Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): Vision Provision Impact

**Introduction**

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

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

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

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

This information will be the starting point of SIAMS which will seek to answer the following inspection question:

**How effective is the school’s distinctive Christian vision,**

**established and promoted by leadership at all levels,**

**in enabling pupils and adults to flourish?**

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

It is the responsibility of the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens, however the whole school community should be involved in developing the SEF document. The views of pupils, parents and carers, the church and other community groups should be sought. Individuals, such as the religious education leader, might take the lead for certain sections but the finished SEF should be a corporate effort.

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

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

Useful documents to consider:

* *[Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors](https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf)*
* [*SIAMS Methodist Appendix*](https://www.methodistschools.org.uk/downloads/siams-training---methodist-appendix-2017.pdf)
* [*Religious Education in Church of England Schools: A Statement of Entitlement*](https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf)
* [*Church of England Vision for Education: Deeply Christian, Serving the Common Good*](https://www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf)
* [*Mental Health and Wellbeing: Towards a Whole School Approach*](https://www.churchofengland.org/sites/default/files/2018-04/Mental%20Health%20and%20Wellbeing%20Guidance.pdf)
* [*Valuing All God’s Children*](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

**Vision**

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

**Name of School: Holy Trinity CE (A) Primary, Cuckfield**

**URN: 9383350**

**Date and grade of last SIAMS inspection: 17:03: 2015 - Outstanding**

**Date and grade of last Ofsted Inspection: 01:05:2018 - Good**

**School context**

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

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

* Holy Trinity CE (A) Primary, Cuckfield is an expanding primary school and is larger than average village school
* 2018 – 2019 is the last year of mixed age range pupils in Year 5 & 6
* There are currently 381 children on roll
* Number of SEND (40 – 10.4% ) EAL ( 22 – 5.79%) and PP (36 – 9.44%) number of PP, EAL & SEND children has increased over the last year, particularly High Need SEND pupils
* Majority of our pupils are from a white British background
* Majority of children from economically advantaged homes, but increasing number over last 18 months from economically disadvantaged homes
* Stable teaching staff with 3 new teachers since September 2016
* New substantive HT and 2 AHTs since September 2016
* Attendance is good (96.59%)
* New SENDCO September 2018
* One AHT is on long term absence from September 2018, as is the Office Manager

**Some additional information**

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| Local church/parish involvement: Involvement of clergy | Close links with Holy Trinity Church. Holy Trinity vicar takes Worship weekly and the Baptist Church is also invited to lead Worship on a regular basis. Christian Festivals and seasons are observed including Harvest, Advent, Christmas Lent, Easter and Ascension Day at Holy Trinity Church and at school. KS2 children attend a termly Eucharist. |
| What charities does the school currently support? | Children in Need, Family Support Work (through the church) Tariro – Zimbabwean Children’s Charity (as endorsed by our church), Comic Relief/Sports Relief, Jeans for Genes Day, Christingle Candles and many others chosen by the school Charity Reps. We also collected wellies for a Syrian Charity and support our church Christmas Tree Festival’s chosen charity by sponsoring two Holy Trinity CE (A) Primary Christmas trees. |
| Do you have links with other schools e.g. abroad? | We have links with other local church schools e.g. St Wilfrid’s CE Primary, Crawley Down CE Primary and Turners Hill CE Primary. Chair of Governors & HT attend Deanery Briefings with other local church schools. Holy Trinity CE Primary is also trying to develop links with St Peter’s, a school in Cameroon. Year 6 pupils also take part in the Diocesan “Leaver’s Service” at Worth Abbey. We take an active role in linking with other schools in our locality to support subject leadership across the curriculum. |
| What RE syllabus do you use? Key support resources used, for example Understanding Christianity | The Hertfordshire RE Syllabus is used as a basis for support for planning. |
| Accreditation, awards and quality marks? | The REQM (Religious Education Quality Mark) bronze award ( Nov 2014). |
| Links with diocese, for example service level agreements, secondments | We have a Service Level Agreement with the Diocese. HT & Chair attend diocese briefings. |

**The vision of the school**

**We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. 1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them.'**

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

**Data box:**

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

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| Outline **briefly** headline data for all key stages.   * 2018 Reception GLD is broadly in line with national data. * 2018 Year 1 phonics achievement is significantly better than national data. * 2018 KS1 – Children meeting ARE in reading, writing, maths separately & combined is better than national percentages. Children achieving GDS is in line with national percentages. * 2018 KS2 – Children achieving ARE & GDS in reading is better than national percentages. In writing children achieving ARE is better than national percentages but less at GDS. Children achieving GPS ARE is higher than national percentages but less at GDS. Children achieved better at maths ARE & GDS than national percentages. RWM combined are higher at ARE than national percentages but slightly lower at GDS. Disadvantaged children (3) did not achieve as well as national percentages. |
| It would be helpful if you could attach your IDSR |
| Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?   * PP - This is a relatively small number, but has increased sharply over the last 18 months. One third of PP children are also SEND pupils. PP children are supported in intervention groups and have an SLT PP champion, who talks to them about their work. PP children make similar progress to non PP children unless they also have SEND. * SEND - This group again has increased over the last year, with an increasing number of high need children. Children with an ECHP frequently make better progress than other SEND pupils and equivalent progress to non-SEND pupils, as seen in internal data. * AMA learners are challenged during lessons and identified to take part in Intervention Groups. Data shows that AMA make similar or better progress than non AMA pupils.   ( See internal data & external data) |
| It would be helpful if you could attach your School Development Plan. |

**Policy checker:**

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

* Assessment and Marking
* Behaviour/Anti-bullying
* Collective Worship
* Equality and Inclusion
* Mental Health and Wellbeing
* Religious Education
* Relationships and Sex Education Policy
* SEND
* SMSC and Spiritual Development

**Provision and Impact**

**How then do we live?**

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| **Provision: What do you do because of your Christian vision? (Actions taken)**  *Focus on the ‘Valued added’ of being a Church school, point to the things that happen because it’s a Church school. Explain how these things go stem from your Christian vision.* | **Impact: How do you know it is working?**  *This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.* |
| **Strand 1: Vision and Leadership**  In developing vision and leadership in a Church school, the school must evaluate:   1. 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? 2. 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)? 3. 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. 4. 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? 5. 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? 6. Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?   **“We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. 1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them”**  “Since you have accepted Christ Jesus as Lord, live in unison with him. Keep your roots deep in him, build your lives on him, and become stronger in your faith, as you were taught. And be filled with thanksgiving.” Colossians 2:6-7 | |
| **Actions taken** | **Impact** |
| * School vision and values regularly reviewed by all staff and governors with the inclusion of the children’s voice. * Development of the Christian ethos of the school identified in the SDP (2018-2019). * The vicar is a proactive member of our Governing Body and with a foundation governor is part of a working party to review our toolkit. * a. July 2017 Lesley Corbett (Ofsted Inspector) worked with staff and Governors to produce a set of school values, which reflected our Christian ethos. * a. In July 2018, the school values were reviewed and specific biblical quotes were identified to ensure the school community understood the values’ strong roots in Christian Scripture. * a. September 2018 – Governors reviewed the school’s Christian values and adopted a biblical quote suggested by Father Michael (vicar and Governor) to sum up our school’s Christian vision and ethos. * a. Annual review of the Church Toolkit by SLT, Governors and the RE Subject Leader ensures we are up to date with current thinking in church school education, including the importance of being inclusive of all children and respecting and valuing differences. Governors and Senior Leaders attend diocesan briefings and training. * b. SDP is reviewed annually and new targets are established, driven by the Christian vision of the school and academic priorities. * b. The school has adopted the ‘Values for Life’ Collective Worship programme to reinforce the children’s understanding of the school’s Christian values in their everyday lives. * b. Collective Worship is planned and delivered by the Headteacher and senior members of staff. A ‘Thought for the Week’ is used and reflected on by all classes and encourages the children to reflect on the core message of the Worship throughout the week. * b. Children who exhibit the core Christian values are acknowledged via the hall display and rewarded with values tokens. * b. The RE subject leader creates a whole school action plan to ensure RE teaching is of a high standard and children achieve their full potential. * b. RE is taught on weekly basis across all year groups. * b. The RE budget is sufficient to allow for access to a range of written resources and artefacts. * c. We have a strong partnership with Holy Trinity Church, who lead school worship weekly and have also developed links with the Baptist Church * c. We work in partnership with Holy Trinity Church in a number of ways e.g. KS2 pupils attend a termly Eucharist; Father Michael is a school governor and leads worships; contributing to the church chosen charities; children’s work is published in the church magazine etc. * d. All staff are fully supportive of the school’s Christian ethos and model this in their practice. * d. All university students are trained in the school’s Christian ethos to ensure they have a full understanding. * e. The Governors are a regular presence in the school, attending whole school events, as well as carrying out SDP monitoring visits twice a year. | * Christian values are placed at the heart of the school’s ethos with all elements of the school community taking ownership. * Christian values underpin all aspects of the curriculum and school life, underpinning improving school standards and behaviour of pupils. * School staff, children and families maintain good links with the Anglican Church. * Staff and governors have ownership and awareness of the core Christian values and these permeate all aspects of school life e.g. conversations with children; lesson planning; teaching; Collective Worship. * Increased awareness for all members of the school community of the link between Christian values and our lives, acting as a guide, reflecting the status of Christianity as a living world faith. * Greater clarity of our school vision and how it is underpinned by the Bible. * School policies are in line with current church thinking, as well as legal frameworks, ensuring all children feel valued and any discriminatory practices are addressed in a robust manner. * The 2018-19 SDP has identified the Christian ethos of the school as one of the four key priorities. A UPS group was established, an action plan written and the steps identified to develop this area. * The children are able to relate Bible stories to the decisions they have made in their lives. * Children’s attitudes and behaviour reflects the school’s Christian values e.g. resolving playground disputes in a calm and respectful manner. * Children are inspired to demonstrate Christian values. * Teaching in RE has skill and content development using the new scheme, with opportunities for ‘learning from’ religion and children’s progress tracked and assessed. * Children enjoy regular opportunities to develop RE skills, knowledge and ideas. * Children are provided with an insight into how religions are followed on a day to day basis and begin to develop a respectful approach towards other faiths. * The children are aware of different Christian denominations, which has enabled them to develop their respect and understanding towards others. * The children understand the church is part of the school’s everyday life and recognise the wider impact of the school community. * The children are inspired to live their lives through a Christian example. * Wherever our university students work in the future, we are confident they have a sound understanding of what a Christian ethos means in practice. * Foundation and other governors provide important strategic support to our school, holding senior leaders to account and supporting the Christian values and vision within school. |
| **Next steps:**   * RE subject leader will continue to monitor planning, ‘learning from’ opportunities and assessment * An INSET day is planned for September 2019 with a focus on developing all staff members understanding of the key elements which make our school distinctly Christian * Questionnaires to be sent out to staff, children and parents | |

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| **Strand 2: Wisdom, Knowledge and Skills**  In developing wisdom, knowledge and skills in a Church school, the school must evaluate:   1. 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? 2. How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?   **“We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. 1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them”**  “My goal is that they may be encouraged in heart and united in love, so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge.” Colossians 2:2-3 | |
| **Actions taken** | **Impact** |
| * Our school’s Christian vision embodies what we believe is vital for our children to be happy, confident and successful, finding joy in learning and supported within a caring atmosphere. * Teachers use and adapt a range of teaching strategies to meet children’s learning styles as well as shaping the curriculum to engage, challenge and meet the needs and interests of all children. * Teachers provide a question-rich environment to prompt and consolidate knowledge and understanding of the curriculum and extend thinking. * All staff respect and value the children and are committed to providing a hands-on curriculum, as well as supporting the children to be confident and collaborative learners. * SLT and Governors carefully consider and deploy staff skillfully to support vulnerable cohorts and groups of learners where individual, group and class needs can be me met. * Introduced Power of Reading across the school to engage and motivate learners through high quality texts. * Introduction of a robust assessment tracking tool to support good progress for individual pupils and groups of learners. * Greater focus on outdoor learning, including Forest Schools, to support the curiosity, spontaneity and creativity of our children. * Whole school approach of a broad and balanced curriculum which demonstrates the importance of music, arts, sport and Computing e.g. Opera Brava, Lego enrichment in the curriculum, music concerts, choir, art e.g. school art exhibition, PE e.g. specialist coaching and inclusion in locality sports festivals etc. * We celebrate academic, sporting and musical achievement, as well as positive behaviour shown by pupils in accordance with our school values in our weekly celebration Worship. * School provides a wide range of extra-curricular clubs which appeals to the wide range of interests of our children e.g. LEGO, Spanish, drama, art, football, cross-country, gymnastics, tennis, Go Wild. School also pays for PP children to access a school club. * Academically More Able children are consistently challenged during lessons and with special interventions e.g. Able Writers Group, and are given the opportunity to take part in locality extra-curricular workshops. * Strong PSHE teaching, access to our outdoor environment, support from the Learning Mentor and Play Therapist reduce barriers to learning and build resilience in our most vulnerable pupils. * Caring is an important part of our Christian vision. SLT, staff and Governors are committed to ensuring our Pupil Premium children have a priority focus. We seek to spend the funding in a targeted way to reduce disadvantage, support equivalent progress to non- Pupil Premium children and ensure that disadvantaged children have similar enrichment opportunities to other children. These include paid for residential visits, swimming lessons, termly 1:1 conferencing with a member of SLT, peer mentors and Pupil Premium interventions targeted to their individual needs. * Both our school Christian vision and values support our ethos of being an inclusive, welcoming and supportive place to be. This is particularly true for our SEND pupils, a number of whom have highly complex needs. These children are identified early and supported to ensure they receive appropriate learning opportunities. All teachers adopt strategies to support SEND children in their classes. An experienced SENCO and also a Special Needs teacher plan carefully for pupils who have SEND and hold regular meetings between school and parents which involve the child whenever possible. We benefit from a sensory room which supports the individual needs of some of our most vulnerable children. * SLT and staff work closely with outside agencies e.g. Early Help Plans, Child in Need meetings, Gypsy/Roma/Traveller Support and Pupil Entitlement etc. to support the needs of our families. * Staff regularly celebrate the gifts and talents of all children, both in class and during whole school Celebration Worship. Values tokens, house points and stickers are also given to reward individual effort and success. * School staff understand that our strong Christian ethos and vision supports the spiritual development of our children and whilst recognising the importance of Worship and prayer, we seek a rounded approach to the way that children live their life and touch other people’s life. * Weekly Worship focuses on a Christian value for half a term from the ‘Values for Life’ resource. Daily Worship gives our children time for prayer and reflection. Children take an active role during Worship through discussion, answering questions, sharing thoughts and ideas, role-play and leading Worship. Children also give written reflections on the Worship and how Christian values impact on their own lives. Weekly visits from Father Michael, as well as half-termly visits to Holy Trinity Church ensure strong links between the school and church. The Baptist Church also visit to lead Worship regularly. * Visitors are regularly welcomed into school to support children’s academic and social needs e.g. Rufus the PAT dog, volunteers, Sir Teachalot, LEGO workshops etc. * Purchasing of playground equipment, large and small, to support children’s well-being and physical development. * Teachers plan educational visits to enrich the children’s learning experiences e.g. residential visits, Butser Farm, Herstmonceux, Crawley Mosque, Washbrooks Farm, Wakehurst Place, Cuckfield Museum etc. | * Parents tell us verbally their children are very happy and children tell us they enjoy coming to school where they feel safe, valued and treated as individuals. Visitors frequently remark on the very positive feel and atmosphere of the school. * Children have excellent attitudes to their learning and strive to achieve to the best of their ability. * Children are confident in expressing their opinions and happy to take risks in their learning, as well as being confident about questioning. Teachers are also able to make the most of questions raised by the curiosity of pupils spontaneously. * Children feel listened to and valued by the staff and have an awareness of emotional intelligence. * Majority of children, including vulnerable and disadvantaged children, make good progress from their starting points. * Children, particularly boys, are inspired by the texts; data shows that this has resulted in better quality writing for a majority of pupils in school. * Teachers have a good understanding of the individual needs of all pupils and can tailor work to suit those needs. * Using a multi-sensory, interactive outdoor environment has stimulated our children to produce a good standard of recorded work but also, has developed their appreciation and their awe and wonder of the beautiful world around them, enhanced by our magnificent school grounds. Regular opportunities for our children to use the outdoor environment, supports their spiritual development. * Children gain a wide range of experiences and we celebrate the importance of the wider school curriculum as well as building children’s self-esteem and resilience. * Children appreciate the recognition and enjoy receiving a ‘Leaf of Achievement’ to celebrate their successes. * A majority of children take up the opportunity to enjoy extra-curricular activities and develop passion for a hobby. * The workshops allow Academically More Able pupils to thrive but also understand the importance and wisdom of balancing academic achievement with extra-curricular flourishing. * Our most vulnerable pupils feel valued and supported, enabling them to enjoy school and achieve their full potential. * Pupil Premium children are able to access some similar enrichment activities as well as being supported to make good progress, although we acknowledge this is extremely challenging when a PP pupil also has SEND. * In house data shows that a majority of SEND children make equivalent progress to non-SEND children, particularly those with an EHCP. Children with autism are well-managed and supported, yet are able to have sensory breaks without disrupting learning for others. Children with SEND have appropriate targets and learning to meet their needs. * Engagement of parents is good and there are strong relationships between home and school, including a termly informal meeting between parents, governors and the SENDCO. * Children feel valued and successful which is an important part of our school Christian vision. * Children understand that positive relationships between themselves and others are vital for creating a caring community where everybody feels supported and valued. It also helps our children understand their growth as a person and development of self-knowledge as well as demonstrating a care and love for our school environment. * Pupils are supported in their spiritual development, enabling them to flourish. Pupils feel connected to our church, taking part in Eucharist services and Christian festivals at the church. * Children enjoy the experience of working with a wide variety of people. * Children experience fun activities in the playground and understand the importance of exercise and physical activity. * These visits bring areas of the wider curriculum to life and ensure the children have meaningful and relevant learning experiences. The visits also support the children in exploring their spiritual awareness. |
| **Next steps:**   * To engage ‘hard to reach’ parents of some disadvantaged pupils through more informal meetings e.g. coffee mornings, phone calls home * To create a reflection area in the outdoor environment to provide opportunities for the children to explore their spiritual development | |
| **Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**  In developing character, the school must evaluate:   1. 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? 2. 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? 3. 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?   **“We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. 1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them”**  “For I know the plans I have for you, declares the Lord, plans for welfare, and not for evil, to give you a future and a hope” Jeremiah 29:11 | |
| **Actions taken** | **Impact** |
| * Introduced School Values following consultation with Governors, staff and children – Perseverance, Aspiration (aiming high), Respect and Teamwork. Children defined the values and their thoughts about our values are prominent on our school website. * Discussions in class and during Worship focus on aspiration both of academic success, jobs and hobbies. * Effective reward systems are in place and are consistent throughout the school i.e. values tokens and leaves of achievement, both of which are centred around our school values, rewarding good attitudes and behaviour. House points, stickers and certificates are awarded for academic achievement and behaviour. * Effective Marking and Assessment Policy is in place. Regular teacher feedback uses pink pen for positive comments and green marking to support progress/next steps which are responded to by the children with a blue pen. * School employs a Learning Mentor and a Play Therapist as well as running resilience groups and PICAS groups. * Children are given responsibilities through school from Reception e.g. tidy up, line leaders right up to Year 5/6 e.g. Ambassadors, prefects, monitors (Collective Worship Team, recycling, music), School Council, Charity Group, reading peer mentors. * School places a high importance on pastoral care for our children e.g. Worry Boxes in each class, strong relationships between staff, children and parents, PSHE & Citizenship curriculum, Circle Time, SENCO, Learning Mentor. * Importance is placed on ‘Big Questions’ in Science, History and Geography lessons, Collective Worship and PSHE and Citizenship, questions on displays to stimulate thinking, especially ‘out of the box’ (What if …..?). * Staff share current news with the children and make time for discussions around current issues and topical events e.g. ‘The Plastic problem’, Newsround. Children are challenged to think beyond themselves and to discuss ways in which their contribution makes a difference for the future to become the person that God created them to be and to be a good citizen. * Children appreciate the importance of the natural environment through regular exposure to our extensive and diverse school grounds. We also support their understanding of environmental issues. * The school values our good Diocesan links and partnerships with other local church schools. We are also trying to develop links with a school in Cameroon. * The school vision epitomises our involvement in ethical and charitable activities e.g. Children in Need, food bank (Harvest Festival), local families in need, corn starch/compostable cutlery, funding for children in Zimbabwe. * Children have a strong involvement in local community events e.g. singing at Kleinwort and The Queen’s Hall, taking part in the Remembrance Service and Christmas Tree Festival at the church. * Governors make conscious decisions when setting the school budget to be ethically and ecologically friendly. | * The whole school community has ownership of our values which are at the heart of our school ethos and children try hard to live by the values at school and at home. * Our children aspire to achieve sporting success at both team and individual level e.g. ballet, swimming, trampolining, netball, football etc. as well as thinking about what jobs they would like to do and what qualifications/training they will need to do to achieve their aspirations. * Children enjoy being rewarded and attitudes to learning are very good and behaviour is excellent. This was confirmed by Ofsted in May 2018. * Children are encouraged to aim high and are confident to try to improve their work through editing and responding to teacher feedback. Children understand that when we make mistakes, we learn from them and their attitude is ‘I can’t do that yet’. This is part of our Growth Mindset learning. Our values give children confidence in challenging themselves in pursuit of their learning. * Identified children receive appropriate support for their emotional needs and encouragement to focus on the positives and how to resolve problems, as well as how to be a friend to others needing friendship. This is rooted in our school vision. * Children enjoy taking on responsibilities and feel valued by the trust put into them; this means they help to make a difference in school to their peers and staff. Children are also developing the skills needed to contribute to the wider community. * Children feel safe and secure at school. They also feel listened to and valued and clear about what to do if they are experiencing difficulties. * Children are confident to listen, question and explore thoughts and ideas to extend their knowledge and understanding. It supports them to initiate and organise social action e.g. charity donations. * Children are very aware of injustice, deprivation and discrimination in the local and global community. They appreciate the safety and security of the local community and show concern for others. * Children understand the importance of looking after our beautiful world that God created. The Grounds Team lead community events to manage and keep our grounds sustainable and there for everybody to enjoy, as well as stimulating and providing educational opportunities in a practical way. Solar panels were installed and children are learning to understand the benefits. * This allows us to support and care about each other, according to our vision and Christian values. * The school community has a good awareness and understanding of the connections between our Christian values and our ethical and charitable activities. Children help drive forward our program of social action through deciding on several of the charities we support. * Children develop a sense of belonging to the wider community. * Decisions are made in the best interest of the school which does not impact in a negative way, thus supporting our strong belief in our vision and values. |
| **Next Steps:**   * To provide more regular opportunities for all pupils to initiate and drive forward the school’s program of social and environmental action e.g. through letters and petitions, etc. and to understand how they can challenge injustice | |
| **Strand 4: Community and Living Well Together**  In creating a community where all live well together, the school must evaluate:   1. 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? 2. 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?   **“We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. 1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them”**  “I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought.” 1 Corinthians 1:10 | |
| **Actions taken** | **Impact** |
| * Strong Christian ethos and values promote well-being and cohesive, supportive, caring and respectful relationships between staff, parents, children and governors. All staff are positive role models for our children. * Introduced a consistent Behaviour Policy which includes a whole school system for rewards and sanctions. All classes have a ‘Behaviour Ladder’ to support a ‘ready to learn’ culture with positives as well as sanctions. * Children are encouraged to reflect on their behaviour if it is inappropriate, apologise if necessary, forgive and move on. We remind the children what it says in the Bible “Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.” Ephesians 4:32. * Senior leaders promote good attendance through a weekly class reward, termly certificates and end of year reports. Senior staff work closely with parents to achieve good attendance. * Our school Exclusion Policy has been applied consistently and fairly where necessary. However, children are well supported through planned intervention before the exclusion stage is reached. * Staff work hard to support the mental health and well-being of the children in school. Our sensory room provides a time-out environment for children in need of a calm, safe place. This may include working with in-house expertise or joint agency working. Staff spend time talking to children who have particular worries or difficulties on an ad hoc basis as well as pre-planned lessons e.g. circle times. * Senior leaders provide support to staff, ensure that they feel valued and that morale is high. Staff are encouraged to have an appropriate work/life balance. Senior leaders provide breakfast at the start of INSET days, biscuits and cakes for parents evenings etc. New members of staff are given a mentor / buddy to support them integrating into our school. * It is an important part of our Christian ethos that we offer hospitality to visitors through our warm welcome. This includes careful employment of cheerful and friendly office staff. * We welcome children who have high need (SEND) or are disadvantaged as we believe that this is an important part of our Christian ethos and vision. We support these children with integration into our school. * Our school culture and ethos promotes and celebrates difference and diversity. We welcome families from other faiths and cultures, including a refugee family. * Our curriculum helps to develop children’s understanding of well-being i.e. Forest Schools, physical activity, healthy, balanced diet, residential visits, ‘Camp Out’ event. * School takes an active role in the life of Cuckfield e.g. Mayor’s Procession, Cuckfield Bonfire, Christmas Tree Festival, Crib service, singing at community events, regular church visits. | * Relationships between all stakeholders are excellent, visitors comment on the wonderful atmosphere in school. Everyone is welcome in our school community and have a strong sense of belonging. * Children know that every day is a new day with a fresh start. They understand that inappropriate behaviour from the previous day is forgiven and that the ‘Behaviour Ladder’ will be reset. ‘Behaviour in school is impeccable.’ Ofsted May 2018. * Children recognise that forgiveness is an important part of our Christian vision and ethos and that they then have to carry on working together. Children understand that sometimes they will disagree with their peers but they have to respect the other person’s point of view. * Children and parents understand the importance of good attendance to support the children reaching their full potential. Meetings are held with the few parents whose children’s attendance is below 85%. * Exclusions are very rare but on their return to school, children have a welcome meeting to understand that they have been forgiven and we are moving on. * Children feel well supported and parents report that they and their child(ren) appreciate the support given to them. * Holy Trinity has a stable, happy staff who are committed to our school. Colleagues look out for and support each other. Staff know how to seek appropriate support outside of school if appropriate, from Corecare. * Holy Trinity is renowned for being hospitable and welcoming. Visitors comment that they feel very welcome and well looked after in our school. * Children who are disadvantaged or have high need (SEND) are happy and feel well supported in our inclusive environment. Buddies support children in feeling welcome and integrating into our school community. * Children learn to be tolerant and respectful of other faiths and cultures. Children take a keen interest in sharing their faith and practices. * Children understand how to live a healthy and happy life. * Children have opportunities to develop a sense of community. |
| **Next Steps:**   * To continue to find and use strategies to improve the mental health of our children and staff * To provide more opportunities for children to learn about other faiths and cultures e.g. asking parents/relatives in to talk to groups of children, visits to places of Worship | |
| **Strand 5: Dignity and Respect**  In creating a school environment built on dignity and respect, the school must evaluate:   1. How well does your school’s Christian vision and associated values uphold dignity and value all God’s Children\*, ensuring through its policy and practice the protection of all members of the school community? 2. How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? 3. Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)   \* See [Valuing All God’s Children.](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)  **“We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos. 1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them”**  “A new command I give you: Love one another. As I have loved you so you must love one another. By this everyone will know that you are my disciples, if you love one another.” John 13:34-35 | |
| **Actions taken** | **Impact** |
| * The school community is committed to our Christian vision and ethos which clearly states *God is love.* * Governors and staff accept that Jesus’ teachings embrace the marginalised, the sick, the poor and even our perceived ‘enemies’ which is evident in our Christian ethos and school vision. * School staff and governors proactively create an ethos of respect for all in our school and this is reflected in our school vision and values. * Our anti-bullying strategy teaches children to treat each other with mutual respect, caring for each other according to our Christian vision. * The school’s positive behaviour management strategies promote the dignity of all children ensuring they understand they have the power to make responsible choices for their behaviour. * Our approach to Relationships and Sex Education is one of inclusivity and respectful of loving relationships. * Our positive and respectful culture supports children in expressing their views without being teased or ridiculed. * Holy Trinity has a strong Equal Opportunities Policy, which challenges gender and other stereotypes. * All staff and governors receive Prevent and Safeguarding training and are aware of vulnerable pupils who may be targeted by extremist groups e.g. autistic or marginalized pupils with low self-esteem. * Senior Leaders have supported disadvantaged children to support them keeping their dignity through giving uniform, buying school shoes, providing breakfast, paying for a school club as embodied in our School Vision. * School has an Open Door Policy to cement good relationships between staff and parents/carers, as well as regular events e.g. open afternoons etc. * School provides a wide range of books in the classroom and the library, celebrating diversity and difference for children to borrow. * Worship celebrates diversity and invites people with disabilities to talk to the children e.g. Paralympians. * Opportunities for children to take part in locality competitions and enrichment activities e.g. Boccia for physically disabled pupils, Pupil Premium children author writing workshop. | * All children and adults know that they are loved and valued by God and the whole of our school community. * All children are treated fairly, consistently and with dignity by all staff, including supply teachers. This is underpinned by our behaviour policy and systems. * Children behave impeccably and children and staff are happy in school. * Bullying within our school is rare and we have created a culture where pupils whatever their background, disability, ethnicity, gender, identity, nationality, learning difficulties, religion or sexual orientation are accepted and children are supported to be comfortable as the person God made them to be. * Behaviour of the children is excellent * Incidents of prejudicial behaviour are rare, but are dealt with sensitively and promptly when they arise. * Children are confident in speaking to a trusted adult and ask questions knowing they are in a safe environment. * Pupils understand this is wrong and will alert staff to any discriminatory behaviour of their peers and this has happened on the rare occasions there has been prejudicial comments made. * Staff understand the procedures and are alert to possible radicalisation or child sexual exploitation, understanding it can happen in any school. * Disadvantaged children have similar opportunities for curriculum enrichment and to have warm clothing or food, so that their basic needs are met. * Parents/carers feel confident in approaching school staff with any concerns. * Children have an outlook that both respects and celebrates difference. * Children develop an understanding that people with disabilities can lead an fulfilling life to themselves. * Children have an equality of opportunity offered to them regardless of their circumstances. |
| **Next Steps**   * To implement a happiness survey for further ways forward to support children in being happy and cherishing themselves * To seek training in supporting children’s good mental health | |
| **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:   1. Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection 2. 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. 3. 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. 4. Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training. 5. Encourages local church community partnerships to support the school effectively in developing its provision for collective worship. | |
| **Actions taken** | **Impact** |
| * The school has adopted the ‘Values for Life’ Collective Worship programme, which gives detailed focus over a half term on specific Christian Values. * Worship includes inspirational music, prayer, reflection and inspiring stories from both the Bible and real life. * A Thought for the Week poster is distributed to all classes. This is based on the core Christian Value from Worship and asks Key Questions e.g. How might this story help you deal with a playtime problem? * Collective Worship is delivered by a variety of senior staff members and visiting clergy from the C of E and Baptist churches in the village. Worship is often interactive, with children delivering aspects, answering questions or acting. * All Key Stage 2 children and staff attend a termly Eucharist service in the village C of E church, along with parishioners. The interactive service invites all participants to receive a blessing or receive Communion, as appropriate. As well as following the Communion service, with children saying the responses, pupils may be asked to ‘lay’ the Communion table. Father Michael explains the terminology and names the religious artefacts. * All pupils are invited to join Collective Worship. However, alternative arrangements can be made for families of different faiths and denominations e.g. Jehovah’s Witnesses. * The Trinitarian nature of God is a specific point of reference in our school, embedded as it is in the school name and that of the village C of E church. Reference is made in Worship and church services. * All Collective Worships are rooted in scripture, with clear links to the specific teachings of Jesus. Our weekly ‘Thought for the week’ encourages all children to reflect on how this can be applied to their own lives. * Pupils play an interactive role in Worship and evaluate Worship on a weekly basis. * All Worships begin and end with a collective Grace/prayer, with a particular focus on the Lord’s Prayer and the prayer of St. Richard. In class, children lead the lunchtime Grace or prayer and the whole school ends the day with the ‘home time’ prayer. * Children from across the school contribute prayers to the school prayer box, for use in Worship. Classes have a class prayer book, containing prayers written by the children, for use in Class Worship. * We have a strong partnership with Holy Trinity Church and Cuckfield Baptist church to ensure a cohesive approach to delivering worship. This ensures the content is fully embedded in scripture and provides the children with a strong foundation in their faith and spiritual development. * a. The Prayer Tree has provided children with opportunities to remember loved ones. * a. All children contribute to the whole school RE display which changes on an annual basis and is rooted in the teachings of Jesus e.g. ‘Jesus is the bread of life’. * a. Our annual outdoor ‘Ascension Day’ worship provides the children with an alternative space for reflection. * a. All classrooms have a ‘Reflection area’ to enable children to express their spirituality, take time out for prayer and bring in objects of personal significance. * b. Music is a key part of our worships. Hymns and songs are both traditional and modern. Father Michael liaises with the school to choose hymns that are linked to key themes e.g Harvest, Eucharist. * c. Collective Worships are always linked to the core teachings of Jesus * d. The school follows key church liturgical themes and events which are planned and delivered through Collective Worships. SLT and UPS staff lead and plan for other worships linked to the school’s Christian values. * e. See above for strong links between the school and the Church. | * The children receive a wide selection of examples of how the Christian faith is rooted in Scripture and how it is embedded in everyday life e.g. Courage – standing up for what you believe in without using violence (Rosa Parks, Malala Yousafzai). * Pupils understand that Christian worship and spirituality can take many forms, inspiring adults and children to reflect and develop in spirituality. This is shown by the respect, kindness and care all members of the school show to one another. * The Thought for the Week poster enables the children to reflect on key questions and how the core Christian Value may relate to their own lives e.g. How to resolve playtime issues in a reflective, inclusive manner. * Children have regular opportunities to reflect on their Christian faith and how it might impact on their decision-making, inspired by faith stories and the inspiration of significant Christian personalities/leaders. * The service is delivered in an interactive, child-friendly way which allows the children to understand how the service developed, what it represents and its central role in Christian Worship around the world. * Children are taught to recognise the similarities between Christianity and other faiths and the inclusive nature of the Anglican faith tradition. * Children are taught, and understand, the nature of the Trinity: God the Father, Son and Holy Spirit. * Children can talk about links to the Bible and how it aids them in their personal decisions such as resolving conflicts, forgiveness and reconciliation. * Pupil voice is valued and respected in school and Worship plans can develop in response to evaluations. * Children feel part of the Christian community and are able to take an active role in expressing their faith, developing spirituality and their understanding of how prayer fits into their daily life. * Children’s spirituality is valued and shared across the school community. * All pupils have the opportunity to grow in their understanding and spirituality with time to reflect. * Children have welcomed the chance to express their spirituality * Children feel included in the Christian ethos of the school and enjoy expressing their spirituality through art * Children are able to view worship as able to take place in a range of spaces * The children feel comfortable in expressing their spirituality in a variety of ways. * Pupils and adults appreciate the Christians worship in different ways i.e. through the use of music. * Children understand worships are based of the teachings of Jesus and know how these are linked to their own lives. * The school is part of the global Christian community and children of church going families are able to make links with Christian values in every aspect of their life. |
| **Next Steps:**   * Further opportunities will be available for pupils to plan, deliver and evaluate Worship e.g. Ambassadors, Charity reps * The Christian Ethos UPS group is devising a survey to evaluate the level of spiritual growth in the school community * To provide more spaces for children to be able to pray/reflect | |
| **Strand 7: The effectiveness of religious education**  In developing effective religious education, a school must evaluate the extent to which:   1. 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?    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?    3. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions? 2. Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment? | |
| **Actions taken** | **Impact** |
| * RE subject leader monitors planning, children’s work and assessment to ensure RE has a high profile and meets statutory requirements. * RE Action plan (2018-2019) identifies more opportunities for children to learn ‘from religion’ to enable children to explore a more reflective approach to their learning. * Topics taught offer a broader range of world religions covered. * RE Action plan (2018-2019) identifies assessment as a focus to ensure children are more aware of their learning and their next steps. | * The school ethos, values and RE teaching promote an understanding of a range of faiths and world views and respect for these. However, Christianity continues to be predominant in the time allocated to teaching. * The Hertfordshire planning scheme includes embedded opportunities for ‘learning from’ religion, which is included in year group plans. Children’s progress in this is tracked and assessed. * A wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. * Children enjoy regular opportunities to develop RE skills, knowledge and ideas. |
| C:\Users\derek.holloway\AppData\Local\Microsoft\Windows\INetCache\Content.Word\VA (002).jpgHow effective is RE teaching and learning in the school? (In VA and former VA schools only) | |
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| **Subject Strengths**   * Strong RE leader who leads her subject with passion and knowledge * New curriculum adopted by all year groups to ensure continuity and progression * Children have a good understanding of Christianity as a world faith and how it impacts positively on people’s lives * Children have a good understanding of other world faiths and the similarities and differences between them | |
| **Next Steps**   * Consistency of high expectations in all RE teaching * Opportunities for extended pieces of writing * Consistency in the quality of teacher marking and feedback | |

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| **Making your case for excellence**  This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don’t think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision.  This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond ‘good’. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school.  Try and draw examples from across all seven of the strands. |
| * Holy Trinity CE ( A) Primary School has an overwhelming ethos of warmth, support, welcome, commitment and inclusion, where all children are valued as a unique and special child of God. * Our school’s Christian vision supports our children in being happy, confident and successful, enjoying and engaging with their learning and guided by staff into achieving their targets and making good progress . * The enthusiastic and aspirational leadership of Religious Education (RE) has resulted in staff, working to produce high quality teaching and a continually evolving and relevant RE curriculum for the pupils. * The school’s values are firmly based in the Bible and are evident in the relationships throughout the school. * Pupils speak confidently, using the language of respect and Christian values about their own lives and on others with diverse beliefs in our school community. * The commitment of school leaders supports a continuous cycle of self- evaluation and journey for improvement, the school, as a Church school, is always improving and evolving. |