage reconciliation and forgiveness where conflicts arise as we follow in Jesus’ example.</p> <p>Classes regularly engage in Christian mindfulness after lunch. The Jigsaw PSHE scheme introduced 2017-18 promotes health and wellbeing and has become truly embedded as a part of our PSHE lessons.</p> <p>External agencies, such as My Space, are employed to offer talking therapies to individual pupils identified as needing additional emotional support.</p> <p>The School House system promotes community through regular house group collective worship and meetings and through house point achievement.</p> <p>The front page of our website speaks for itself with regard to dignity and respect. We have a strong Christian ethos which impacts on all areas of our school life and teaches respect and care for others across all year groups. “We celebrate uniqueness.”</p>
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	<p>The Federation Policies also strongly reflect the same values which uphold dignity and respect and protect all members of the school community.</p> <p>Lessons often involve positive discussions about differences and children show respect for all so that they are ready to make their mark on the world.”</p> <p>Collective Worship based on respect has been observed by Governors and reports from this show that children understood that “everyone deserves respect as we are all made in God’s image”.</p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>Learners relate well to one another and work cooperatively. They can relate their behaviour to Christian Values.</p> <p>The school’s identified Christian values clearly influence relationships between learners and adults, between staff and between staff and parents.</p> <p>The school’s distinctive Christian character is clearly demonstrated in behaviour and inclusion policies.</p> <p>Conflict and complaints are resolved speedily, compassionately and in a spirit of reconciliation and justice. “We follow in Jesus’ example.”</p> <p>Foundation governors provide regular evaluation feedback with a specific focus on the impact of the Christian values/Christian ethos.</p> <p>When children leave the school community to begin Secondary education they are presented with a Leavers’ Bible.</p> <p>There are excellent links between staff/governors/parents/community.</p> <p>Last year pupils wrote Christmas cards to residents of the Copper Beech Nursing Home in Uckfield. In February 2024, the children produced artwork to form a “gallery” in Copper Beech Nursing Home so that the residents could experience an art gallery. Children also take part in the Christmas tree festival at Holy Cross in Uckfield.</p> <p>A charity will be chosen by the children, either connected to their topics or a charity of specific interest and fundraising activities/collections are initiated and organised by the children themselves. Children show great compassion for those worse off than themselves and go the extra mile to try to support them. “Ready to make their mark on the world.”</p>

	<p>They keep in contact via email updates with a charity in Kenya which they support from time to time and both schools in the Federation have a yearly update in collective worship from speakers connected to this charity. <i>“We celebrate our rural environment yet aspire to look beyond our boundaries.”</i></p> <p>Parents are highly supportive of all school church services and collective worship and they are invited to join the children in collective worship led by the vicar of St Thomas a Becket.</p> <p>Communication with parents is regular and detailed. There is a fortnightly newsletter including diary dates, Christian Values and topics. There is also ParentMail and an active PTA who raises funds and supports school events (Quiz night, Summer Fayre and Christmas Fayre, discos).</p> <p>Feedback is gained from Parent questionnaires which overwhelmingly praise the school as giving opportunities for parents to get involved.</p> <p>School is open, warm and welcoming. <i>“We welcome the child yet embrace the whole family.”</i></p>
<p>IQ6 <u>Is the religious education curriculum effective (with reference to the expectations set out in the Church of England’s Statement of Entitlement for Religious Education)?</u></p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>We have an enthusiastic leader for RE who has a strong subject knowledge. Our RE leader leads across the Federation. She is able to support colleagues with planning of high quality RE. She has recently integrated the new agreed syllabus for East Sussex with our current long term plan and is beginning to trial some of the new units before rolling out across the Federation. <i>“Strength in collaboration.”</i></p> <p>The RE lead has taken part in training including a national conference in London, which focused on progression of RE teaching through the age groups and also meeting the needs of the more able. She has also actively participated in County-run and Diocese-run RE Network meetings. <i>“We strive for knowledge and gratefully accept opportunities that come our way.”</i></p> <p>CPD for staff embedding the new Curriculum Map has taken place- Rev Chris and a Foundation Governor supported planning and delivery in effective RE lessons each term with a subject knowledge enhancement session for teachers. The Re Leader is looking to provide CPD for world faiths to enable staff to increase their subject knowledge in these areas as well. <i>“We strive for knowledge.”</i></p> <p>The use of RE books is improving and the quality of work in these books shows improvement. In EYFS there is a collective ‘floor book’, which all children within the class contribute to.</p>

The children's verbal responses to RE teaching are strong. Children often provide such profound questions or answers in lessons, collective worship or in group discussions that it never ceases to amaze! Learners are effectively able to explain what it means to belong to a church school, their understanding of God and what it means to be Christian. "As schools we may be small but together we encourage pupils to be the best they can be."

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

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

Each unit of work in RE is titled in the form of a big question which the children discover as they work through the unit. The learning objectives for each lesson within a unit are also framed as questions, guiding the children to be able to answer the 'big' question by the end of the unit. "We strive for knowledge."

Encourages children to question for themselves and promotes deeper discussion.

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

The governors have formed an ethos committee who meet regularly to support the headteachers with working on SIAMS schedule and SEF. Each governor covers one strand from the schedule and monitors impact during school visits. "Strength in collaboration."

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

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

We have developed a way of assessing RE through knowledge picked out from each unit of learning. "RE assessment over time has not been sufficiently robust to accurately

	<p><i>inform pupil progress and future planning. The new subject leader introduced a fresh system for RE assessment in September 2019.” (SIAMS 2019)</i></p> <p>The assessments undertaken each term by class teachers are analysed by the RE Leader, who identifies areas of strength and weakness that are shared with the Ethos committee of Governors. The areas of weakness that are a common thread across the Federation form the focus of CPD and monitoring for the next academic year. For example, it was noted in July 2022 that the concept of Salvation was an area of weakness in many of the classes as there were less children working at or above the expected standard. From this a session with our retired vicar, Chris Lawrence, was arranged during a Federation INSET day, where all staff (teachers and TAs/INAs) were given background information about the concept of Salvation and a chance for Chris to try to answer the “big” question of each unit of Understanding Christianity that would be taught on Salvation. Staff were encouraged to ask questions and seek clarity to help improve their own understanding. <i>“We encourage children to be the best they can be and are ready to make their mark on the world.”</i></p> <p>Following data analysis in July 2023, it was felt that the children’s understanding of Salvation wasn’t as strong as for other concepts. The school ran a Salvation Day which taught the children about the concept of salvation in the Christian faith, linking it with the death of Jesus and the story of Noah and how God saved him and his family. The children explored the story and other flood legends from around the world through art, drama and music.</p> <p>We have made use of the Big Frieze from Understanding Christianity by holding a “Big Frieze Day” in house groups. The children studied the frieze, asking questions and pointing out what they could see before recreating panels of the frieze to form a display in the corridor.</p> <p><i>“As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world.”</i></p>
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p>	<p>Subject Strengths</p> <p>RE is monitored by the RE leader and by the governing body’s ethos committee.</p>

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?

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

A recent book scrutiny by the subject leader noted that less worksheets are now being used and the children’s deeper thinking is being evidenced in their RE writing. There is also more evidence of teachers taking a creative approach to RE and including more Artwork, Drama and Music into their lessons.

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

We have monitored the use of “Big Questions” during units of work and all teachers are now doing this.

We have ensured we have useful and informative assessment procedures, which are analysed to help inform the areas of RE which need further staff subject knowledge or development of the medium term planning. *“Complete the implementation of the new system of assessment for RE. Securely embed it, so that the effectiveness of teaching and learning is monitored over time and informs future planning.” (SIAMS 2019) See also SIP 2020/21*

The RE Leader has reported to the Governing Body’s ethos committee on the data formed from the assessment system and has used her analysis of this to inform her action planning for the next academic year.

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