

Ongoing SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Leaders might choose to have a separate summary of the school's ongoing self-evaluation available for the SIAMS inspector. There is no expectation that this happens.
- Self-evaluation templates are available on the [SIAMS section of the National Society for Education website](#)



School's Theologically Rooted Christian Vision

I have come that they may have life and have it to the full. John 10:10 NIV

St. Edmund's CofE Primary and Nursery School exists so that every child and adult can discover life in all its fullness. Rooted in Jesus' promise of abundant life, our vision calls us to be a beacon of excellence: a loving, ambitious and inclusive Christian community where everyone is known, valued and enabled to flourish spiritually, academically, socially and emotionally.

Our schools theologically rooted Christian vision is lived out through the values we uphold in all aspects of school life. Each of these values is underpinned by biblical teaching, guiding our community to grow in faith, character, and service.

Our vision is lived through our Sixcess Values:

- Respect - recognising the image of God in every person. (Matthew 7:12)
- Responsibility - using our gifts wisely for the good of others. (Colossians 3 23-24)
- Compassion - noticing need and acting with love. (Ephesians 4:32)
- Perseverance - keeping hope and courage when learning and life are difficult. (Philippians 4:13)
- Truth and Trust - living with honesty and integrity. (Proverbs 3: 5-6)
- Justice and Forgiveness - seeking what is right and restoring relationships. (Luke 6:37)

Inspection Conversations: Context

Context 1: Who are we?

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

St. Edmund's CofE Primary and Nursery School is a Church of England voluntary controlled LA maintained primary and nursery school located in the former mining village of Mansfield Woodhouse, Nottinghamshire.

It is not part of a federation or multi-academy trust. We are guided by the Diocese of Southwell and Nottingham.



a. Is the school a Church of England, Methodist or joint denomination school? b. Is the school voluntary controlled or formerly voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation c. If a former voluntary controlled school, does it, as an academy, provide denominational education? d. What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll? e. Is the school an academy or a maintained school? Is the school part of a federation? f. How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally? g. What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And	It is a one-form entry primary and nursery, serving children from 3-11 years old. The school has FS1 and FS2 provision, now operating as a merged EYFS unit following falling nursery numbers and staffing restructuring. Our school currently has 218 children on roll. The Headteacher is Anthony Bandy-Webb, in post from September 2024. The Deputy Headteacher is Jo Wells, appointed September 2025, with strategic oversight of SEND, inclusion, attendance, behaviour and safeguarding. Together, they work in close partnership with staff, governors, and the wider school community to uphold high standards of education and nurture a strong Christian ethos throughout the school. Our governing body plays a vital role in shaping the vision and direction of the school. They work collaboratively with the leadership team to ensure decisions are made in the best interests of all pupils, rooted in our Christian values and guided by prayer and reflection. The school serves a socially mixed local community. The school serves a community deeply rooted in a former mining area. The local economy was traditionally dominated by heavy industry, specifically the Sherwood Colliery and nearby quarrying. The legacy of the coal industry's decline following the 1980s pit closures continues to shape the economic landscape of the catchment area. The socio-economic profile of the intake area features pockets of significant deprivation characteristic of former coalfield communities. The school has a nurturing, family feel, grounded in Christian ethos. While a notable proportion of our pupils experience socio-economic disadvantage, they are supported by strong family networks within the community, with eligibility for the Pupil Premium tracking close to or above national averages. The percentage of pupil premium children is 22%, 14% EAL, 10% SEN, four children with EHCP's. Based on the English Indices of deprivation 2019 and the school location Ofsted have calculated that the school is located in an above average deprivation area. The structural decline of traditional industries has left a legacy of lower-than-average household incomes and restricted local employment opportunities. Our local church has a Food Bank which we support
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what are the educational needs of pupils? h. What church and DBE/MAST partnerships does the school have? i. Does the school have any other links or partnerships?	As a Church of England Academy, our Christian vision and values are at the heart of everything we do. We aim to nurture every child spiritually, academically, and emotionally, helping them to flourish as individuals and as part of a wider community. Our school is inclusive and welcoming. We are committed to ensuring that every pupil feels seen, valued, and supported to flourish. We serve children with a wide range of educational needs, and our inclusive ethos ensures that all pupils - regardless of ability, background, or circumstance - are nurtured and challenged to thrive. Our staff work tirelessly to provide a safe, loving, and aspirational environment where every child can grow academically, socially, and spiritually. St Edmund's Church of England Primary School is deeply rooted in its local community and actively nurtures partnerships that enrich the lives of pupils and reflect our Christian commitment to service and connection. Our pupils and families contribute generously to charitable initiatives, including collections for the local food bank, which is linked to church, fundraising for Children in Need, and raising money for an infant cancer charity in support of a school family. This has given great comfort to the family involved, especially the brother of the sick child who is in one of our younger classes. It has also given the children a greater real understanding of compassion and reinforces to all children—including the sibling of the poorly child—that St Edmund's is a safe, loving family where they are known, valued, and held in prayer and thought. By partnering with church-led initiatives (such as the local food bank) our pupils are handed practical, real-world opportunities to live out their values. They don't just talk about "life to the full" - they actively work to bring it to others. Wider partnerships for our school include Nottinghamshire County Council Education Improvement Service, English Hub/phonics support and Bramcote Hills Primary School inclusion support. These support in developing staff and ensuring CPD remains relevant and targeted. The local library visits school to promote reading and activities and to support us with visits to them. The PTA supports school fundraising and also brings local business, the community and school together with the children becoming entrepreneurs - making and selling goods at the school fairs. We have participated in the Sainsbury Sport Awards and have a gold award. MTFC supports our PE sessions as enrichment providers and also run lunchtime and after school sports.
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	We also maintain a positive relationship with our local church St Edmund's where we celebrate Harvest, Christmas and Easter. Members of the church also come into school weekly for Collective Worship and when arranged to support R.E. sessions. Our links with the nearby secondary school – Manor Academy – support smooth transitions and shared learning experiences. Additionally, we work with Lime Trees to provide wraparound care, ensuring that our pupils are supported beyond the school day. These partnerships offer our children rich opportunities to develop aspirations, broaden their horizons, and build cultural capital through real-world experiences, acts of service, and exposure to diverse people and places. We believe that by engaging with the wider world, our pupils grow in confidence, compassion, and understanding - ready to make a positive difference in their communities and beyond. Due to financial challenges faced by the school, we are currently unable to join a MAT. The school are trying to make informal collaborations with other maintained schools in the Diocese.
Context 2: What are we doing here? <i>(This information enables inspectors to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information contributes to the judgements that the inspector makes.)</i> a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust? b. How is the school's vision a clearly articulated, theologically rooted	The vision is rooted in John 10:10: Jesus' promise that life may be lived 'in all its fullness'. For St. Edmund's, this is not a slogan; it is the theological basis for ambitious inclusion, high expectations, nurture, restoration, service and hope. Leaders interpret flourishing as spiritual, academic, social and emotional growth for pupils and adults. Our pupils are predominantly from White British backgrounds (95%) with a growing number of families of other heritages, reflecting wider national demographic trends. While church attendance in the community is low, there remains a deep respect for the Christian foundation of the school and the values it embodies. We celebrate differences by exploring traditions, languages and celebrations from around the world. As a school we believe in children leaving us with as many opportunities as is possible to give as part of 'life being lived in all its fullness.' We integrate these opportunities for enrichment within the curriculum and as part of the culture of the school. Inclusion is a core Christian value—Jesus welcomed all, especially the marginalized. This part of the vision promotes a nurturing and inclusive school environment where every child is supported to thrive. It reflects a commitment to equity, dignity, and the belief that all children are precious in God's eyes.



Christian vision? How is the trust's vision resonating with this? b. How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically? c. Why have school leaders decided to be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school? d. As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are? e. How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this? f. What are the school's arrangements for collective worship? Why are these arrangements in place?	Leaders' priorities Pupil Premium funding and SEND resources to ensure equitable access to residential trips and rich extra-curricular opportunities, building essential cultural capital. We recognise the emotional pressures on local families, so we have established an integrated SENCO, ELSA, and pastoral support model rooted in grace and dignity. Our approach to behaviour is restorative rather than punitive, ensuring every child is given a fresh start. We do not view our socio-economic context as a barrier to achievement (and have a no ceiling approach) but as the very reason our theologically rooted vision must be lived out boldly every day. We try to understand that all are different and explain this to our children. School leaders and governors have intentionally chosen to remain a local authority-maintained Church of England school. This status enables us to maintain a deep, historical anchor within our local parish and civic community, preserving traditional governance oversight while actively drawing upon the spiritual and educational expertise of the Diocesan Board of Education (DBE). Maintaining our status directly strengthens our capacity to deliver our vision of <i>"Life to the Full"</i> (John 10: 10) in three key ways: • Diocesan Alignment & Pastoral Support: As a maintained Church school, we benefit from direct DBE training, SIAMS advisory support, and regular Officer visits. This ensures our theological vision remains central to strategic planning, leadership development, and RE curriculum design. • Civic & Parish Partnerships: Staying within the local authority framework allows us to collaborate effectively with local civic services, neighbouring maintained schools, and the Parish Church. This collaborative safety net helps us extend unconditional hospitality and wrap-around care to our socio-economically disadvantaged families. • Autonomy for Local Needs: This status provides governors with the strategic freedom to tailor resource allocations—such as Pupil Premium spending and pastoral ELSA support—directly to the unique, emerging needs of our immediate community, without overarching multi-academy trust restrictions.
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g. How is religious education structured and organised? Why have these decisions been made? h. What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish? i. What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?	We are presently rebuilding a relationship with the DBE and local church which needed to be regenerated and are not willing to jump into something but are future planning and are engaged with the sustainability lead from the DBE. The governing body has responsibility for holding leaders to account for the Christian character of the school, the impact of the vision, collective worship, RE, inclusion, safeguarding and standards. The RE and Christian Distinctiveness lead has attended governors' meetings to discuss and answer questions and also writes a part of the HT report to governors to report on new information and what areas of school have been doing with regards RE and Christian Distinctiveness. Governors have completed joint learning walks, book scrutinies, and Floor book monitoring in RE. Floor books capture rich classroom dialogue, big questions, and pupils' creative responses, proving that the RE curriculum is progressive, well-resourced, and given its full 5% statutory curriculum time. Collective Worship Monitoring: Structured monitoring of Collective Worship by leaders and Foundation Governors ensures that worship remains biblical, inclusive, and deeply transformational. Observations confirm that pupils actively engage with key theological themes, experience quiet reflection and have time to connect worship messages to their personal conduct and daily choices. Collective worship at our school is rooted in the Christian vision (life in all its fullness) and values of respect, truth and trust, perseverance, responsibility, justice and forgiveness, and compassion. Worship is led not only by the headteacher and staff, but also by representatives from the local church and our collective worship leaders, giving pupils a strong sense of ownership and participation. Children are encouraged to live out these values, to reflect on the stories and ideas they encounter, and to consider how this shapes their lives both in school and beyond, all supporting our vision for all children. Through a rich and varied pattern of worship throughout the week, every child is able to engage in a way that connects with their individual learning style and offers meaningful opportunities for personal reflection. Worship takes place every day and is attended by Y1-Y6. This is predominantly in the school hall but high-quality key stage or class worship takes place in class or the forest school area if we don't all come together. EYFS begin the year with collective worship/reflection time of their own and FS2 come to Celebration Assembly on Friday's. As the year progresses FS2 attend collective Worship with the
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	rest of school increasingly - building towards every day in preparation for Y1. Through this rich and varied pattern of worship throughout the week, every child is able to engage in a way that connects with their individual learning style and offers meaningful opportunities for personal reflection. This enables all the school community to flourish. On a Monday, the worship is always whole school and led by the Head Teacher. Picture News is used to help children learn about current affairs and global events through an impactful visual image. It provides a safe platform for young students to engage with real-world news stories, develop critical thinking, and voice their opinions on modern topics. On a Tuesday, the Worship is always whole school and led by a staff member. Each half term, a different Christian value is celebrated, and the weekly worships look at that value in depth, relating key learning to biblical scripture. This ensures that school values are intentionally shared and feed into the school community. For worship on a Wednesday, the whole school session is either led by Revd. Cathy, Andrew or the church warden Kate. They lead worship based on the same theme as the value for that half term and this is coordinated between them and the Christian Distinctiveness lead. It reinforces the main message for the week/value. Within the worship a range of key texts, artwork and biblical scripture and people of interest are used to promote Spirituality and a deeper understanding of our core Christian and British Values. This also provides the opportunity for a different perspective to be shared and time for reflection with members of the local church. This ensures that the school community appreciates the rich and important connection with church and are encouraged to view worship as something which is relational and transformative. On a Thursday, Collective worship follows the same pattern as Tuesday with a focus on the value for that half term or it has a St Eddie's play focus which reinforces our key values of compassion, responsibility, respect and justice and forgiveness when talking about play. The whole school collective worship on play reinforces our Christian values by promoting kindness through cooperative play, fostering compassion by looking out for classmates who are lonely, cultivating respect for others' ideas and feelings, being responsible for playing carefully and putting things away and accepting apologies or apologising when accidents happen. This aligns with the school's vision of life in all its fulness.
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	On a Friday, we celebrate the children's successes in our 'Celebration Assembly'. We celebrate personal academic progress, outstanding effort, exceptional behaviour, and attendance as well as any achievements they have had outside of school. Daily Structure: Every session follows a clear, four-part liturgical structure: Gather (incorporating a Welcome ritual and then a song), Engage (the main message/story), Respond (prayer and reflection), and Send (a closing blessing to take out into the school day). However, we also ensure that worship remains open, engaging and inspirational. We want to nurture space for our school community to develop spiritually and are working with the Diocese and the local church to develop our offer including 'Wild Worship'. We are also introducing prayer to The Harbour (our developing inclusion hub) where we will offer some of most significant SEN children ways of accessing prayers using signing with the support of one of our parent governors. Arranging for pupils to co-lead aspects of worship provides an explicit pathway for student leadership. Training our Pupil Worship Leaders to manage our welcome, set up the altar, record aspects and lead prayer empowers them, giving them ownership over their spiritual lives and building their confidence to lead peer-to-peer. Our collective worship leaders have attended the 'Pupil Leaders' Conference' with children from other church schools in the dioceses. This gave them a stronger understanding of their role as leaders and the opportunity to reflect on this and it empowered them to see themselves as agents for change. They are now translating this into active leadership back in school. In addition to our daily Collective Worship, each year group will experience 'Wild Worship'. This is a time for spending intentional time and space with God and each other outside the confines of a building. It provides children and adults with time to enjoy creation, nature and be together. It allows us time to deepen our relationships with God and each other through connection and a greater understanding of the natural world. Religious Education is structured around the Agreed Syllabus and the Understanding Christianity resources. This approach equips children with both knowledge and understanding of a range of religions and worldviews, while also deepening their grasp of key Christian concepts. It enables pupils to develop a broad awareness of the world they live in and the confidence to articulate
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	their own thoughts and feelings through meaningful theological enquiry. Our class floor books showcase children's thoughts, reflections and understanding about their learning. The use of 'Mirror, window and door' allows children to embrace both planned and ad hoc moments of spirituality. RE is taught for a minimum of 5% of curriculum time across all key stages. This is made up of weekly lessons and other RE focus time. We believe that academic excellence and spiritual development are central to flourishing. By protecting the 5% time allocation and treating RE as a core subject, we signal to pupils and staff that understanding faith, ethics, and meaning is vital to living a rich, purposeful life. The relationship between the school and the Diocesan Board of Education (Southwell and Nottingham) is one of strong partnership and mutual support. These connections provide access to high-quality CPD, sharing of best practice and professional networks, ensuring that staff are continually growing in their ability to deliver excellent education within a distinctively Christian context. Leaders and staff benefit from collaborative training, supervision opportunities and wellbeing networks, which foster resilience, encourage reflection, and provide pastoral care. The HT attends prayer meetings and monthly catch-up support and sharing sessions with members of the dioceses team and other church school head teachers. The RE lead and Christian distinctiveness lead attend dioceses training and network meetings. The Headteacher, DHT and other leaders have attended induction courses lead by the dioceses. The sustainability lead for the dioceses met with the HT and governors. The Christian distinctiveness and SIAMS lead for the dioceses also readily gives advice and support. The HT has also attended the Alpha course lead by the vicar of St Edmund's church. Through this partnership, the school is able to flourish within a caring and inclusive environment, where everyone feels valued and recognised as an important part of the team. The culture is one of openness and trust - no question is too small, and colleagues know they can seek advice, guidance, or support whenever needed. By being nurtured within a strong web of support, staff and leaders are
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	better equipped to nurture pupils in turn, enabling all members of the school community to grow and flourish in line with its foundation as a Church school. The school has a strong and fruitful partnership with the local church St Edmund's which is central to the life of our community. Weekly worship led by the vicar or his wife (who is also ordained), regular visits to church, and participation in services such as Harvest and Easter enable pupils to experience worship in authentic and meaningful contexts. They also provide pastoral care and listening ears for staff, pupils and families where needed. As a result of the strong church partnership, pupils develop a deep sense of belonging, experience worship that is meaningful and varied, and are enabled to flourish spiritually, socially, and emotionally in line with the school's Christian vision. Having a variety of voices - from local clergy to a variety of staff members - enrich our Collective Worship and ensure it remains inspiring and varied. The clergy provide distinct theological expertise that grounds our half-termly themes in deep biblical context. The HT has also attended the Alpha course lead by the vicar of St Edmund's church. Foundation Governors, appointed directly by the Diocese and Parish, serve a vital role on our local governing body as guardians of our Christian vision. They actively ensure that our theologically rooted vision of '<i>Life to the Full</i>' (<i>John</i> 10: 10) remains central to all strategic decision-making, policy development, and resource allocations. Through monitoring visits, learning walks, and participation in committees, Foundation Governors robustly evaluate the impact of our Religious Education, Collective Worship, and pastoral care—ensuring that the Christian distinctiveness and inclusive culture of St Edmund's consistently enable every pupil and staff member to flourish. A group of our pupil Collective Worship Leaders attended some training with the diocese and returned with an idea that had been shared that they wanted to instigate - this has become our four different prayer gestures – heart of hope, ready to receive, thought of thanks and prayer on purpose. These gestures allow everyone to feel respected. We asked a clergy member to write a school prayer for us – he wrote three different ones, and we asked the children to choose which one they believed
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	was the most appropriate to become our school prayer. We began to use the one that they chose. The Collective Worship leaders came to the Christian Distinctiveness lead and HT and said this prayer was too long and difficult for some of our children to access so they re-wrote a shorter, simpler version that didn't change the meaning behind it. This is the prayer that has become our school prayer.
Inspection Questions (IQ): How then shall we live? <i>(This information is central to the evidence-based judgements that the inspector makes. The sub questions are included to help ensure that the inspector and school leaders have enough evidence to answer the main IQs.)</i>	
INSPECTION QUESTION (IQ)	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
IQ1 How does the schools theologically rooted Christian vision enable pupils and adults to flourish? a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican/Methodist foundation of the school? b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?	Our Christian vision is not confined to statements on paper but is interwoven into every aspect of daily school life. It is expressed through prayer, collective worship, and classroom reflection, and is made visible in the way we live out our six core Christian values of compassion, justice and forgiveness, respect, truth and trust, responsibility and perseverance. These values shape relationships, expectations, and the ethos of the school, ensuring that faith is lived, not just spoken. Pupils know the Sixcess Values and are encouraged and recognized to live out and share them. This gives pupils a shared moral language for being a 'St. Eddie'. This is then celebrated in the giving of stickers, in recognition in collective worship and celebration assembly and in praise and thanks from others. Our theologically rooted Christian vision—"Life to the Full" (<i>John 10: 10</i>)—and core values are not isolated statements; they serve as the foundational framework for all strategic planning and school policies. Leaders and governors ensure that our vision is clearly articulated to all stakeholders



c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	(pupils, staff, parents, governors, and external partners) so that policy intent translates into daily practice. Every school policy is linked to our Christian values, ensuring consistency, equity, and dignity across all areas of school life e.g.: • Behaviour & Relationships Policy: Grounded in grace, forgiveness, and restorative practice, ensuring that every child experience unconditional respect and a fresh start. • Inclusion & SEND Policy: Driven by the belief that every pupil is created in the image of God, ensuring tailored support and the removal of barriers so that vulnerable pupils flourish. Collective Worship provides a central expression of our vision and values, which are then deepened in class through R.E. and other aspects of the curriculum. Together, these opportunities nurture spirituality, invite personal reflection, and support children in making meaningful connections between faith and life. We also give children time to reflect and make meaningful connections by using Take Five. This is a trauma-smart resilience-building programme based on breathing, grounding and awareness, which is used in classrooms and on the playground. Children throughout school take part in short breathing practices (led either by an adult or by specially trained Take Five Breathing Ambassadors) to calm, relax and focus them ready for learning. We also offer personal reflection during Collective Worship, and with prayer at the end of the day. Our PSHE curriculum, Talking Points' serves as carefully framed, values-driven stimuli that invites pupils to engage with complex moral, social, and cultural issues. Within it, reflection time is the vital space where this dialogue transforms into personal growth, allowing pupils to look inward, weigh their thoughts against our Christian values, and discern how they will act out their character in the wider world. We use wondering questions in RE sessions and have three characters (Sophie, Theo and Livey) that help us to understand how to think creatively and critically. We also have moments of reflection in Collective Worship. Our curriculum is developed around enquiry questions which inspire awe and wonder. We use Picture news (an educational resource) in Collective Worship weekly and discuss and learn about
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	current affairs and big questions. Within this there is a time to be still and reflect and consider the differences that they can make locally, nationally and globally. Our vision is also embodied in action through our courageous advocacy. Pupils are given opportunities to be part responsibilities such as ‘school parliament’, ‘librarians’, ‘eco team’, ‘collective worship leaders’ or ‘play leaders’ These leadership opportunities enable children to understand and live out the call to serve others, demonstrating how our Christian vision equips them to flourish and contribute positively to the world around them. We also have a Family Service system for lunchtimes where the older children sit with younger children and serve out dinner and spend time together. We have recently begun a nurturing partnership between our EYFS and Year 5 pupils. Each Year 5 child is paired with an EYFS child forming a supportive relationship that grows throughout the school year. Through shared games, activities, singing, reflection, and meaningful interactions, the children will learn from one another and develop a strong sense of connection. The overarching aim of this is for our older pupils to guide and support the younger children as they begin to ‘grow’ while embodying and promoting all six of our Christian values. We are a family that provides emotional support for each other. Staff model how to have positive relationships with each other, speaking positively to each other, demonstrating the benefits of kind words and compassion. This is something that we know children do not always witness in their home lives. Relationships are central and these are developed by modelling compassion and using language that supports and encourages all members of the community. Our approach is intentional and vision driven. The introduction of the ‘calm courtyard’ and now nurture provision at lunchtime has strengthened pastoral provision. Leaders know that the theologically rooted Christian vision is enabling people to flourish through a range of indicators and evidence.
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	The vision has shaped key decisions: investment in phonics, ELSA/pastoral support, restorative approaches, St Eddie's play, pupil leadership and the new introduction of The Harbour Inclusion Hub. The school demonstrates low staff turnover and low pupil mobility, reflecting a positive, supportive, and stable environment where both adults and children feel valued and secure. Pupils achieve strong academic outcomes and demonstrate good behaviour, showing that they are thriving socially, emotionally and spiritually. Children engage and reflect meaningfully with Christian concepts, demonstrating respect, responsibility, and compassion – reflecting our Christian values. Staff and families feel valued and included (dignity and community). We have positive behaviour data with 0 exclusions and 2 short term suspensions. (One child). Pupil voice shows that children feel safe and supported. Attendance is on an upwards trajectory and was 92% and has moved to 95 .4% in line with national. PP attendance was 92%. The gap between PP and non-PP is closing. Leaders also gather evidence from external perspectives, including comments from visitors, parents and feedback from secondary schools, which consistently highlight the school's welcoming, caring environment and the way children's personal development is nurtured. Collectively, these indicators show that the Christian vision is not only understood but actively lived, supporting the flourishing of everyone in the school community. Children actively complete their own fund-raising events with one child knitting hats for premature babies in hospital, one having their long hair cut to make a wig and another running to support an ADHD charity. We have received strong support from families and children in our school fundraising and giving to the local food bank. A Gofundme page gave us more books for the library and our returns book box. Local business with parental or governor connections have funded The Geoff Stafford Library (named after a much-loved school governor) given us flooring, and a worktop and Quooker Tap for the staffroom. Local business sponsors our Y6 hoodies so that the children do not need to pay for these but can celebrate their belonging as a St Eddie. Good School Review, March 2025: leaders describe the school as nurturing; the family feel is grounded in Christian ethos; the six values are embedded in rewards and collective worship. Our
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	recent (Jan 2026) Ofsted report says, “In this school every pupil feels welcomed, cared for, safe and that they belong.” Ofsted then attributes this largely to the “warm, compassionate relationships” staff prioritise.
IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision? a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b) How is spiritual development an intrinsic part of the curriculum? c) How do leaders know that the curriculum is having the intended effect for pupils? d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? e) How does being part of the trust enhance the school’s curriculum?	Ofsted found that leaders had “raised the ambition of the curriculum”, and “Leaders have high expectations for all pupils to achieve well.” -they have clarified key knowledge and organised it coherently, while engaging experiences bring the curriculum alive. Reading and phonics improvement show leaders are acting on the moral imperative that pupils need strong foundations to access the whole curriculum. Phonics improved from 70% in 2024 to 83% in 2025; Year 2 recheck reached 93%. Local data is 90%. MTC has improved significantly, with 2025 outcomes showing strong progress from the previous year. We were ranked first in the county for taking the test and our average score was 24 out of 25 which ranked us 17th in the county. 83% scored full marks which ranked us 6th out of 259 schools compared to the local and national which was around 43%. In Y6 SATs GPS was 88% achieving EXS, with the local and national being 73%. This ranked us 71st out of 255. Our combined was 72% EXS and the national was 63% which ranked us 73rd in the county. Reading was 84% which ranked us 64th and the national average was 74.5%. Maths was 88% and national was 75.5% this ranked us 44th in the county out of 255. EYFS 2025 56.7% GLD and national was 68% - (School went through redundancy and a merging of EYFS.) 2026 was 66% GLD but the goalposts moved to 72%, but progress has been made. Curriculum planning is being strengthened from EYFS to Year 6, with progression documents including substantive and disciplinary knowledge included. Ofsted (Jan 2026) stated the pupils “talk enthusiastically about their learning”, develop appropriate knowledge and make connections between current and earlier learning. Enrichment supports flourishing: curriculum theme days, Day trips - museum visits, Creswell Craggs, National Space Centre, Lincoln Castle etc. Residentials, sports clubs, local library links and pupil leadership roles. The enrichment program is not an "add-on" for childcare or leisure; it is an essential vehicle for discovering hidden talents and experiencing life abundantly. The children are consistently encouraged to try new and exciting things, broadening and enhancing their own life experiences. All



	our KS2 pupils have music sessions across the course of the year where they learn to play a musical instrument. All the Y5 and Y6 pupils have the opportunity to be part of a school play at the end of the school year – some perform while others are technicians. Ofsted said - Pupils benefit from “a wide range of character-building experiences”, and Ofsted specifically notes that leaders ensure disadvantaged pupils also benefit. (See external pupil premium report 17.09.26) Wider curriculum at Christmas - Nativity, carols in the courtyard, make a Christingle and understand meaning behind this and service in church, whole school church carol service led by Y6 and collective worship leaders. Wider curriculum at Easter – Stations of the cross at St Edmund’s church attended by Y5 pupils, whole school church service led by Y6 and collective worship leaders. At St Edmund’s, spiritual development is not an add-on or restricted to Religious Education and Collective Worship; it is an intrinsic thread woven intentionally through every subject area. Guided by our vision of <i>"Life to the Full"</i> (John 10: 10), we define spiritual development as the process of growing in self-awareness, deep empathy for others, awe and wonder at the natural world, and a developing sense of ultimate meaning and purpose. To ensure spiritual growth is systematically nurtured across the curriculum, leaders are in the early stages of embedding the "Window, Mirror, Door" conceptual framework into curriculum planning across all key stages. This planned approach will ensure that spiritual flourishing is accessible to all pupils, regardless of their background, SEND needs, or personal faith stance. Subject leaders are intentionally designing progressive learning opportunities that cultivate reflection, active listening, and emotional literacy. Consequently, our curriculum will provide the spiritual scaffolding necessary for every child to explore big questions, build deep resilience, and experience life in all its fullness. School is heavily invested in a restorative approach to behaviour where children take responsibility for their actions and have supportive strategies to help with this. Staff have had CPI training to support children in distress and fix term exclusions are seen as a last resort.
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IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually? a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this? c. In what ways is the worship life of the school inclusive, invitational, and inspirational? d. In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? e. How does the trust contribute to and enhance the school's worship and spiritual life?	Collective worship is creative, engaging and adaptive. We use music, stories, quotes, drama, and reflection to inspire thought and action. These experiences encourage both staff and pupils to consider their own behaviour and attitudes, deepening their spiritual awareness. Through this approach, children develop an appreciation of the Bible and the diverse traditions of the church, allowing them to engage with spirituality in ways that are both meaningful and transformative. Partnerships with the DBE, and the local church enrich collective worship by providing guidance, resources, and authentic experiences. Clergy involvement and visits to church enable pupils to engage deeply with worship, reflect spiritually, and experience the wider Christian tradition, bringing the school's vision to life. Collective worship is inclusive because it welcomes every pupil and staff member, offering a variety of styles and formats - music, drama, stories, reflection, and prayer - so that different learning styles, abilities, and spiritual experiences are respected. Worship supports belonging by being inclusive and invitational, while maintaining clear Christian character. Worship is planned so that every pupil and adult—whether from a Christian background, another faith, or no faith background—can participate meaningfully without compromise. Shared human values and universal themes of kindness, forgiveness, and hope are highlighted. Prayer and reflection are always offered as open invitations rather than compulsions. Pupils are invited to pray using traditional phrases (e.g., "If you would like to make this your prayer, join with me in saying Amen") or simply use the time for quiet personal reflection. We have four prayer gestures, and the children can choose which they wish to use meaning all faiths can join in and reflect using a gesture. High-quality, joyful music plays a central role. Children engage with a vibrant mix of traditional hymns and modern Christian songs, using music as an uplifting expression of celebration and community unity.
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	It is invitational as pupils are encouraged to participate actively through drama, actions and discussion, engage in silent reflection, and contribute to collective worship through roles such as Courageous Advocates. This empowers pupils to take ownership of their spiritual journey. Collective worship is inspirational through creative and engaging experiences that connect faith to everyday life. Reflection on Bible stories, Christian values, and meaningful events inspire children to consider how they live out these values in their behaviour, choices, and relationships, fostering spiritual growth, compassion, and a sense of purpose. The collective worship book which is a record of what happens during that time together is written by the pupils, pupil leaders have attended external training with diocese and internal training with Christian Distinctiveness lead and worship routines are established and provide current evidence sources. The impact of Collective Worship is that the children have: • A good knowledge of the Bible and stories within the Bible that are significant to the school values and teachings of the God, Jesus and the Prophets. • an embedded understanding of God our Father, the Son and the Holy Spirit. • an increased confidence when talking about their own faith and sharing their experiences and connections with this faith. • an understanding of what is happening in the world whether this is celebration or sorrow. • a developed empathy for others and situations in the world. • a deeper understanding of how faith can be of strength during difficult times. • an embedded mutual respect for each other and all faiths and beliefs. Our deep, active partnership with the local Parish Church, our Vicar, and the Diocesan Board of Education (DBE) significantly elevates the quality, variety, and spiritual depth of collective worship: Parish Church & Clergy Leadership: The local Vicar and church team regularly lead collective worship in school and host key festival services (such as Harvest, Christmas, and Easter) at the parish church.
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	This provides pupils with authentic encounters of worshipping within a church building, deepening their understanding of Christian community and sacred spaces. Wild Worship' & Outdoor Spirituality: Taking advantage of our natural surroundings, we host 'Wild Worship' sessions. These outdoor, creation-focused worship experiences allow children to explore God's world through hands-on, multi-sensory activities—connecting awe, wonder, and environmental care directly with prayer and praise. Diocesan Guidance & Training: The DBE provides ongoing professional development for worship leads and governors, offering fresh resources, subject updates, and strategic support to ensure our worship remains dynamic, relevant, and compliant with national Church school standards. In line with Church of England guidelines, collective worship at St Edmund's is intentionally designed to be inclusive, invitational, and inspirational.
IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b. How do school policies and practice create a culture in which people's wellbeing is enhanced? c. How is enabling good mental health for all central to the school's work? d. As a result of the theologically rooted Christian vision, what effective	Our vision promotes 'Life in all its fullness' which means that even in the most challenging and difficult times, the culture and offer of the school promotes equity and inclusion. As a C of E school, forgiveness is central to all decision making and is what makes the school a place that facilitates a culture of dignity, respect and healing. John 10:10 encapsulates the drama of living and it is why it was chosen for our school- Jesus' words hold true for all in all situations. Our behaviour policy reflects these choices with no permanent exclusions. We believe in fresh encounters every day and unconditional positive regard. We work proactively with families and external agencies to support pupils. Ofsted stated "Pupils are very friendly and they treat staff, visitors and each other with respect. The school's values guide their actions well." The school has 6 key Christian Values - respect, compassion, perseverance, responsibility, justice and forgiveness and truth and trust - that are promoted, encouraged and demonstrated each and every day in school by staff, children and visitors. They underpin relationships, expectations and behaviours ensuring that everyone is treated with respect and care. Our school vision of 'I have come



strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?

- e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

that they may have life and have it to the full. John 10:10 NIV is at the forefront of Leaders' minds when decisions are being made. (See Governors minutes). Children and adults are encouraged to act with compassion, listen to each other, and value diversity, creating a sense of belonging and shared purpose. Initiatives such as school parliament members being allocated by class. By embedding these principles into daily life, the Christian vision cultivates a culture where differences are respected, fairness is prioritised, and everyone is empowered to flourish socially, emotionally, and spiritually. We study different values each half term. This is a focus for collective worship each week and is routinely reinforced in the classroom and throughout children's daily lives. Our school community knows that these values are important.

We refer to the values as Christian values because we illustrate them through Bible stories. However, these universal values are essential for developing the character and moral foundation of all members of our community and we strive to make them relevant to children's everyday lives, exploring what the values might look like on the playground, in the classroom or at home.

Provision supports pupils at difficult times: ELSA, nurture lunchtimes, pastoral support, interoception, PACE, LEGO, Thera-play, Take Five, sensory circuits and targeted safeguarding/inclusion processes.

School policies and practices create a culture that actively enhances the wellbeing of all members of the community. Wellbeing is prioritised through clear procedures, pastoral support, and targeted interventions that ensure every child and staff member feels valued, safe, and supported. Policies around safeguarding, behaviour, and inclusion set high expectations for respect, dignity, and compassion, while practical measures such as reflection areas, quiet times, and nurture support provide spaces for emotional and spiritual development. Staff wellbeing is also actively supported through networks, CPD, PPA at home, fostering a positive and collaborative working environment.

The school fosters a supportive environment where children and staff feel safe, valued, and able to express their thoughts and feelings. Initiatives such as nurture support, The Harbour, reflection areas, quiet times, and ELSA provision help children to manage emotions, build resilience, and develop



	copied strategies. National events such as World Mental Health Day and Anti-Bullying Week are actively observed, providing opportunities for the whole school community to engage in discussion, raise awareness, and reflect on wellbeing. The school also has dedicated Mental Health Leads, whose role is to oversee the promotion of positive mental health, support staff and pupils, and ensure policies and practice reflect current best practice. Class worry boxes allow children to share how they are feeling and give staff other opportunities to enable good mental health for all. We have reflection areas in school and in the forest school area. Strategies include targeted nurture support, ELSA interventions, and reflection opportunities that help pupils manage emotions and build resilience. Vulnerable pupils benefit from individualised support plans, additional teaching adaptations, while families are supported through referrals to external agencies and pastoral outreach. Staff wellbeing is prioritised through efficient meetings, a streamlined marking policy, professional trust, professional development and SAS (a well-being app) ensuring adults are equipped to cope with challenges and provide consistent care. We collect children where needed (E.g. Collected a child from FS1 daily for short time as mum was struggling with mental health issues) we give breakfast where needed, we have a uniform exchange and a costume swap before World Book Day and a Christmas jumper swap opportunity. We have a Toy sale/swap opportunity and also give unclaimed school uniforms to the local charity shop linked to the church. We go above and beyond to support our families because we are compassionate and want to support our families in any way we can. The Harbour Inclusion Hub gives a practical expression of the vision: a safe harbour where pupils can regulate, reconnect and return to learning. The inclusion strategy work identifies The Harbour and ELSA provision as practical responses to need. PPA time can be taken at school or at home and staff know that they can ask for time off for key memorable life events and are not told they cannot attend a medical appointment that may need to
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	be taken in school time. Ofsted inspection findings say “Staff find leaders approachable and caring. They are highly positive because leaders value their contribution in shaping the vision for the school.”
IQ5 How does the schools theologically rooted Christian vision create an active culture of justice and responsibility? a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives? d) How does the trust make a positive impact on the culture of the school?	This is seen in how pupils are empowered to make choices, express their views, and take on leadership roles such as - school parliament members and members of the eco team - while also learning to consider the impact of their actions on others. Christian wisdom teaches that rights are exercised in ways that do not harm others but promote the common good. Children learn that choices have consequences for themselves and the community, fostering mutual care. Examples of this are the support from children and families to donate items for the local food bank and supporting a cancer charity after hearing about a class member’s sisters’ story. Staff model these values in all interactions, fostering a culture of mutual respect, fairness, and care. Flourishing through leadership-Children are given meaningful opportunities to lead worship, contribute to school decisions, become pupil leaders and take responsibility for helping others. Flourishing through service- Pupils are encouraged to look beyond themselves through charitable giving, social action, environmental projects and serving their local community. The school teaches the children that they need to display all of the school values as these will support them in being a good citizen in society. During Picture News sessions, the children learn about significant events throughout the year and in the past that links to issues of freedom and rights. The PSHE, History and RE Curriculum, also support this. When learning about the British Values, the children learn about the justice system and democracy. As a result of this, the children understand their rights as an individual and their rights within society. The children know what is right and wrong and how to be a good citizen. They celebrate and share the good that they do and serve as good role models to each other. The inclusive environment gives pupils confidence that their voice matters, fostering advocacy for themselves and others. Through engagement in initiatives such as local food banks and charity work



	(Children in Need) pupils are supported to explore ethical dilemmas, reflect on fairness, and consider the consequences of their choices. We have a planned St Edmund's day each year and ensure that the children are aware of him and the good works he did and how this links to our school values. Examples of enabling pupils to make ethical choices include: DAart – empowering children in Year 6 to make safe, healthy, and ethical choices, build resilience against peer pressure and risky behaviours, and promote critical thinking and responsibility in decision-making. School parliament making decisions that show responsibility towards others – organising Hello Yellow day to support mental Health, having an Easter Raffle to raise money for the Food Bank, organizing the Toy Sale/swap, raising money for a children's cancer charity, placing a drop box in the courtyard so families who choose to can donate to the food bank. The Eco Team have organised a uniform swap, they regularly litter pick in the school grounds and down the public access path next to school and created posters to be placed on the footpath and a local councilor gave the money for the posters to be made. This helps pupils see that small actions can serve others and reduce waste. Partnerships include the DBE who provide guidance, CPD, conferences, and resources to strengthen leadership, teaching, and worship. A partnership with the local church enriches worship, reflection, and opportunities for pupils to experience the wider Christian community. Pupils are encouraged to be active citizens through Picture News/current affairs, democratic roles, local civic links and community-facing projects. We organise and host 'Little Eddie's Stay and Play' and encourage parents to go to Little Ted's (mums and toddlers) at our local church.
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IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)? a. How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school? b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse? c. How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?	School treats Religious Education as a core academic subject, ensuring it receives parity of esteem with other humanities and core subjects. Leaders guarantee that RE meets the statutory requirement of at least 5% of total curriculum time across all key stages. Leaders ensure that RE is well-resourced, carefully sequenced, and linked to the school's Christian vision and values. RE is celebrated through our floor books, collective worship, and child-led response showing its importance beyond the classroom. Floor books are scrutinized by RE lead (and on occasion the foundation governor) and pupil voice is carried out. Leaders link RE to the school's Christian vision and values, making it a driver for spiritual, moral, social, and cultural development. As a school we have adopted a way to show focus on theology, philosophy and human social sciences using three children – Livvey, Sophie and Theo. This came from training from the dioceses and is in its early stages of implementation. The diocese provides guidance, support, and CPD for staff, ensuring teaching is theologically informed and engaging. Leaders monitor the quality of RE through lesson pop ins, floor book scrutiny and planning discussions ensuring consistency and progression in pupils' knowledge, understanding, and spiritual development. We have attended the RE network meetings, attended the RE conference and Church Leaders conference which gives us exposure to current RE research, new pedagogical approaches and high-quality teaching resources. It has also supported us with the roll out of the RE syllabus for Nottinghamshire, which we will be beginning to use this school year. Staff ensure that RE is meaningful, impactful, and visible supporting pupils to explore Christianity alongside other religions and worldviews, and enabling all to flourish academically, spiritually, and morally in line with the school's Church foundation. The new RE syllabus is supporting us with teaching the children that Christianity is a Global world faith and understanding the richness and diversity of Christianity. Picture News also supports this and our PSHE syllabus 'Talking Points'. Resources, including Understanding Christianity materials, Agreed Syllabus planning, books, visitors and digital resources, are carefully selected to support theological accuracy, engagement, and
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	progression in learning. Leaders regularly review resources to ensure they meet the needs of all pupils and reflect diversity and inclusivity. Resource boxes have been created for main religions covered across the curriculum The understanding Christianity units alongside the agreed syllabus develop the children's knowledge of Christianity exploring different theological concepts that build throughout school. Our lessons provide a safe space to discuss religious, spiritual and philosophical ideas. Children can articulate how their thinking has been challenged and how people may have different views from them. Our lessons, virtual visits, visitors and other experiences enable the children develop their own views of the world and other major religions. They explore and reflect on religious festivals around the world. The RE subject leader regularly attends Diocesan RE network meetings and specialist subject conferences. This external training equips the lead to deliver staff meetings. CPD is planned strategically through the school, providing training, guidance, and collaborative planning opportunities. Staff are supported to develop confidence and expertise in teaching RE, applying theological knowledge effectively, and creating challenging and engaging learning experiences. Leaders monitor the impact of CPD through floor book looks, pupil voice and feedback, ensuring that professional development translates into improved teaching, learning, and spiritual engagement. The RE lead enables discussion, reflection, and sharing of best practice. RE maintains a high profile and this has a direct, positive impact on the quality of teaching and learning.
IQ7 What is the quality of religious education? a. What is the quality of teaching? b. How well do pupils make progress in their learning as a result of a balanced	Quality Assurance over the past two years shows that teaching in Religious Education is consistently good or better across all Key Stages. Teachers demonstrate strong subject knowledge and deliver lessons that are engaging, well-paced, and rooted in clear learning intentions. High achievement, particularly in Year 3, reflects skilled teaching that enables pupils to think deeply, reason theologically, and make meaningful connections within and beyond the curriculum. Pupil voice further confirms the quality of teaching: pupils speak confidently about their learning, demonstrate strong understanding, and express genuine enthusiasm for the subject. This high-quality teaching inspires pupils not only during lessons but also beyond them, as evidenced by the frequent



and well-structured religious education curriculum? c. How does assessment inform teaching and learning?	submission of self-initiated home learning such as entering competitions, posters, and creative reflections. Pupils make good progress because the RE curriculum is carefully balanced, theologically robust, and structured to build knowledge and understanding over time. Ongoing assessment indicates that pupils are developing conceptual understanding as well as secure recall of prior learning. The curriculum design ensures that key ideas are revisited, deepened, and connected, enabling pupils to make sense of increasingly complex theological, philosophical, and ethical concepts. Pupil voice reveals that children enjoy RE, feel challenged, and can articulate what they have learned and why it matters. The use of varied and high-quality resources promotes curiosity and stimulates “I wonder...” questions, help pupils develop reflective and inquisitive habits that strengthen progress across units and year groups. Assessment plays a role in shaping effective RE teaching and learning. The school’s assessment and planning systems ensure that teachers have a clear understanding of prior learning, current attainment, and next steps. This allows lessons to be adapted responsively so that misconceptions are addressed quickly, and higher-attaining pupils are appropriately challenged. Because the curriculum systematically revisits key elements, teachers can accurately monitor progression in knowledge, understanding, and skills. Assessment outcomes are used to refine future planning and identify gaps. As a result, RE teaching is both reflective and responsive, contributing to a consistently high-quality learning experience.
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