

Updated Autumn 2017

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Self-Evaluation Toolkit for Church of England Schools

Toolkit Key

Evidence in **turquoise**

Impact in **orange**

Achieved in **pink**

Areas for development in **yellow**

Next steps of development in **green**



Name of School: St Mary the Virgin C of E Primary School, Hartfield

Status: Voluntary Aided

School's Unique Reference Number (Ofsted): 114553

Date of last Section 48 Inspection: May 2012

Summary of toolkit

Core Question		Pages	Date Lasted updated	Grade
	Progress Sheet	6	June 2017	2
1	How well does the school, through its distinctive Christian character, meet the needs of all learners?	7-11	June 2017	2
2	What is the impact of Collective Worship on the school community?	12-17	June 2017	2
3	How effective is Religious Education?	18-23	June 2017	2
4	How effective are the leadership and management of the school as a Church School?	24-29	June 2017	2

SCHOOL CONTEXT

In July 2016 the school was graded Good in all areas by Ofsted having been satisfactory or requires improvement for the previous eight years. With a new substantive headteacher appointed from November 2015, the school has been led with energy and enthusiasm. The school remains ambitious and committed to further improvement and embedding the successes, using strengths based approach and is entering into collaboration with the Pioneer Federation September 2017. This has been a proactive and strategic decision for sustainability and based on the fact both parties share the same ethos and values with an ambition to provide every child with a toolkit for life-long learning through the highest quality teaching, with a central focus on creative, innovative and engaging teaching that develops a love and interest in learning.

The improvement in St Mary's to date has resulted from significant changes, over the last two years, in leadership, governance, staffing, curriculum, behaviour & assessment systems and school structure. These continue to be an on-going focus for the school as it moves into collaboration. There is an extremely strong sense of community with governors, school staff, parents, the church and local community all working together with an unwavering ambition for adults and children at the school to realise every last bit of their potential. This dynamic and exciting shift in culture is the embodiment of our school vision: Learning with love, strength and faith following the example of Jesus.

There is an exciting team of staff at St Mary's where individual strengths are being utilised and grown from our new reception teacher introducing Forest School to the maternity teacher taking on the head of school role in September. All children are successful at St Mary's, personal circumstances are supported and there have superb success stories for high needs and vulnerable children.

We are a small voluntary aided rural school in the heart of Hartfield village currently with 4 classes and 91 pupils on roll. There was a decreasing trend in pupils (2005 - 123 pupils, 2012 - 110 pupils 2014 - 100 pupils) with it dropping to its lowest in September 2015 of 83 pupils. The school is now back on an upward trend and is oversubscribed for Reception intake 2017-18. Mobility in the school is high: we continue to have many in

year admissions with five new starters since Easter 2017. The children come from a range of locations including Hartfield, Cowden, Tunbridge Wells, Edenbridge and Forest Row. The school is predominantly white and from a range of socio-economic households.

[SEF](#)

THE VISION OF THE SCHOOL

Our school vision statement is 'Learning with love, strength and faith following the example of Jesus.'



This was launched at the beginning of the academic year through a whole school RE day and continues to be built on and embedded through our collective worship, lesson planning, celebrations, policy reviews and with the ongoing work of our LSF champions. We have a new school website under construction to also reflect the vision.

The vision statement came about from a series of workshops with parents, governors, children and teachers held over several months. This involved a focus on what everyone loved about St Mary's, the potential the school had and fine tuning it down to one word to summarise the Christian distinctiveness of the school.



[Moving Forwards Together Workshops | St. Mary the Virgin Church of England School, Hartfield](#)

[Newsletters](#)

[RE day](#)

[Vision board photo](#)

[Entrance photo](#)

[Cross photo](#)

[See school website](#)

Dear Lord,
Fill us with your spirit so we can follow your example to reach out in love; stand firm with strength and step out in faith.
In Jesus name,
Amen

Progress Sheet

What progress has the school made on the key areas for development identified in the previous SIAS/SIAMS/Section 48 Inspection Report?

This sheet should be updated regularly and provide very brief evaluative comments on the progress made in addressing the key issues for development. Evidence of the impact of any progress made can also be included in the appropriate section(s) of this toolkit.

Date of previous SIAS/SIAMS Section 48 Inspection: May 2012

Key issues for development	Progress made since the previous inspection
To ensure that assessment for Religious Education (RE) is implemented throughout the school	Due to changes in assessment, the school have liaised with other church schools and RE co-ordinators to implement a new whole school system in line with other core subjects. Currently staff are using a paper format and assessing against: knowing about and understanding religions and world views; expressing and communicating ideas related to religions and worldviews; gaining and deploying the skills needed for studying religion and worldviews. The aim is to have these integrated on Target tracker which is our main assessment tool. ..\RE\RE 2016-2017\RE Assessment.docx
To ensure that teaching and learning in RE is monitored and evaluated effectively	RE is our whole school focus this academic year to ensure that it is in line with other core subjects. From monitoring reviews, carried out early this academic year, RE work is now recorded in books rather than in folders, from January 2017, to ensure that the quality

	<p>and quantity of work and the marking and feedback is in line with other core subjects. The RE coordinator carries out a book scrutiny each term and details are fed back in termly RE Staff meetings to share whole school strengths and areas of support and challenge. Observations are carried out in line with other core subjects. A recent governor day visit focused on RE including the above and pupil voice.</p> <p>..\RE\RE 2016-2017\RE Book Scrutiny Spring 2016.docx</p>
<p>To implement an effective system of evaluation of collective worship with all stakeholders</p>	<p>There is a long term plan in place for collective worship. This is values driven, with termly topics and strong links are made with the curriculum and whole school topics which are also linked to external world events. The planning of worship is done collectively with input from the Rector; LSF champions, RE Co-ordinator and Collective Worship co-ordinator. Follow up questions, activities and reflections are carried out in each individual class and in homework and this allows opportunity for children to feedback on the impact and learning from collective worship. LSF champions also have the opportunity to feedback fortnightly in their meetings as it is a standing agenda item. An annual pupil and parent survey was recently carried out on online and reviewed by the governors on their school monitoring visit.</p> <p>Governor monitoring visit report Collective worship overviews Children's response box LSF minutes Collective worship survey</p>

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Core Question 1



**How well does the school,
through its distinctive Christian
Character, meet the needs of all
learners?**

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As part of your church school self-evaluation the school community is expected to:

- Highlight the overall judgement made for your school
- Highlight the relevant sections of the grade descriptors

Christian Characteristics	Outstanding	Good	Satisfactory	Inadequate
Communication	<ul style="list-style-type: none"> • Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners. 	<ul style="list-style-type: none"> • Distinctively Christian values are clearly expressed. This ensures that most members of the school recognise the distinctive characteristics of the school's values and identify how they affect their daily lives and their achievements. 	<ul style="list-style-type: none"> • Some members of the school recognise the school's values as distinctively Christian and acknowledge the difference they make to their daily lives and achievement. 	<ul style="list-style-type: none"> • The school's values are present at an implicit level but very few members of the school community recognise their distinctive Christian characteristics.
Supporting Wellbeing	<ul style="list-style-type: none"> • The school's Christian character has a high profile and clearly shapes its approach to issues of attendance and pupil exclusion for all groups of learners. 	<ul style="list-style-type: none"> • The school's Christian character consistently informs its approach to issues of attendance and pupil exclusion for all groups of learners. 	<ul style="list-style-type: none"> • The school's Christian character sometimes informs the way in which it approaches issues of attendance and pupil exclusion. 	<ul style="list-style-type: none"> • The school's approach to pupil attendance and exclusion is not related to its Christian values and is ineffective.
Spirituality	<ul style="list-style-type: none"> • There is a highly developed interpretation of spirituality shared across the school community. Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media. 	<ul style="list-style-type: none"> • The school has a clear definition of spirituality that is understood by most adults. Experiences are identified in the curriculum, which provide opportunities for learners to explore spirituality. Learners respond well and are developing the ability to express their thoughts clearly and with confidence. 	<ul style="list-style-type: none"> • There is some understanding of spirituality amongst the school's leaders. Opportunities for spiritual development are not always clearly identified in the curriculum or in other areas of school life. Consequently, learners' ability to respond to these experiences is at an early stage of development. 	<ul style="list-style-type: none"> • There is no clear understanding of spirituality among the school leaders. The school has little idea of how to provide opportunities for spiritual development. Learners show little enthusiasm to engage and respond to experiences for spiritual development and demonstrate a lack of ability to express their thoughts.
	<ul style="list-style-type: none"> • The Christian character and 	<ul style="list-style-type: none"> • The Christian character and 	<ul style="list-style-type: none"> • The Christian character and 	<ul style="list-style-type: none"> • The Christian character and

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SMSC	values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners.	values of the school contribute to the spiritual, moral, social and cultural development of learners.	values of the school have a limited impact on the spiritual, moral, social and cultural development of learners.	values of the school have no impact on the spiritual, moral, social and cultural development of learners.
Behaviour	<ul style="list-style-type: none"> The behaviour of learners is of the highest standard and relationships between all members of the school community are consistently attributed to the Christian character and values of the school. 	<ul style="list-style-type: none"> Learners behave well and relationships between all members of the school community are generally linked to the Christian character and values of the school. 	<ul style="list-style-type: none"> The behaviour of learners is mostly good and relationships between all members of the school community are sometimes attributed to the Christian character and values of the school. 	<ul style="list-style-type: none"> The behaviour of learners is often poor and relationships between some members of the school community fall short of what is expected in a church school.
Diversity	Learners are fully aware that Christianity is a multi-cultural world faith. They have a high degree of understanding and respect for diversity and difference both within the church and in other faith communities.	<ul style="list-style-type: none"> Learners have some understanding of Christianity as a multi-cultural world faith and respect the diversity and difference within other faith communities. 	<ul style="list-style-type: none"> Learners have only a basic awareness of Christianity as a multi-cultural world faith and this restricts their understanding of and respect for diversity within the Church. 	<ul style="list-style-type: none"> Learners have little understanding or respect for diversity and difference within the Church and other faith communities.
Attitude	<ul style="list-style-type: none"> Learners are excited and challenged by religious education. It makes a significant contribution to learners' spiritual, moral, social and cultural development and plays a major role in determining the Christian character of the school. 	<ul style="list-style-type: none"> Learners readily recognise the importance of religious education in their lives. It makes a positive contribution to learners' spiritual moral, social and cultural development and to the Christian character and values of the school. 	<ul style="list-style-type: none"> Learners have generally favourable views of religious education and acknowledge its importance in their lives. Religious Education contributes, although inconsistently, to learners' spiritual moral, social and cultural development and to the Christian character of the school. 	<ul style="list-style-type: none"> Learners express mixed or negative views of religious education and often fail to see its importance in their lives. Religious education makes a very limited contribution to learners' spiritual moral, social and cultural development and to the Christian character of the school.

Core Question 1

How well does the school, through its distinctive Christian character, meet the needs of all learners?

School Self Evaluation: - Overall Best Fit Grade **1** 2 3 4

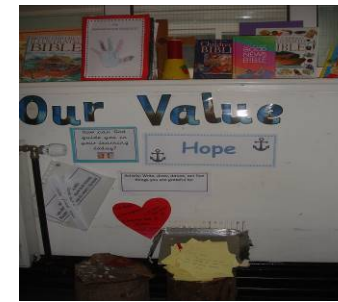
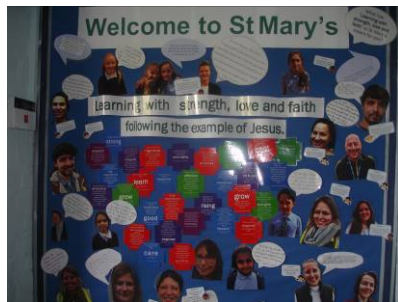
Key reasons for the Grade (Evidence of Impact)

Communication: Distinctive Christian values are made explicit and are embedded daily in a variety of ways:

- **A Collective Overview.** This is planned at the beginning of each term in liaison with the church rector, church family link worker, Open the Book and, from March 2017, the LSF champions. The overview reflects the Church year, British Values and events in the wider world. Each week, there is a whole school worship which links the value with every day school life, the wider community and British Values. There is a weekly Singing Assembly with worship songs and hymns linked to the value; a weekly church service which includes the use of Bible Stories brought alive by open the book; and there is a weekly teacher led assembly linking the theme with other stories from the Bible, Christians and from different cultures and faiths. We aim for a range of people to lead worship from each member of staff and the children to inviting a range of people in: Crawley Open House; Jono Hayward from Crowborough church (1/2 termly), Starfish Malawi – local Christian charity, local residents; Sign to Sing; Dogs for the Deaf; Rocking Horse Charity

[Collective worship overviews](#)

NS: More visitors from other faiths leading worship; Children leading worship



- **School worship displays and reflective areas.** In the entrance of the school, there is a vision board communicating our Whole School Christian Vision statement and ethos. There is a Christian Vision Board in the corridor displaying how we embed our distinctive Christian values of love, strength and faith across the school. Next to it is a huge wooden cross made from pictures of their responses to Jesus drawn by every child in the school. There is a whole school Worship Board in the hall that displays the new Christian value that is introduced at the start of every 6 week term. This board includes Bible quotes, thought provoking photographs, vocabulary, a weekly question, prayers (including the opening prayer when lighting the candle and the whole school prayer). At the start of every week, a new aspect of that value is explored with a reflection question for the children to respond to. This weekly reflection question is sent home for discussion as a family as well as being added to each classroom reflection area along with a class activity. During weekly class reflection time, classes discuss and respond to the question and activity. Responses and outcomes of these are recorded, where possible in the class spiritual journal and fed back to the whole school the

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following week.

- **Other ways we communicate the Christian ethos:** The weekly reflection question is included on the weekly homework sheet across the school providing opportunities for parents to discuss their thoughts and opinions at home with their child. We have a church section on our website. We also have a fortnightly newsletter that shares news, church dates, includes Katrina's Corner with news from the church family liaison worker and celebrations of all the wonderful things going on in school. As we review our policies, eg Behaviour policy, we are ensuring they also reflect our vision statement.

Homework

Behaviour policy

Prospectus

Impact: Our last pupil survey told us 86% of children were able to articulate our school vision and ethos. Governor monitoring visit found that LSF champions were very clear about their role, the vision and the school values. Eye Thrive ensures all children are noticed and recognized – two children have been able to access learning as a result of the 1:1 Thrive sessions they have accessed one of whom was at high risk of permanent exclusion. Children care deeply for each other: two pupils took it upon themselves to raise money for another child who told them she couldn't afford the school trip. Children regularly raise money for charity off their own backs eg cutting their hair for sponsorship

NS: For 100% of children to be clear on vision and to explicitly know that Jesus is one of their role models and how the vision helps them in their daily lives

Supporting Wellbeing:

- **Whole school values** reflected in vision are integral part of curriculum and of the way pupils and adults conduct themselves during the school day in their own and others' self image, motivation, understanding, achievement and behaviour.

Behavior policy

Impact and Ofsted found that Pastoral support is strong, especially for pupils with complex needs or those who encounter barriers to learning. The school's culture of learning together encourages pupils to consider the needs of their peers and leads to good relationships in the classroom and on the playground. Pupils are keen to learn, including from one another, and show very positive attitudes to learning. There was a great sense of empathy throughout the inspection. Staff care about the children. Children in turn care for one another. This was particularly clear at breaktimes when play leaders provided ideas for games and monitored the buddy bench, 'just in case'. Pupils told the inspector that 'most people get along fine', and 'this is a best friend forever school'.

Governor Monitoring visit: found good evidence of the term's value of forgiveness being carried through in all areas of the school

- **Our level of attendance is** 97.5% and our SEN attendance, an issue in the past has risen 9% and put it above the % for whole school attendance

Impact and Ofsted found that attendance is good and better than the national average, although the school constantly monitors a small number of pupils who do not attend as regularly as they might. The school has been particularly successful when working in partnership with parents to reduce persistent absence in the last year

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- **Thrive** – The school introduced Thrive to support social and emotional well-being of our most vulnerable pupils, September 2015 and due to its success began to embed a whole school approach September 2016. Whole school screening takes place, followed by a specifically trained and qualified member of staff working 1:1 with the most vulnerable children and carrying out class group work with the next tier up of those children vulnerable to social and emotional difficulties. A whole school approach of ‘Eye Thrive’ helps every child gain a strong sense of identity and belonging by noticing and recognising each individual’s gifts and in turn enabling each child to access learning and achieve their full potential.
- **Whole School Worry Box and ‘Bubble Time’**. Bubble time is an opportunity for all children in each class to have individual time with their class teacher to talk about what is going on in their lives. Both child and adult can request bubble time. When children are struggling emotionally, they write their name in the Worry Box. This is regularly checked by the Thrive practitioner and she makes appointments to discuss worries and concerns with individual children. Family and children’s link worker: Katrina works in school 3 lunch times per week – she lunches with the children and is on the playground for lunchtime plays to be a ‘listening ear’ for any children who want to spend time with her or to pray with her. She uses the quiet space of the house at the top of the playground as this is a dedicated reflection area.
- **Other ways well - being is supported:** the school works alongside and with our Church Revered (Rev’d Julie Sear), the safeguarding governor and the church child and family worker to support families in need. The school held a wellbeing INSET for governors and staff at the start of Term 5 and May has been designated Health and Well Being Month in line with National Mental Health Awareness Week (wk beginning 8th May). The Weekly briefing agenda has children and staff wellbeing as standing items allowing sharing and support for best practice and approaches. SEN interventions are carefully monitored and progress is good. With a high number of new starters, the school has a good Induction process for new pupils – they settle in well. Teachers make sure they feel they belong straight away – e.g. names on coat pegs, drawers, books etc. Use example of School Refuser – Yr 2 pupil: Alfie – successful return to full time learning at school.
Impact and Ofsted reported: The partnership at senior leadership level between all the staff is strong. Together they have instilled a culture of ‘learning together’ among teaching staff, who are reflective and open to advice and guidance on how to develop their classroom practice. Those very few pupils from disadvantaged backgrounds or those who have special educational needs or disabilities make good progress from their different starting points. The few pupils from disadvantaged backgrounds make good progress because of the quality of teaching they receive. School leaders track their progress relentlessly and ensure appropriate support, including for the well-being of individual pupils, should it be required. All disadvantaged pupils made at least expected progress in reading, writing and mathematics by the time they left Year 6 last year. Pupils with special educational needs and disabilities receive focused support, especially those who are in danger of

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falling behind. Because of this, most make good progress. One parent who spoke to the inspector was particularly positive about the support her child had received since joining the school from another local school. Communication between staff, including non-teaching support staff, is strong. Teachers appreciate the one-to-one meetings they have every fortnight with the headteacher, not least because they focus on supporting their well-being, as well as on monitoring their performance in classrooms and the impact this has on the progress pupils are making.

Spirituality:

- Children are given time within the timetable, lunch and playtimes, and at home to reflect on the themes discussed in assemblies and church worship. These are shared through class prayer boxes and class spiritual journals. Children are also encouraged to be reflective throughout the day for example on walking up to church, walking down the corridor as well as in allocated spaces in and around school, some of which are under development – the quiet room and playground and others that we ‘Pop-up’ annually in focused prayer space week. We also have links with Hype, who encourage our Y6 school leavers to join them as they move onto secondary school. The Youth leaders come into school to visit and personally invite the children along before they go through transition. We also run our own after school club, led by the church Reverend and Family worker, twice a year for children to be able to learn more about the Christian faith in a fun and exciting way. We also provide opportunities for children to share their learning and faith during Sunday Kids Praise services at St Mary’s. Through the development of champions, our newly appointed LSF champions monitor the spiritual climate of the school in the context of love, strength and faith and give feedback in meetings; whilst our Harvest champions took opportunities to put their faith into action at Harvest time visiting Crawley Open House; helping out at the village Harvest lunch and leading the harvest service for the school.
- Photos of prayer space; spiritual journals; Crawley Open House; Harvest Lunch; newsletters; minutes of meetings;
Next step: To further develop links with Starfish Malawi, a Christian charity for children to be able to express their faith through actions of fundraising. Develop a dedicated prayer space outdoors out of living willow.(planting to take place Dec '17)



SMSC:

- The school has a whole school topic approach to learning. Being a small school, this enables St Mary’s to celebrate learning, questions and discovery together at times and for awe and wonder to be brought into learning on a regular basis. There is also a focus on linking topics to real life

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for example the whole school topic of Reach for the stars linked to Tim Peaks going into space and cultures and carnivals linked to the Olympic games. We use links with the church and community to aid growth in this area too EG: Reverend Julie leading learning sessions on Christingle, advent prayer space, Crawley open house visits, parish council village lunch etc... These events are captured and displayed in school on our learning journey boards, with effective questions for children to consider, along with other creative outcomes from whole school stunning starts, marvellous middles and fantastic finishes.

- There are reflection areas in each classroom and our LSF champions are currently developing a whole school indoor area in our quiet room. The playground, waiting for funding from the diocese, is hoping to also soon have a living willow sculpture put in to enable further reflection outdoors: our outdoor house is currently our quiet space with a prayer box and bunting made by the children. There are regular prayer and reflection opportunities throughout the day and prayers (including those written by children and staff) are used at the start and end of each assembly, at lunch times and at the end of the day. Creative ways are often used for recording reflection and prayer too EG: stones; paper chains, bursting balloons etc... We aim to start staff meetings and briefing meetings with quiet reflection time – on occasion these are led by Rev'd Julie. The school community are also prayed for at church on a regular basis.
- The school environment aids our SMSC at St Mary's with our vision statement in our entrance with captions from all stakeholders on how they use love, strength and faith and kennings written by the children celebrating the staff at the school. There are also two corridor displays that overtly celebrate our Christianity – the year of the bible display and our values board and Cross the children made as part of our latest RE day. Our children feel safe on site, as reflected by the Ofsted report and pupil voice carried out.
- With a champion approach being developed across the school, the children have opportunities to put their faith into action and support charity, fundraising and other events and activities both in and out of school. Out of school activities are encouraged to be shared and awesomeness certificates are awarded – these have ranged from children running events out of school, to cutting the hair for charity, to setting up a fundraising group for another student. In school, our harvest champions, visit Crawley open house to understand homelessness and how charity and people working together can change lives of others – this has helped focused fundraising at harvest time and given all children in the school a greater understanding.
- At St Mary's, there is an extremely caring atmosphere which is also a clear strong message from our Ofsted report. The children all play together, help and support each other. There is a buddy system between Y6 and Reception, playground buddies and playleaders who organise and support all children at playtime. With Eye Thrive across the whole school, we ensure every child is noticed for who they are not just for what they achieve. The school has a very effective worry box and bubble time system that enables pupils to know they will be listened to at all times and when intervention is needed, support is given. We foster good relationships with parents, governors, other volunteers and visitors inviting them to a wide range of events. For example: community Christmas Tea, Open the book Services, Nativity, PTFA events, attending local village fetes, and other social events. We follow a clear complaints procedure – which all members of the community are familiar with and complaints are dealt with openly and honestly. Parents and visitors frequently comment on the nurturing environment and peaceful atmosphere that is within school on a daily basis. School often described as a family.

Impact and Ofsted reported: The curriculum inspires and engages pupils well and is based on whole-school 'learning journeys' which all classes follow concurrently. Staff like this approach because of the opportunities it brings to work together to plan exciting lessons. Pupils enjoy finding out about what other classes are learning and look forward to sharing their newfound knowledge with the rest of the school at the end of each 'journey'. Making cross-curricular links is a strong feature in classrooms which allows pupils to become deeply immersed in themes and

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topics, while maintaining breadth and balance as subjects are linked together.

The spiritual, moral, social and cultural development of pupils is served well. School leaders have ensured that there is a restorative approach when things go wrong. Pupils are encouraged to reflect on their own actions and the impact they have on others, as well as making connections with the collective actions of society and the impact they might have on climate change or the destruction of rainforests.

NS: further develop cultural diversity – in Let's Celebrate topic: celebrate where children are from; where different religions are practiced in the world; re-establish international link with Starfish Malawi

NS: Living Willow sculpture outdoors; indoor reflection area

Curriculum updates

Evidence – Eye Thrive; newsletters; photographs, website;

Behaviour:

- Behaviour is excellent at St Mary's and the school has recently reviewed its behaviour policy to bring it in line with the school vision and ethos. The class champions (school council) played a big part in this: developing the five golden rules; creating symbols for each and deciding how best these should be shared and displayed across the school. As a result, the children take great pride in the rules and maintain them throughout the school day. The pastoral care and support at St Mary's is very strong and reflects fully the Christian ethos. Parents and carers support the view that behaviour is good. New pupils to the school are welcomed and quickly settle through a buddy system and a well established and thorough induction for Reception starters ensure the youngest members of the community get off to a flying start (this begins in the Summer Term). The school is positive, loving environment that uses reward and positive praise whilst also developing a growth mind set: children are encouraged to take risks and mistakes are seen as opportunities for learning – this is modelled and made explicit by adults. Daily Head teacher's awards focusing on learning and Celebration Assembly enables pupils to come together and talk about who they are and their gifts from God.

Impact and Ofsted: The behaviour of pupils is good. All staff take responsibility for behaviour and expectations are high. This is particularly the case when pupils move around the school between lessons or at the start and end of the school day. Classrooms are orderly and harmonious places. Throughout the inspection pupils were deeply engaged with their learning and there was no disruption to learning or off-task behaviour. However, pupils told the inspector this has not always been the case, although teachers are now 'strict' and control poor behaviour well.

The school's work to promote pupils' personal development and welfare is good. Pastoral support is strong, especially for pupils with complex needs or those who encounter barriers to learning. The school's culture of learning together encourages pupils to consider the needs of their peers and leads to good relationships in the classroom and on the playground. Pupils are keen to learn, including from one another, and show very positive attitudes to learning. There was a great sense of empathy throughout the inspection. Staff care about the children. Children in turn care for one another. This was particularly clear at breaktimes when play leaders provided ideas for games and monitored the buddy bench, 'just in case'. Pupils told the inspector that 'most people get along fine', and 'this is a best friend forever school'. They spoke freely to share their opinions of the school and how they feel safe because staff always make sure the school gates and doors are closed, and watch out for them if they fall over. They also know what to do if the fire alarm sounds and are aware of the potential danger of the internet. The arrangements for safeguarding are effective. School leaders and governors ensure that the protection and safety of children are given the highest importance. Training is up to date and appropriate for the level of responsibility held by different staff. Procedures for the start and end of the school day are

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sound. The school site is well maintained and staff are proactive in assessing potential risks to children, including completing risk assessments for pupils travelling off-site on school trips. Parents who spoke to the inspector at the start of the inspection expressed a view that their children were well cared for in school and that the school was a safe place for their children to be.

Children are asked to reflect on their behaviour and make positive empowering choices

[Celebration assembly – awesomeness certificates for love strength and faith awarded by teachers and LSF champions](#)

[Reception induction pack](#)

[NS: Pupil handbook and pupil passports - in line with staff, volunteer and governor handbook](#)

Diversity

- The school celebrates the uniqueness of each child and Eye Thrive ensures that we recognise and share this with children. Through our whole school topics we celebrate where our pupils come from th, the international links they have and the gifts they have been given. For a small village school we have children from Romania, Spain (Bilingual) Carribean, Mauritius Asia and we are looking to celebrate this further in our current topic Let's Celebrate. Through PSHE, circle time, visiting speakers, making cross curricular links, black history month and using rich texts we ensure the children are exposed to range of different people, from transgender, disabled and gay to those from other cultures.

Impact and Ofsted: School leaders take their responsibilities under the Equality Act 2010 very seriously and ensure that pupils are well prepared for life in modern Britain. Tolerance and respect for the opinions of others sit at the heart of the school's culture. Discrimination is not tolerated. The concepts of democracy and the rule of law are well understood, especially by older pupils, who were in the middle of their own fevered election campaign to elect a 'headteacher for the day' during the inspection

[NS: re-establish international links with Starfish Malawi; sponsor a child scheme; broaden visitors in school](#)

[Photographs of courage and perseverance role models studied by whole school \(see portfolio\)](#)

[Staff meeting planner – training for inclusion of trans students](#)

[Medium term planning](#)

[Sign to sing](#)

[Hearing dogs for the deaf](#)

Attitude

- Teachers plan wide range of stimulating lessons for children that engage, excite and challenge children's thinking. Lessons include a range of opportunities to learn through creative, cross curricular lessons.
- Our school survey on RE showed children enjoy RE and they believe their views are taken seriously
- Stimulating lesson observations in RE show children are engaged and challenged
- Philosophy for children sessions have enabled children to challenge their ideas in a safe and respectful environment.
- Pupil interviews show children are able to discuss RE – they know what they are learning about and find RE lessons helpful to help them shape their beliefs and views.
- [Lesson observations – Spring '17](#)
- [RE survey – June '17](#)

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- [Medium term plans. Inset for Sept '17](#)
- [Philosophy for children staff meeting - May '17.](#)
- [RE triangulation - October and November '17](#)

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Summary Sheet

How well does the school, through its distinctive Christian character, meet the needs of all learners?

Key Strengths

- Clear vision and ethos that permeates throughout the school
- Caring nature and the whole school understanding of every child being unique and individual
- Whole school curriculum learning journey displays, reflections and opportunities linking to real life
- Whole school collective worship system and approach that encourages reflection, questioning, thought and prayer
- Champion roles to enable leadership in faith and christian values
- Well established system and serious approach to taken to well being

Key Area(s) for Development

- To establish stronger links with a Christian Community abroad – Introduce Tearfund charity to LSF champions for them to lead a CW about sponsoring a child.
- To create opportunities for children to put their faith in action – e.g. fundraising events, visiting the elderly etc Build on work carried out with Crawley Open House and harvest champions.
- To establish a greater understanding of diversity within the Christian faith. E.g making links with churches from different denominations.
- To provide opportunities to embed the Christian values further into the curriculum areas. (Make explicit links with values on MTP and review these).
- To make CW more dynamic through the use of different prayer techniques and song choices and environments.



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Core Question 2

**What is the impact of Collective
Worship on the school
community?**

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As part of your church school self-evaluation the school community is expected to:

- Highlight the overall judgement made for your school
- Highlight the relevant sections of the grade descriptors

	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4) **
The Importance of Collective Worship	All members of the school community place great value on collective worship and can articulate its place in their school life and what it means to them personally.	Members of the school community see the importance of worship in the life of the school and are able to talk about what it means to them.	Collective worship is recognized as important in the life of the school community and is valued. It meets legal requirements but there is no consistent approach to improving the quality of the worship experiences provided.	Worship does not hold a distinctive place in the daily life of the school and learners cannot see its importance in their lives.
The Person of Jesus Christ	Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position He occupies in the Christian faith.	Collective worship often includes teaching about the person of Jesus Christ and learners have an understanding of his important place in worship.	Learners have some knowledge of the life of Jesus Christ though his significance in worship is not fully understood .	Neither the place of the person Jesus Christ nor Biblical material are given prominence in worship.
The Trinity	Collective worship has a strong focus on God as Father, Son and Holy Spirit and learners can recognize and express this with understanding .	Learners are aware of God as Father, Son and Holy Spirit in worship but their understanding of this is undeveloped .	Reference is made to God as Father, Son and Holy Spirit on occasions but the significance of this has not been made explicit to learners.	Little Reference is made to God as Father, Son and Holy Spirit.
The Bible	Collective worship regularly includes Biblical material and learners are able to relate this to the school's core values and their own lives .	Collective worship often includes Biblical material and learners are able to make some links between this and their own lives and to the school's core values .	Collective worship sometimes includes Biblical material but its relation to learners' lives and the school's core values is not always explicit .	Neither the place of the person Jesus Christ nor Biblical material are given prominence in worship.
Anglican / Methodist Tradition	Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican/Methodist practice.	Learners have an understanding of different Christian traditions in worship, particularly local Anglican/Methodist practice, though cannot always articulate these fully.	Learners have some understanding of a few different Christian traditions in worship mainly related to local Anglican/Methodist practice and to some Christian festivals.	Learners have limited awareness of different Christian traditions including Anglican/Methodist. The major Christian festivals are celebrated but learners gain little understanding of Christian beliefs and values from worship.
Engagement of	Collective worship is inspirational and inclusive . It engages all learners and its	Most learners recognise the value of worship, respond	Learners behave well , are attentive and respond to the	Learners show at best half hearted or little response to

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	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4) **
Learners	impact can be clearly discerned in all parts of the school community's life.	positively and participate willingly.	different elements of worship but are often passive.	aspects of worship.
Reflection and Response	Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.	Themes are relevant and pay close attention to learners' spiritual and moral development. In response, learners take some action in the service of others.	Themes support the school's core values , particularly in the area of moral development. Spiritual development may be more limited because planning for this is less focused. Occasionally learners are prompted to respond in service to others.	There is little to raise learners' spiritual awareness or to directly inspire them in the service of others.
Key Elements of Worship	All of the key elements of worship are a natural and integral feature of all acts of collective worship wherever they are held and imaginative use is made of a variety of settings.	Most of the key elements of worship are present though some are less developed than others. The setting is appropriate and often varies.	Learners regularly experience such elements as song and prayer but there is limited variation in the pattern and setting for collective worship.	The key elements of worship have a low profile and do not support learners in being more fully engaged in worship.
Planning	Planning ensures that there is both variety and continuity and that themes are rooted in Christian beliefs. Learners develop a secure understanding of the seasons of the Church year and Christian festivals including local celebrations. A range of members from the school community , including local clergy , contribute to planning.	Planning provides a structure that enables learners to encounter Christian beliefs. Worship is related to significant moments in the life of the school and the seasons of the Church. Most Christian festivals are celebrated or acknowledged in the context of worship. There is some contribution from clergy and other members of the school community.	Planning provides a basic structure for collective worship but insufficient consideration is given to the coherent development of Christian themes. The main Christian festivals are usually included. Responsibility for planning lies with a few members of staff with little involvement from other members of the school community.	There is no coherent planning for Collective Worship.
Monitoring and Evaluation	Monitoring and evaluation have a clear purpose and are managed efficiently. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.	Regular monitoring and evaluation identifies where improvement is needed and often informs development planning.	Some feedback on collective worship is gathered that prompts small changes to the arrangements for worship although there is limited analysis of its impact on the school community.	Little monitoring and evaluation of worship occurs and no account is taken of learners' views. There is insufficient impact on improvement.
Wide Range of	A range of leaders, from different Christian traditions, offers learners a rich	Staff and clergy are regularly involved in planning and leading	Collective Worship is mainly led by senior staff and	Collective Worship is never led by external members of the

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	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4) **
Leaders	experience of worship.	collective worship with some involvement of other Christian traditions.	sometimes clergy with occasional contributions from members of other Christian traditions.	community.
Leadership of Learners	Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.	Learners enjoy contributing within collective worship and are increasingly taking responsibility for particular aspects.	Learners occasionally contribute to leading collective worship but this is not a regular feature.	Learners never contribute to Collective Worship
Prayer	Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.	Learners understand the purpose of prayer and reflection in both formal and informal contexts. Many make use of prayer in their own lives and regularly contribute relevant and appropriate prayers to school worship.	Learners are familiar with prayer as a part of the daily life of the school and sometimes contribute written prayers.	Prayer and reflection play a limited role in the pattern of school life so learners derive little spiritual benefit.

Core Question 2

What is the impact of Collective Worship on the school community?

School Self Evaluation: - Overall Best Fit Grade **1** 2 3 4

It is not yet outstanding because.....

Key reasons for the Grade (Evidence of Impact)

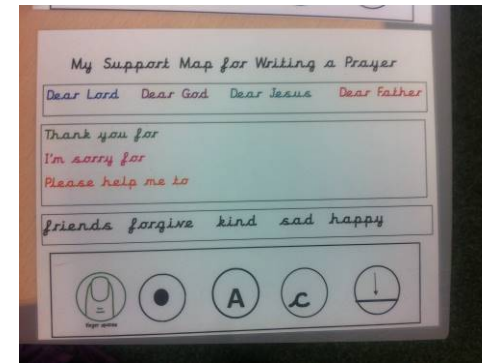
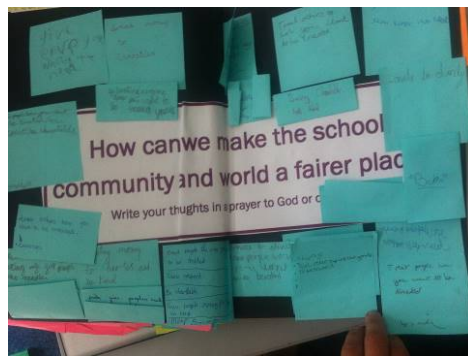
Importance

- Collective worship is a key part of the school day and is central to enabling the children to learn, understand and put into practice the Christian values of St Mary's. The practice at school is overtly Christian and this is evident as soon as entering the building. Governors collective worship report highlights the creativity and inspiring nature of collective worship and the stories shared. The spiritual journals, reflection questions and activities show a wide ranging output from CW, from paper chains, independent dramas, songs and poems written by the children to stones of strength. During a recent whole school Thrive afternoon, many children had God or Jesus as the important person represented as a bead on their bracelet and in our whole school Autumn topic of Speak Out, Jesus and God featured strongly as a theme. There is regular use of both the school and class prayer boxes and prayers are shared weekly in both church and in class reflection time. Our school LSF champions have weekly meetings to help impact and influence CW and putting our Christian values into practice. For example: There are many examples of St Mary's children wanting to raise money for charity – cutting hair, a pupil raising money for another child for school trip (although obviously not needed). Families support the ethos and there is good turn-out at church events by parents and governors;

[Collective worship overview: Spiritual Journals; corridor displays; prayers from prayer box, CW survey; CW governor report](#)

Impact: 75% of children talk about the stories, their learning and songs they experience in CW at home (survey 2017) all teachers lead worship, children take part in CW (79% say they take part in CW) and all children felt connected to god in CW either in prayer, singing, quiet reflection time or when listening to a story.

NS: LSF to feedback at LSF meetings on CW – Things they liked; what would have made it better; parents more involved – class workshops developed; video CW and watch together as a staff – how improve; CW survey for pupils led by LSF to impact on next term



The person of Jesus Christ

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- This academic year the focus has been on embedding the vision statement and Jesus as a role model to us all. Feedback from CW report April 2017 – highlighted this as an area of improvement. The RE day gave children an opportunity draw and express the importance of Jesus and what he meant to them: all children articulated the importance of Jesus and what He meant to them for example: ‘I drew a tree - it shows how calm He makes me feel; I drew a path because He shows me the way and a waterfall because it never ends just like God’s love’; another example is ‘I choose thunder to show His power and how strong He is’; ‘I drew an eye because Jesus always sees you’

[School cross – symbolism of what Jesus means to each child;](#)

Impact – 87% of the children are able to articulate the school vision statement and 100% of children articulate on what Jesus means to them personally. Children look to bible stories for guidance in everyday life and many pupils turn to Jesus in prayer

The Trinity

- Whole school focus 2016 on the Trinity – activities to enable children to really understand this – plaiting of material, children articulated in their own ways – fire engine etc... revisit every other year – learning is developing well

The Bible

RE day – key verses – CW children gather examples; fundamental part of CW – Open the Book – Wednesday always from the Bible; celebration and focus on the Year of the Bible. Children interact in CW and can articulate examples of Bible stories that link to termly value; quotes are linked and shared weekly through LSF champions; Bibles given to Y2s/Y6s and easily accessible in reflection areas; school hall and quiet room; termly plans have at least one Bible story – links made to other stories told etc.. stories acted out by children – Christmas; Easter and other church calendar events

Impact: children have a good understanding of the Bible and stories

Anglican/Methodist Tradition

Whole term based on Lord’s Prayer; important part of worship – writing of prayers important part of the school; prayer stations; church community welcoming – harvest and Christmas lunch – community tea party; Christmas, Easter, harvest, leavers’ service all well attended by families; children actively engaged – write prayers, LSF now planning value overview with AS; children taught and learn songs, prayers that reflect Anglican tradition – parish events Remembrance services; follow structure – opening prayer, reflection, Bible stories, songs, Jono Hayward from Crowborough church is now leading regular collective worship, centred on our Christian values. Children have written a success criteria for collective worship and are using this to write and evaluate their own worships.

[See portfolio](#)

[Collective worship overview](#)

[Success criteria for collective worship \(LSF\)](#)

NS – Invite a wider range of leaders to collective worship

Engagement

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The children enjoy (70%) and respond well to Collective Worship. There has been a focus on making CW more creative and interesting for the pupils, gathering their ideas and input. CW has been held outside, included pupils drama and from T5 – LSF champions, CW co-ordinator, RE co-ordinator, Rector and Family worker have all input or met to have an input into the collective worship overview – the LSFs also distribute the weekly question, activity and update the class spiritual journals in classes.

NS further evaluation and input from pupils to have greater impact in terms of enjoyment and creativity

Reintroduction of bible explorers

Reflection and response

Weekly questions and activities encourage children and staff to reflect on the key themes of termly value and to consider how it may change their actions and responses in daily life. EG forgiveness value – as a school we developed a school five top tips to help us... these extended onto the playground and are used in restorative justice as part of our behaviour approach; with the overarching values of love strength and faith – LSF champions award weekly awesomeness certificates where these qualities, as shown by Jesus, are modelled by children as they go about school. Certificates have been awarded for charity work completed by children outside of school, for supporting each other etc...Eye Thrive focuses on valuing each individual and noticing them for who they are and the comments often reflect the value being studied. The introduction of philosophy for children is encouraging the pupils to question more deeply the weekly worship question that is also sent home for families to talk about. Daily prayer time enables quiet solitary reflection. The children through our champion program also have opportunities to get more deeply involved in service to others: harvest champions, Village Lunch club, Crawley Open house

NS – launch P4C across the school, LSF to develop the whole school prayer space, develop the link with Starfish Malawi and other charities including Crawley Open House.

Key elements of worship:

All acts of worship give an opportunity for sharing, reflection, prayer and praising. They are led by a variety of people: rector, all teaching staff; visitors-inspiring stories from local residents, rector, family worker, other local church leaders, and charities – hearing dogs for the deaf, rocking horse charity etc... Worship is held in variety of locations, depending on the theme, eg walking reflection to observe God's creation at the start of spring, worship at Forest School, the church, in classes etc.... there is an understanding that prayer and worship is personal and can happen at any time (modelled on way up to church on Wednesdays) – daily class prayers, and the quiet house enable children to access this whenever they want. The school has had a choir and shared their beautiful voices at local businesses, church services as well as taking part in events like the Big Sing and Sign to Sing – there is always excellent family support at these events. The hall, corridor and classrooms all display CW themes, scripture and prayers enhancing the environment – children enjoy sharing these aspects of their classroom and school with visitors

Planning:

Planning is a team effort involving SLT, co-ordinators, rector / governor and LSF champions. Evaluations of worship are beginning to be carried out as a regular agenda item in the weekly LSF meetings. Each termly value is carefully thought out with reflection questions and activities to enhance understanding, learning and application. National events, the church calendar and special celebrations are all carefully interwoven into the plan too – EG black history month, national mental health awareness week, Christingle, Pentecost, Advent, Remembrance day, anti bullying week etc... A range of

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visitors are invited in to enrich these events – eg James Castle, Rev Julie,

Monitoring and evaluation

It is common for children to articulate their views within each CW session, LSF give regular feedback on their views enabling the SLT to have a snap shot understanding of their views. The most recent CW questionnaire included the views of parents, weekly reflection and activities enable children to share their views and discuss their thoughts in more depth. LSF meetings create actions for further development and improvement EG developing prayer themes in school and having these easily accessible for children to add comments to - hence the development of the whole school prayer space in the quiet room.

Range of leaders

Worship is led by a range of leaders whose style and presentations vary greatly. Visitors are also encouraged and welcome although due to location the school does find it a challenge to further develop range, quality and variety

NS – children to experience range of leaders from different Christian traditions

Leadership of learners

Children are always keen to contribute and lead to CW – there is always a huge number willing to support OtB or offering to read, sing, lead prayers at church – children lead with action songs, take part in short drama sketches (sometimes prepared by the children, sometime spontaneous and other times directed by the teacher) Whole school events like SS, MM and FF enable children to creatively express themselves about their learning journey and also journey with god. Children lead the main services of Christmas, Easter and end of year

Ns reintroduce class worships - actions from LSF – year groups taking it in turns with OtB – further develop Sign to sing

Prayer

The class and school prayer boxes nearly always have new prayers in each week, prayer / reflection is a key part of practice across the school from governor, staff and briefing meetings to whole school daily worship and class prayer time – before lunch and at the end of the day. Prayer is encouraged when walking to church and children are reminded that they can pray at any time,. The key idea of developing themes has been suggested by LSFs and will shortly be introduced. A whole term focus on the Lord's Prayer has deepened understanding of connecting to god and annual prayer stations further develop and deepen children's creativity with prayer. Prayers are written and recorded in a variety of ways – using balloons and popping them, bubbles, post its, letters, aeroplanes, stones, leaves, daisy chains etc.. Prayer spaces including the new Willow structure (planting Dec '17), the quiet house area, the reflection area being developed outside Willow classroom, and reflection areas in each classroom, allow many opportunities for personal prayer. Prayers are said before lunch and at the end of the day in classes.

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Summary Sheet

What is the impact of Collective Worship on the school community?

Key Strengths

- Collective worship is a key part of daily life of the school
- Children are actively involved and engaged in planning and leading collective worship
- Staff, parents and governors all support the school ethos and collective worship
- Christian values are central to collective worship and daily life of school
- 87% of children are able to articulate the school vision
- Bible stories and quotes are linked to termly values
- Bibles presented to pupils on transition – Year 2 and Year 6
- Events in the Church calendar are celebrated
- Prayers reflect the Anglican tradition
- Involvement of Church leaders and wider community in Collective Worship
- High aspirations for Christian behaviour through termly themes and weekly questions and responses to these

Key Area(s) for Development

- For children to identify clearly the distinctive features of different Christian traditions in worship in addition to Anglican/Methodist practice.
- To embed opportunities for children to participate in acts of service for them to live out their faith.
- To involve Christians from other denominations to help plan and conduct aspects of the Collective Worship.
- To embed ways for the children to participate in the planning and leading of Collective Worship
- To ensure that prayer is taught explicitly within RE Long Term Plan. Use a range of set prayers and provide opportunities for spontaneous prayer within the daily life of the school.

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Core Question 3

**How effective is Religious
Education?**

(Voluntary Aided Schools only)

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VOLUNTARY AIDED SCHOOLS ONLY

As part of your church school self-evaluation the school community is expected to:

- Highlight the overall judgement made for your school*
- Highlight the relevant sections of the grade descriptors*

	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Progress and standards based upon the school's performance data				
Standards	Standards of attainment of all learners are in line with national expectations with a significant number attaining higher than the national average*.	Standards of attainment for the large majority of learners are at least in line with national expectations and often	Standards of attainment for the majority of learners are in line with national expectations.	Standards of teaching, learning and assessment are inadequate with the result that standards of attainment and rates of progress, for the majority of learners and groups of learners, are consistently lower than national expectations.
Attainment	Attainment is high and progress is rapid in developing an understanding of Christianity and a broad range of religious beliefs. In exceptional circumstances, where groups of learners attain below those nationally, the gap is narrowing dramatically over a period of time as shown by attainment data.	In exceptional circumstances overall attainment may be slightly lower than national expectations but with some groups of learners making outstanding progress. Learners make good given their starting points. Or, standards of attainment are average but learners make rapid and sustained progress given their starting points over a period of time.	Progress is satisfactory with learners making at least comparable progress to national expectations. Or, attainment is low but there is accurate and convincing evidence that progress over a sustained period of time is improving strongly and securely .	Progress is unsatisfactory with learners making less than comparable progress against national expectations or, attainment is low and there is limited evidence of improvement.
Quality of learning: Skills Development	Learners are inspired by the subject and learn exceptionally well . They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection of their understanding of the impact of religion on believers.	Learners understand the value of the subject and they most / learn well . They develop a range of skills including some of the following: enquiry, analysis interpretation, evaluation and reflection. Learners have a good ability to apply these skills to understanding the impact of religion on believers	The quality of learning and engagement within the subject are sometimes good but with some variation in some year groups or key stages. Teachers sometimes , though not always, ensure that lessons are structured around the development of skills such as enquiry and reflection.	The quality of learning is poor . Teachers rarely ensure that lessons are structured around the development of skills.

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VOLUNTARY AIDED SCHOOLS ONLY**

	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Quality of learning: Knowledge Development	Learners are impressive in the way that they use creativity and originality to apply their knowledge and skills in RE to their own personal reflections on questions of meaning and purpose.	Learners show originality and creativity in applying their knowledge and skills in RE are developing the ability to apply this to questions of meaning and	Learners have a satisfactory knowledge and understanding of Christianity and some religions and beliefs but their ability to answer questions of meaning and purpose is limited .	Standards of learning and assessment are inadequate with the result that standards of attainment and rates of progress, for the majority of learners and groups of learners, are consistently lower than national expectations.
Quality of teaching	The majority of teaching is outstanding and it is never less than consistently good .	The majority of teaching is good .	The majority of teaching is satisfactory and there is likely to be some good teaching.	Standards of teaching, are inadequate with the result that standards of attainment and rates of progress, for the majority of learners and groups of learners, are consistently lower than national expectations.
Assessment	Highly effective use of assessment informs <i>planning</i> , teaching and learning in RE and exemplar evidence demonstrates progress made by learners.	Assessment procedures are in place and these inform planning, teaching and learning.	Some assessment takes place but this is inconsistent across year groups and does not always accurately inform future <i>planning</i> , teaching and learning.	Little or no assessment takes place.
Quality of Curriculum				
Profile and provision	RE has a very high profile within the school curriculum and learning activities provide fully for the needs of all learners. RE is recognised as a core subject and is very well resourced.	RE has a high profile within the school curriculum and learning activities are differentiated to meet the needs of different groups of learners. RE is recognised as a core subject and is well resourced.	The curriculum caters for the learning needs of some learners but those needing either reinforcement or more challenging learning activities are not routinely planned for. RE is adequately resourced but is not recognised as a core subject.	The curriculum caters for the learning needs of few learners. RE has a low status and is poorly resourced.

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VOLUNTARY AIDED SCHOOLS ONLY**

	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Curriculum	<p>The RE curriculum is rich and varied enabling learners to acquire a thorough knowledge and understanding of the Christian faith through a wide range of learning opportunities.</p> <p>The RE curriculum provides opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied.</p>	<p>Learners display a knowledge of many of the key aspects of Christianity and Bible and the main practices beliefs of the other faiths and cultures studied.</p>	<p>The RE curriculum offers learners some opportunities to understand the main teachings, beliefs and practices of Christianity and some other world faiths but implementation is inconsistent and is therefore not fully effective. As a result, learners do not have sufficient knowledge or understanding of religions nor of respect between diverse faith communities.</p>	<p>Insufficient opportunities exist to develop learners' knowledge and understanding of Christianity or other faiths and the impact on the lives of believers.</p>
SMSC	<p>Spiritual, moral, social and cultural development are intrinsic to the RE curriculum and they have a significant impact on learners.</p>	<p>RE makes a good contribution to the learners' spiritual, moral, social and cultural development.</p>	<p>The curriculum offers some opportunities to enhance the spiritual, moral, social and cultural development of learners.</p>	<p>The RE curriculum makes little contribution to the promotion of spiritual, moral, social and cultural development is limited</p>
Christian values	<p>Links with the Christian values of the school are intrinsic to the RE curriculum and they have a significant impact on learners.</p>	<p>RE makes a good contribution to the Christian values of the school.</p>	<p>RE has modest links to some aspects of the school's Christian values but these are not made explicit and are not consistently identified in teachers' planning.</p>	<p>The RE curriculum makes little contribution to the Christian values of the school.</p>
Effectiveness of leadership and management in RE				
Monitoring and evaluation	<p>Rigorous and extensive monitoring and evaluation results in well focused action plans that demonstrably lead to improvement.</p>	<p>Effective use is made of a range of routine monitoring and evaluation procedures that accurately identify strengths and focus on raising standards that lead to improvement in pupil performance.</p>	<p>There is regular monitoring of some aspects of RE and self-evaluation is broadly accurate in identifying priorities for improvement that offer adequate challenge.</p>	<p>There is little or no monitoring of RE.</p>
Subject Leadership	<p>Subject leadership has the highest level of subject expertise and the vision to realise ambitious expectations and improvement.</p>	<p>The subject leader communicates expectations to senior leaders, governors and staff about improvement teaching and learning in RE is well informed on current developments in RE.</p>	<p>The subject leader is aware of current developments in RE and incorporates some of these in his/her practice.</p>	<p>Subject leadership is poor. Procedures for the monitoring and evaluation of RE are weak and fail to identify essential improvements in teaching and learning.</p>

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The descriptors for RE refer to the 8 level scale set out in the syllabus adopted by the governors in a VA school or the LA Agreed Syllabus in a VC school.

Core Question 3

How effective is Religious Education?

School Self Evaluation: - Overall Best Fit Grade **1** **2** 3 4

Key reasons for the Grade (Evidence of Impact)

RE has been a focus this academic year and a whole school RE day was organised for the start of the Spring term 2017. This enabled our whole school vision statement: *'Learning with Love, Strength and Faith following the example of Jesus'* to be embedded amongst staff and children. (See RE file) Following this, staff have been given regular in-school training for RE led by the subject leader. (See RE file) This has been to support staff in planning, teaching and assessing the units of work used in RE. As a result, staff are enthusiastic and secure in teaching RE and are teaching the legal requirement for RE across each term. Inset time in September 2017 was dedicated to the teaching and planning of RE. Across the school RE is seen as a core subject and standards are comparable to other core areas, including in the use of marking and feedback, assessment for learning and use of clear learning objectives and success criteria. There is now a consistent improvement in the presentation of children's work and they are proud of their RE books.

Standards and Attainment:

Through consistent monitoring and evaluation of RE by the subject leader, it is evident that RE is at least in line with National Expectation. (See RE file) We introduced an assessment system that is working well across the school where progress is tracked and planning is informed.

To enable consistency in the level of RE teaching carried out across the school, we adopted a high quality syllabus from Rochester Diocese which provides opportunities for key skills to be taught with an equal weight of AT1 and AT2 objectives. The suggested activities are relevant and creative and can be easily adapted to suit the needs of the class. (See RE Planning File) There is a clear two year long term plan and there are good quality resources to support learning. We are looking forward to using the new Resource *'Understanding Christianity'* and staff training for this will start at the beginning of next academic year.

Quality of learning: Skills Development:

It is evident from pupil surveys and interviews carried out this term that children enjoy and value RE lessons. They enjoy expressing their beliefs and ideas and they feel that their contributions are valued during their RE lessons. The children are developing a range of skills in RE and are encouraged to ask questions and be reflective. (See RE books)

From a recent staff meeting about the quality of RE lessons, staff were asked to write down the skills they felt were essential in the teaching of RE. We then cross referenced these against those set out in the syllabus and it was encouraging to see that we had included all of the relevant skills. We then looked through children's books and could see evidence of some of these skills being learnt. As an action from the meeting, we discussed the need to include the skills to be taught within RE medium term plans. (See flip chart notes in RE file)

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VOLUNTARY AIDED SCHOOLS ONLY**

Quality of learning: Knowledge Development:

From book scrutinies, it can be seen that there is a range of creative learning opportunities for children to learn RE but there is a need in some year groups to include more AT2 activities where children can use art and drama etc to express their responses, ideas and beliefs. Children are encouraged to ask questions and this is beginning to be embedded in every year group and lessons end with a time of reflection so that children are given the time to think about their personal response to what they have learned. (See RE books)

Quality of teaching:

From lesson observations and 'book looks' the level of RE teaching is good. One teacher was apprehensive about teaching RE at the beginning of the year but is now enjoying it and all teaching are enthusiastic to improve their practice further and explore new ways to enable children to flourish in this area.

Assessment:

There is an assessment tracking grid for each year group and these are updated at the end of each term in line with other subjects. These assessments often highlight both gaps in individual learners and the gaps in areas that need to be taught these inform planning, teaching and learning. (See RE File)

Profile and provision:

We have worked hard to raise the profile of RE across the school and it is now highly valued by staff and pupils. There is adequate coverage in the timetable in accordance to the East Sussex syllabus guidelines. RE is taught weekly in all classes including foundation stage and links are made across curriculum areas. There are good quality resources (books, artefacts, use of the internet) that support the planning and learning of RE. As in other curriculum subjects, lessons are differentiated in a variety of ways to ensure that children of all abilities can access the learning and make good progress. (See RE books)

Curriculum:

Children have a secure understanding of the key aspects of Christianity and the Bible. From Year 2 all children are given their own Bibles and are encouraged to look up scriptures when they are at home. There are a set of bibles for each class which the children use within their RE lessons. There is a balance of AT1 and AT2 across RE lessons and through success criteria, children are given the opportunity to reflect on their own level of progress. (See RE books)

SMSC:

The level of SMSC development is high in our school. Children are given opportunities to reflect on their learning in all curriculum subjects. They are encouraged to interact with displays across the school, being able to add their own ideas and opinions. We have RE champions (Called LSF champions) who meet weekly to help plan activities for Collective Worship, discuss and reflect on RE lessons or Collective Worship, or help to promote whole school values (e.g. making posters to go around the school and creating a prayer space).

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Christian Values:

Links to the whole school Christian values of love, strength and faith are made explicit on the Medium Term Plans for all subjects including RE. Within RE teaching and class discussion, teachers highlight any potential links to the school values.

Monitoring and evaluation:

The RE Lead monitors teachers' timetables and Medium Term plans termly to ensure that the adequate coverage of RE is being taught across all classes and that links are being made to whole school values. RE Lessons are observed and children's books are scrutinised 3 times a year. Staff are given detailed feedback to raise the standard of RE teaching and improve the quality of learning.(Strengths and Next Steps approach. (See RE file)

Subject Leadership:

The RE lead through 2017 is up to date with the current changes in RE and attends training when necessary. She has an excellent understanding of where the school is performing in RE and regularly updates her RE development plan. (See RE File). She has been highly effective this year in communicating those changes with staff. She has lead several RE staff meetings and has supported staff to raise the profile and quality of RE across the school. (See RE File). She has liaised effectively with the Head of School who is now taking over RE leadership (2017-2018)

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Summary Sheet

How effective is Religious Education?

Key Strengths

- Children at St Mary's enjoy RE and feel that their ideas and beliefs are valued. (See RE Questionnaire Summary)
- Teachers enjoy teaching RE, have good subject knowledge and are keen to learn new ways to improve their practice further.
- RE teaching has a high profile in the school and children are given opportunities grow in their spirituality and put their faith into action.
- Staff have had training on Philosophy for Children and this has enabled teachers to help develop the level of thinking and questioning among their pupils.
- The quality and standard of teaching and learning is consistently good across the school.

Key Area(s) for Development

- Provide additional training for staff to support them in using the assessment statements. Adapt assessment statements to 'I can' statements for pupils to engage with. Find out how the learning outcomes for 'Understanding Christianity' fit into our current assessment tool.
- Consider an RE/SMSC based 'awe and wonder' day, perhaps in liaison with the partner schools, based on further developing pupil's understanding of Christian traditions around the world.
- Develop class reflection areas to include interactive opportunities for personal prayer and space for reflection. Consider training teachers Share good practice from around the school eg recording of RE in EYFS, so that teachers support and develop each other's practise.in the Godly play approach which would enhance the curriculum provision and provide follow through into interactive prayer spaces.

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- Ongoing RE training needed for staff to embed the new RE resource 'Understanding Christianity' for 2017-18. Further training in subject knowledge and planning will be required. New staff to be familiar with RE resources in school.
- Continue to monitor RE teaching regularly to ensure that Success Criteria is being used in all year groups and children are given creative opportunities to express their ideas and beliefs.

As part of your church school self-evaluation the school community is expected to:

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Core Question 4

How effective are the leadership and management of the school as a Church School?

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As part of your church school self-evaluation the school community is expected to: □ Highlight the overall judgement made for your school
 □ Highlight the relevant sections of the grade descriptors

	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
The Vision				
Articulating the Christian vision	Leaders and managers consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian values.	Leaders and managers articulate and promote a vision based on distinctively Christian values.	Leaders and managers provide a concerted approach to the distinctiveness and effectiveness of the school as a church school although this is not driven by a clearly developed Christian vision.	Leaders and managers do not have a coherent vision or strategic plan for the distinctiveness and effectiveness of the school as a church school.
Impact of the Christian vision	Leaders and managers readily articulate the impact of explicit Christian values on the lives of learners and on the whole life of the school.	Leaders and managers clearly describe the impact of Christian values on the learners and on the whole life of the school.	Leaders and managers have some awareness of the impact of distinctively Christian values on some aspects of school life although they are not clear about the difference they make across the whole school community.	Leaders and managers have little or no awareness of the impact of distinctively Christian values on learners and the life of the school.
Promoting the well-being of pupils	Leaders and managers ensure that whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour attitudes as well as their spiritual, moral, social and cultural development.	Leaders and managers ensure that collective worship, RE and aspects of the curriculum are informed by distinctive Christian values that contribute to learners' good behaviour and attitudes together with their spiritual, moral, social and cultural development.	Worship, RE and other aspects of the curriculum are based upon Christian values but these values are present at an implicit rather than explicit level. As a result, whilst learners recognise the school as a church school, they are not always able to recognise the impact that this has on their spiritual, social, moral and cultural development and on their well-being.	Worship, RE and other aspects of the curriculum are only tenuously linked to Christian values. As a result, learners find it difficult to recognise the impact that the Christian ethos of the school has on their spiritual, social, moral and cultural development and on their well-being.

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	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Self Evaluation				
Effective self-evaluation and school performance	Leaders and managers have a thorough understanding of the school's performance and distinctiveness on effective and insightful self-evaluation.	Leaders and managers have a good understanding of the school's performance and distinctiveness based on the school's self-evaluation strategies.	Leaders and managers articulate the school's priorities as a church school although the links between this and the school's self-evaluation are not always understood and do not always lead to improvement. Consequently, not all learners progress as well as they might and the school's distinctive character is not fully developed.	Self-evaluation strategies are insufficiently rigorous to bring about improvements in pupil achievement, well-being or spiritual, moral, social and cultural development.
Self-evaluation and school improvement	Self-evaluation involves all groups in the school community. It leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners.	Self-evaluation strategies lead directly to the school's improvement planning. As a result, achievement and distinctiveness have improved or previous good performance has been consolidated for all groups of learners.	Leaders and managers articulate the school's priorities as a church school although the links between this and the school's self-evaluation are not always understood and do not always lead to improvement. Consequently, not all learners progress as well as they might and the school's distinctive character is not fully developed.	One or more of the aspects from 'Focus for development' in the last inspection report have not been addressed in a way that has brought about improvement. Self-evaluation of the school, as a church school, is limited or weak and this has hindered the development of the school's distinctive Christian character.
Succession Planning				
Staff development and future leadership of church schools	The development of all staff and governors as leaders in church schools is planned strategically with substantial benefits for the current leadership of school.	Effective use is made of opportunities that arise for development of staff and governors as leaders in church schools, with clear benefits for the current leaders.	The school provides some opportunities for the identification and development of staff and governors as leaders of church schools.	The school provides no opportunities for the identification and development of staff and governors as leaders of church schools.

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	Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Leadership of Collective Worship and RE	The leadership of worship and RE is given a high priority and this leads to highly effective practice in both areas.	The leaders of worship and RE are given good support in fulfilling their roles and this has enabled them to bring about improvements or maintain the previous good practice.	The improvement strategies adopted by the leaders of worship and RE, whilst having some positive impact, are not sufficiently rigorous to bring about sustained improvement.	The leadership of the school does not ensure that worship or RE have sufficiently high profile in the school. As result both are no better than satisfactory and show little sign of improvement. Arrangements for RE and collective worship may not meet statutory requirements.
Partnership				
Partnership with lay stakeholders	Parents, the local church, the diocese/district and the wider community contribute fully to school life so that there is mutual and substantial benefit for all groups including their understanding of local, national and global communities.	Parents, the local church, diocese/district and the wider community contribute fully to school life in such a way that there are clear benefits for learners, including their understanding of local, national and global communities.	Parents, the church, the diocese/district and the wider community contribute to school life but this is not always on a regular or sustained basis and this limits the benefit to learners and their understanding of local, national and global communities.	The school's relationships with the diocese/district, church, parents and the wider community is weak and make little impact on learners' understanding of local, national and global communities.

Core Question 4

How effective are the leadership and management of the school as a Church school?

School Self Evaluation: - Overall Best Fit Grade **1** 2 3

Key reasons for the Grade (Evidence of Impact)

Articulating the Christian Vision and its impact

Our school vision statement of 'Learning with love strength and faith following the example of Jesus' began in March 2015 with a series of workshops to actively involve and engage all stakeholders as it needed updating and a revamp. The vision was then launched in September 2016 across the school. It has been woven into policies and procedures as these go under review and is reinforced daily and weekly through our LSF champions and awesomeness certificates awarded by teachers weekly. It is articulated across the school in excellent relationships between staff, children and one another and was clearly captured and understood in our recent Ofsted inspection. Staff have weekly opportunities to celebrate the successes across the school with 'Bananas' and these often focus and reflect on the school's vision and Christian values. Pupils are able to readily articulate the vision and share how they demonstrate love, strength and faith as they go about their school life as well as draw on the stories of Jesus in the bible showing these qualities. The class champions (school council) recently revamped our school rules in light of our whole school approach – rewriting the rules, designing symbols for each and deciding how they could best be shared and displayed across the school. Staff meeting and briefing minutes, governor meetings, newsletters, handbooks and the school website all show and share this same vision.

[Ofsted report 2016](#); [website](#); [newsletter](#); [LSF and class champion minutes](#); [staff meeting minutes](#), [pupil survey](#); [moving forward together workshop records](#); [classroom environments](#), [staff questionnaire](#); [display boards](#)

Impact: [the school community clearly know, use and model the Christian values of the school through newsletter contributions, certificates awarded, meetings held and in their daily conduct at St Mary's](#); [LSF champions enthusiastically promote the Christian values through their unwavering faith](#);

Promoting the well-being of pupils

The school behaviour policy, despite being well embedded in the school, has been reviewed and updated to reflect the launch of the school vision. Both staff and pupils were involved in this process and as a result the procedures and policies are clearly understood by all. Clear records are kept on behaviour and well-being and these are reviewed termly with 'bananas' being shared across the community and any patterns or observations of a need for change implemented. Daily awards are given to pupils showing good learning behaviour in the form of 'Head teacher's awards where pupils visit the headteacher at 3pm to share their success and receive a sticker; and weekly certificates are awarded for showing and using the values of love, strength

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and faith in the way Jesus showed us all. Well-being is a standard agenda item on our weekly briefing and pupils missed in the Eye Thrive are given priority for the following week so that all children are noticed, valued and recognised for who they are as an individual and the contribution they

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subsequently make to the community and beyond. In May, the school held a health and well-being month to emphasise its importance to the whole school community and to further embed the outstanding work of Thrive. Several children who struggle with social and emotional behaviour have been extremely successful, avoiding exclusions and accessing both learning and school. On parent recently shared at a new parent meeting that the school had done wonders for her son – he struggled with behaviour but since starting at St Mary's he had been given time to reflect on his choices and supported to understand how he could make changes which had in turn given him confidence, empowered him and made him a much happier little boy. Throughout the community, adults and children support each other well to ensure there is a positive, supportive learning environment. Staff and pupils feel valued and this came out as a real strength in our recent Ofsted inspection.

[Ofsted, Briefing minutes, Eye Thrive, Health and Well – being month evidence and impact, school behaviour policy, golden rules, class champion minutes, website, newsletters, banana board, staff and pupil questionnaires](#)

Impact: Staff feel valued and motivated. Pupils have a love of learning and enjoy being at school.

Self evaluation and school performance

Leadership is strong and provides direction and support for all staff. New ideas and developments are received and considered to ensure the school continues to move forward at all times. The annual SDP was developed with staff and governors so everyone understands and knows their contribution. This is shared with parents at the start of each academic year and reviewed regularly by the SLT and monitored by governors. Specific and thorough pupil progress meetings are held termly to set and review targets and monitor and evaluate progress and improvements in teaching and learning. These are then supported by fortnightly teacher meetings to ensure pace and focus are maintained. Progress of SEN children is broadly in line with that of the wider school population and in some cases exceeds this. Pupil progress for SEN children across the school has accelerated significantly over recent years. This accelerated progress is closing the gap between attainment of SEN and non-SEN pupils. Progress of PPG children is broadly in line with that of the wider school population and in some cases exceeds this. Pupil progress for PPG children across the school has accelerated significantly over recent years. This accelerated progress is closing the gap between attainment of PPG and non-PPG pupils.

[PPM minutes, data sheets, headteacher reports, FTM minutes, governor reports and minutes](#)

Impact: Effective evaluation leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners.

Staff development and future leadership of church schools - to be worked on

Despite the leadership team being relatively new in post and with changes a foot, there is an emphasis on sharing and development and as a result the school has and is growing leaders. The SLT focus on supporting the staff as do the governors and they are readily available to children, parents and staff. The school has very good attendance at training events from the Diocese, East Sussex, EIP, and in our more local cluster group: see headteachers report. Through the middle leaders training and coaching attended by middle leaders there is an emphasis of support and growth for all. This is reflected all the way through to the children who are also encouraged to lead – through our champion program that is developing and the play leader scheme. Working with other schools has also benefited the school hugely. One of our new staff members for September trained with us as a trainee teacher whilst a current TA is looking into starting training. Our leaders, coached other leaders, bringing income into the school. Performance management is carried out across the school by SLT and fortnightly meetings allow opportunities for staff to reflect on progress in performance and share new interests / ideas for development.

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[Headteacher report](#)

Impact: The school continues to go from strength to strength despite changes in staffing and leadership

Leadership of Collective Worship and RE

RE co-ordination and collective worship are both led by SLT and regular meetings are held. These have focused on evaluating all areas of being a Christian school and creating next steps. These have fed into staff meetings, school development plan and the ongoing review of the SIAMs toolkit. Most recently, staff meetings and training has been based around RE - understanding Christianity. Training has been undertaken to further develop RE in the form of the Understanding Christianity materials and this has been supported by several SLT members and governors. Staff and children are actively included in RE, worship and SMSC development. Meetings held between SLT, children and the rector ensure the best is gained from CW. There have been dedicated staff meetings to the teaching of RE, monitoring and assessment of RE. There has been a focus to ensure all SDP priorities reflect the Christian distinctiveness of the school.

[Overviews](#)

[Photos of worship /](#)

[Meeting minutes / emails between leaders including LSF champions](#)

Impact: improvement in enjoyment, understanding and outcomes of both RE and collective worship

Partnership with lay stakeholders

The children readily share their ideas and views for school improvement: whether this be about display ideas, equipment for the playground to where and how the school golden rules need to be applied / shared etc... Their views are asked for and responses collected as a class, individually, as groups and through our LSF's and class champions. The resulting culture is one where there is trust, everyone feels included and everybody has high expectations of themselves and each other. School leaders and governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life and are constantly reviewing and considering this with all stakeholders' involvement. Church services and other school events like our learning journey celebrations and bring a parent to school events are very well attended. Regular evaluation takes place by staff, learners and leaders of CW, coordinator of RE monitoring displays, reflection area, learner work and voice. There is strong mutual support between the school and its partners in the local church and the diocese and therefore leaders feel supported and understood. There are strong partnerships with parents and the local community. Regular parent events Meet the Teacher, pop in and plays for reception, parent forums and other workshops enable parent matters to be discussed and for the leaders of the school to introduce key new ideas or people such as the school nurse, SENDCO and curriculum developments. There is strong mutual support from home and school and children understand their responsibilities as citizens and the importance of such links. Link to youth groups; bible study group, families and children's worker links with school, parents and children – children approach KT about songs for church

[Homework letters, minutes of meetings, newsletters, pop in and play, school website, questionnaires, Hype, KT work](#)

Impact: Everyone works together to benefit the learning of the children and to enable them to know their place and the contribution they can make to their family, the school, the community and the greater world.

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Summary Sheet

How effective are the leadership and management of the school as a Church school?

Key Strengths

The well being of pupils is promoted across the school by all stakeholders and the Christian vision contributes to the strong SMSC including behaviour
Attendance at courses over last two years. Staff development including RE staff meetings and INSET time
Close links to church and community
Families and Children's worker community links
An embeded school vision based on distinctively Christian values - Permeated throughout the school. (Displayed in key areas around the school - esp where visitors enter the building)
Worship is given high priority across the school and impacts strongly on learners and the life of the school

Key Area(s) for Development

Involvement of parent community - self evaluation
Staff induction - ensuring continuity during period of change
Rev Julie in school