

## REMEMBER THE SIAMS OVER ARCHING QUESTION:

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**



Strand 1	Vision and Leadership
Actions – 3 key actions in the last 3 years	Impact of those actions
<ol style="list-style-type: none"> <li>1. The schools' vision statement has been reviewed and updated to ensure it fully reflects the school's Christian purpose and mission.</li> <li>2. The school is in a formal collaboration with four other local Church schools, to explore what it means to be Church schools in former coalfield communities.</li> <li>3. Substantial CPD has been provided to improve the quality of teaching and learning (quality-first teaching).</li> </ol>	<p>The school is a thriving Christian community.</p> <p>The schools are growing as church schools, contributing to the wellbeing of each of their communities. Leaders at all levels support each other in strategic development and this joint working, built on strong positive relationships with one another, allows the sharing of best practice and quality assurance.</p> <p>Staff are challenged to produce good teaching, in a context of support and encouragement, so that children make good progress from their respective starting points. Our KS2 progress outcomes evidence this well.</p>
Strand 2	Wisdom, Knowledge & Skills
Actions – 3 key actions in the last 3 years	Impact of those actions
<ol style="list-style-type: none"> <li>1. A new and ambitious curriculum has been developed, which is located in the context of the lives of our children. At the heart of this curriculum is our Christian vision of a 'journey to discover life in all its fullness'.</li> <li>2. Alongside our broad and balanced curriculum, we provide a wide range of enriching experiences through our STEPs programme.</li> <li>3. Child-initiated continuous provision is embedded across our infant classes as a strategy to promote children's choice, creativity and independence</li> <li>4. A comprehensive approach to remote learning has been established to ensure that both learning and personal contact continues in exceptional circumstances.</li> </ol>	<p>Our curriculum is aspirational. knowledge-rich and holistic. It focuses on an immersive and experiential approach to learning with a clear development of skills which engage and meet the needs of our children.</p> <p>Children have improved levels of engagement and positive attitudes to learning. Colleagues from other settings visit to learn about our enrichment provision.</p> <p>Children are encouraged to develop confidence and skills to be independent, motivated and self-disciplined learners.</p> <p>Children feel safe and secure in a time of uncertainty (the pandemic) and learning continues. The wellbeing of the school community is central to the school's work, making a positive difference to families.</p>

## REMEMBER THE SIAMS OVER ARCHING QUESTION:

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**



Strand 3	Character Development: Hope, Aspiration & Courageous Advocacy
Actions – 3 key actions in the last 3 years	Impact of those actions
<p>1. Our children, through our School Parliament, have chosen to support two local charities, both of which focus on social inequality:</p> <p><a href="#">The Beacon Project</a> – provides support to the homeless, excluded and marginalized in Mansfield.</p> <p><a href="#">St. Edmund's Church Food Bank</a> - provides emergency food and support to people locked in poverty.</p> <p>2. Covid Action plan introduced. School remained open to the children of keyworkers and vulnerable children. Holistic support was provided to all families, whether they were accessing key worker childcare or not.</p> <p>3. Our enrichment and STEPs programme provides aspirational activities and achievements for our children.</p>	<p>Key community charities receive substantial financial assistance through the numerous fundraising activities carried out by our children.</p> <p>The children learn about empathy towards the needs of others and some ways they can help to tackle social injustice.</p> <p>The school is recognised as being an advocate or 'champion' for our community and actively defends social inequality. We embrace and live our values of Compassion and Responsibility.</p> <p>Children recognise that there is something greater than their individual selves. They give their time and endeavour to a greater good, which they recognise exists and is worth devoting their time to.</p> <p>Children, who may have gone hungry at an incredibly challenging and isolating time, did not do so. This currently continues, through our holiday-time supermarket voucher scheme.</p> <p>Online learning was provided for all. IT equipment was provided to families which meant that all children could stay part of their class community and continue learning from their home environments.</p> <p>Keyworkers could carry out their crucial roles, knowing that their children were in a safe place continuing to learn with other children.</p> <p>Welfare calls were made, at least weekly, and more often where required. School staff knew that children were safe and well. Parents knew that we, as a school, cared about their child and about how they were coping. Specific plans were then put in place for individuals.</p> <p>Targeted ELSA work continued virtually for children identified as requiring support with their mental wellbeing.</p> <p>Wellbeing Wednesdays were introduced to our online learning programme, facilitating enrichment activities for the whole family to enjoy together and bond over.</p> <p>All these actions demonstrated authentic and considered empathy with our families, caring for them as needed, recognising that we had (and continue to have) a key role to play in the community.</p> <p>All of our children have the opportunity to take part a multitude of fulfilling and affirming activities/experiences, without any socio-economic or physical barriers. Children leave these activities with aspirations they had never had beforehand, increasing potential social mobility.</p>

## REMEMBER THE SIAMS OVER ARCHING QUESTION:

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**



Strand 4	Character development: Community & Living Well Together
Actions – 3 key actions in the last 3 years	Impact of those actions
<ol style="list-style-type: none"> <li>1. Prioritisation of all pupils with social, emotional and mental health needs. Embedding a nurturing ethos across school.</li> <li>2. To fulfil the DfE guidance for the Physical Health, Mental Wellbeing and Relationships Education for Primary Schools we have introduced 'Talking Points' our PSHE scheme which includes Health and Relationships Education.</li> <li>3. Encouraging curiosity and open-mindedness through introducing 'Picture News' with its 'Big Questions' to Collective Worship and into the classroom.</li> </ol>	<p>Dedicated professional support by specifically trained staff is provided to those children who need it. Our ELSA (emotional literacy support assistant) practitioner, who works with identified children and small groups in the afternoons, and our 'Think Children' counsellor supports particularly vulnerable pupils one afternoon a week.</p> <p>Talking Points is delivered through books and age-appropriate discussions with children within the context of the school's Christian Values. Pupils develop self-confidence and high self-esteem, giving them the building blocks to preparing them for the challenges of creating a happy and successful adult life.</p> <p>Children have a better awareness of important current national and global issues and can engage and discuss these. Children understand they are part of the community and that there is a greater good that they can be a part of and do their bit to make a difference to.</p>
Strand 5	Character Development: Dignity & Respect
Actions – 3 key actions in the last 3 years	Impact of those actions
<ol style="list-style-type: none"> <li>1. A safeguarding team has been established in response to the pandemic, including a family liaison worker, to ensure all children are protected, whatever their individual circumstances.</li> <li>2. Staff training in RSE and PSHE has been strengthened, enabling age-appropriate teaching at differences levels, focussing on respecting individual rights and celebrating/respecting the different characteristics of others.</li> <li>3. Anti-bullying policy has been updated to reflect the Church of England document 'Valuing All God's Children' and its guidance on challenging homophobic, biphobic and transphobic bullying.</li> </ol>	<p>The safeguarding of children is our school's top priority and this is facilitated using a collaborative, whole-team approach. Staff are relentless in their determination to ensure that every child's needs are met.</p> <p>Children know that everyone is unique and should be valued and respected on their own terms. Children engage with the 'It's okay to be different' displays and discussion times. Respectful relationships in the classroom have developed at an even greater level as a result.</p> <p>Pupils feel safe in school and know that bullying is not tolerated. In our Ofsted inspection June 21, the children stated that 'we don't have bullies in this school it isn't allowed'.</p> <p>Pupils know how to keep themselves safe both in and out of school. They know what to do and who to go to if a bullying incident occurs.</p>

## REMEMBER THE SIAMS OVER ARCHING QUESTION:

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**



Strand 6	The impact of collective worship
Actions – 3 key actions in the last 3 years	Impact of those actions
<ol style="list-style-type: none"> <li>1. Involving children directly in Collective Worship and enabling them to lead Collective Worship on occasions such as Harvest and Christmas.</li> <li>2. Documenting what happens in Collective Worship in a summing up book, providing a record of children's thinking on school core values.</li> <li>3. As part of Collective Worship, to encourage children to reflect more broadly and deeply, we have Introduced the tool 'Mirror, Window, Door.' This is to broaden and deepen the children's understanding of 'Spiritual learning'.</li> </ol>	<p>Children actively engage and participate in Collective Worship, joining in with responses/discussion, role play/drama, writing and reading prayers. Children are able to articulate core values and how they may apply them to their own lives. Pupil voice activities have also confirmed this.</p> <p>Collective Worship is central to our school life, it is the 'heartbeat' of our school. The summing up book can be reflected upon by anyone at any time. This reinforces to pupils and staff that this shared time is important. It is the one time where we come together as a school during each day, where each of becomes part of a greater whole.</p> <p>Children are encouraged to reflect upon issues discussed in Collective Worship for themselves, for others around them and for the wider world.</p>
Strand 7	The effectiveness of religious education
Actions – 3 key actions in the last 3 years	Impact of those actions
<ol style="list-style-type: none"> <li>1. All teaching staff have received substantial CPD in Religious Education, including training on the new Nottinghamshire Agreed Syllabus and 'Understanding Christianity'.</li> <li>2. A comprehensive R.E. progression map and assessment tracking system is in place.</li> <li>3. An R.E. collaboration group with four other local Church schools meets half-termly to discuss R.E. issues.</li> </ol>	<p>Staff are confident in using Understanding Christianity and delivering this project. The Nottinghamshire Syllabus is new, but staff are confident in what they need to deliver due to training and more detailed planning.</p> <p>The school progression document gives clarity to what should be taught in which parts of school. We have a standardised syllabus that ensures that pupils get a layered deeper understanding as they move through school.</p> <p>We can now evidence that the children's understanding is improving, and we are beginning to use a set way to assess this which we began to use this year.</p> <p>The group has been used to peer review progression documents and planning documents which has allowed the sharing of best practice and save planning time.</p>

**REMEMBER THE SIAMS OVER ARCHING QUESTION:**

**How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**



Overall self-evaluation grades	Grade	Going forward – what are your identified areas of development in the next phase of school life? Please enter headlines only.
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Good	<ul style="list-style-type: none"> <li>For our children to have even more involvement in leading Collective Worship and for them to begin a regular 'Worship Group'.</li> <li>Fully embed the school's Christian Distinctiveness within the community.</li> <li>Further explore 'Spirituality' and how it reflects the school's vision and values.</li> <li>Continue to collaborate with other schools on how to deliver more impactful R.E.</li> </ul>
The impact of collective worship	Good	
The effectiveness of religious education <i>(RE - to be completed by VA schools and academies which were formerly VA schools only)</i>	Good	

Since the last inspection – What were your areas for development? How have those been addressed and what has been the impact of those actions?	We have been informed by our Diocese that this section is not required to be completed.	
Area for Development	Actions taken	Impact of actions
Clarify the school's understanding of Christian values so that they are explicitly expressed in teaching, collective worship and documentation.		
Establish a collective worship development group of key stakeholders to ensure the centrality of this vital facet of church school life.		
Develop a structure for effective stakeholder evaluation of collective worship in order to inform development planning.		