

Marshland St James Primary and Nursery School

Diocese of Ely Multi-Academy trust



SIAMS Self-Evaluation and Action Plan

Updated June 2019 using the new Evaluation Schedule

Name of School: Marshland St James Primary & Nursery School

URN: 926/2106

Date and grade of last SIAMS inspection: November 2014 Grade: Satisfactory

Date and grade of last Ofsted Inspection: April 2018 Requires Improvement

School context

Marshland St James is a small mixed age primary school that serves a disperse community situated in a rural location in the Fens. There are currently 89 children on role. The school is organised into 4 mixed age classes, as well as a nursery unit that runs alongside the foundation stage class.

The School is sited within an area identified as being in the lowest 40% Urban Deprived area (IMD). The number of pupils eligible for FSM and Pupil Premium funding is higher than the national average. Pupils entering the Early Years are below national levels however the Nursery provision ensures that that get a good start to the Foundation stage provision. The school has a history of supporting GRT pupils and currently 17% are of pupils are GRT, their parents actively choosing to send them here. There is also a considerable amount of pupil turbulence throughout the year. in 2016-2017 more than 10% of children have left the school in the past year and 10% joined. The majority of children who join the school are working at below age related expectations.

The School was inspected in April 2018, where it was given an overall judgement of RI moving up from being placed into Serious Weakness in 2015. The most recent inspection report gave a grading of good for leadership and management, behaviour and safety and for the EYFS.

There have been considerable changes in the last 3 years since the school converted to an academy in September 2015. This enabled the school to make significant progress. Prior to conversion there had been a history of staff turbulence, standards of attainment were in decline and behaviour was poor.

The school has a distinctive Christian Ethos, which underpins the life and work of the school, and which is fully promoted and supported by the members of the teaching staff. The school works closely with the Diocese OF Ely Multi Academy Trust and participates actively within the academy trust.

Some additional information

Local church/parish involvement: Involvement of clergy	Rev. Dawn Mason is our local vicar from St Edmunds Church, Emneth. She is also a governor and a member of the SIAMS committee. She leads assemblies and the school services at the church.
What charities does the school currently support?	Norfolk Downs Syndrome Charity, MacMillan Cancer, Dr Barnados, Blood bikes, Trussell Trust Foodbank, Ferry Project, Queen Elizabeth Hospital, RNLI
Do you have links with other schools e.g. abroad?	Mayflower School, Leicester Wisbech Grammar School Cluster schools Sports partnership School to School support through local DEMAT schools
What RE syllabus do you use? Key support resources used, for example Understanding Christianity	Understanding Christianity Norfolk agreed Syllabus
Accreditation, awards and quality marks?	School Sports Award

<p>Links with diocese, for example service level agreements, secondments</p>	<ul style="list-style-type: none"> • The school is a member of DEMAT • Attendance at annual Cathedral day at Ely • Whole school training for Talk for writing, understanding Christianity, Maths & English Forums • Parish Vicar conducts CW and the school leads services at the church 3 times a year
--	---

Marshland St James Vision

‘Believing, Belonging, Being’

In our school we want our children to be caring and confident learners. We aim to provide a loving, safe and secure environment, where every child has the belief to achieve and the sense of belonging to a Christian School family.

We will nurture and encourage children's' ambitions enabling them to believe in themselves; to become courageous learners, and to become compassionate, tolerant and respectful members of our community.

Information for inspectors

Upon being notified of an inspection the school will make available the following key information which are pertinent to this inspection.

- School SEF Evaluation
- School Development plan
- Latest Ofsted Report
- Termly Heads Report
- Governor minutes and monitoring

School Policies

- Assessment and marking
- Behaviour/Anti-bullying
- Collective worship
- Equality and inclusion
- Religious education
- Relationships and Sex Education policy
- SEND
- SMSC and spiritual development

Some policies are DEMAT Policies and are available on the trust website.

Current School Data 2019-2020

Headline data for all key stages.

KS2 Test Summary (number in Cohort: 13)		Average scaled Score	School	National 2019
English Reading	Has achieved the standard	103	77%	73%
English Writing	Has achieved the standard	104	85%	78%
English Spelling Grammar	Has achieved the standard	104	77%	78%
Mathematics	Has achieved the standard	103	85%	78%
Combined RWM			77%	65%

KS1 Data (number in Cohort: 9)		School	National 2019
English Reading	Working at the expected standard (EXS)	78%	75%
	Working towards the expected standard (WTS)	22%	
English Writing	Working at the expected standard (EXS)	78%	70%
	Working towards the expected standard (WTS)	22%	
Mathematics	Working at the expected standard (EXS)	78%	76%
	Working towards the expected standard (WTS)	22%	
Science	Working at the expected standard (EXS)	89%	83%
	Working towards the expected standard (WTS)	11%	

Year 1 Phonic Tests		
Year 1 (16 Children)	Has met the expected standard	89%
(2 child)	Has not met the expected standard	11%
Year 2	Has met the expected standard	
(1 child)	Has not met the expected standard	100%

Early Years Foundation Stage (EYFS)		School	National
GLD Good level of development (16 children)	Has achieved a good level of development	81%	

See IDSR summary report

Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

Number of PP= 15%

Number of GRT= 17%

Number of SEN= 11%

Evaluation Using April 2018 Framework

Strand 1: Vision and Leadership

In developing vision and leadership in a Church school, the school must evaluate:

- a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?
- c) How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.
- d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?
- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

Actions Taken	Impact	Evidence
The new school's vision statement of Believing, Belonging Being, has recently been conceived to reflect the Christian ethos and values of the school. This has been shared with all stakeholders	The vision promotes the idea of supporting each other, being part of a wider Christian family and knowing that they can achieve. The school now has a more distinctive deep rooted Christian character. Children are able to articulate the vision with their school life.	Pupil Voice Environment
The school is a member of the Diocese of Ely multi academy trust.	The HT and other school leaders work across the Multi academy trust to improve standards by sharing good practice, policies and professional development across all its schools. The trust has a clear vision and commitment to growth and school commitment to supporting vulnerable groups.	Trust Board Minutes, Local Governing Body Minutes, Monthly updates. DEMAT website.
Governors monitor all aspects of the school, including safeguarding, SEND provision, Health and safety. Evidences in LGB records.in relation to SIAMs. A new SIAMs governor group has been established to monitor the implementation of the SIAMs action plan	All Governors know the school and support the staff Governors are up to speed with the schools SIAMs evaluation. Through being a DEMAT school also allows Trustees to hold individual schools, leaders and the Local Governing Body to account. Governors make a significant contribution to the visions and ambitions of the school (Ofsted 2018)	Governor monitoring sheets, Governor's action plan. Headteacher reports Ofsted Report 2018

Pupil premium spending directly targets more vulnerable children to ensure that they have equal opportunities as other pupils such as providing transport to attend extra-curricular activities, funding residential trips, funding music lessons.	No child misses out on any learning opportunity that is available. Children identified as disadvantaged make good progress across the school. There has been an increased take up in children accessing extra-curricular activities particularly from vulnerable groups such as LAC and SEN.	Pupil Premium Report Governor Reports
Governors receive termly reports on vulnerable groups such as SEN, LAC and GRT groups	Leaders are challenged about the performance of vulnerable groups. Actions are put clearly put in place to support these groups.	Standards and Ethos meetings
The curriculum is broad and balanced. An emphasis has been placed on cross curricular writing through the Talk for writing project.	Evidence from moderation and book scrutiny demonstrates an accelerated progress in writing. There is evidence of wider use of vocabulary throughout the school.	Pupil Surveys Curriculum maps
The curriculum is reviewed and updated yearly to ensure that it takes into account the learning needs of the children. Special Curriculum days are planned in termly. These are linked to a specific subject.	Children enjoy learning in a range of practical ways linked to the curriculum, This allows children to flourish different areas especially if they are not so good at maths and English.	Staff Meeting minutes
A wide range of extra-curricular activities are provided such as cooking club, wildlife club, dance club and games club to ensure that there is equal access for all year groups and abilities.	There has been an increased uptake in the number of children accessing extra-curricular activities from a range of groups across the school. Children enjoy taking part and it has enabled several children with social and emotional needs to participate.	Photographs of extra-curricular clubs Pupil Voice
Each class has a reflection diary which allows children to express their own reflections from collective worship or curriculum discussions. Children are given the opportunity to discuss Christian themes.	Reflection diaries demonstrate deeper thinking from the children and how they consider their spirituality. Governors have monitored these at Standards and Ethos meetings.	Reflection Diaries Pupil Voice
Gifts and Talents are celebrated during collective worship and children are encouraged to share their personal successes.	For example two girls at county level gymnastics are given time by the school to attend their training.	Pupil Voice
Pupils are given time to explore the natural world and to understand the importance of nature and the world they live.	Children have a better understanding of God's world and their place in it. For example children in Beech class raised money to adopt an elephant after learning about poachers and orphaned animals.	Pupil Voice Teacher Planning

All groups from Year 2 upwards are given the opportunity to be involved in a residential experience and to develop important skills like resilience, teamwork and independence which enables them to bond together as a school family.	Teachers talk about how they see such a supportive, caring and considerate side to the children during residential experiences.	Photographs of residential visit Parental Conversations Feedback from outside agencies
Next Steps	Who	When
The creation of a dedicated reflection space.		

Strand 3: Character Development: Hope Aspiration and Courageous Advocacy

In developing character, the school must evaluate:

- a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?
- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- c) How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Actions Taken	Impact	Evidence
We have a weekly whole school celebration to celebrate individual and group achievements. We promote and celebrate Christian values as well as positive learning behaviours.	All children are valued. Children are actively encouraged to share personal successes, achievements and talents. Awards are given for strength of character, Christian values as well as academic prowess.	Behaviour Policy Celebration Book
We have a successful team point system across the school where every pupil is in one of the four coloured teams. Every adult in school is able to award points to individuals/groups for positive behaviour choices, a good attitude or for demonstrating a Christian value.	Pupils recognise the importance of the team point system and are always proud to achieve them	Pupil Voice
The school takes part in a wide range of sporting events locally and county wide. All children are given opportunities to participate regardless of the ability level or their experience. The school has achieved the Gold award in the Schools Games Award.	Pupils work well together in teams to support each other and understand the importance of cooperation. The sporting activities actively promote the school vision of believing in their abilities; belong to a school family and being the best they can be. Adults consistently report back on	Pupil Voice Adult and stakeholder feedback

	how supportive pupils are to each other.	
The school supports a wide range of charities such as Barnardos, Blood Bikes, and Downs Syndrome. School council representatives choose a charity each year and children choose how they are going to fundraise. Children make suggestions and discuss their ideas through the school council or in class discussions.	Children are keen to make a difference and to seek awareness amongst the community. Children are keen to create their own fundraising events . For example some Year 6 children decided they wanted to further support the Downs syndrome charity by making and selling their own bookmarks. Children in EYFS raised money through a class coffee morning money to sponsor an orphaned elephant.	Pupil Voice
Children are given the opportunities to explore global issues and big questions, such as climate change, recycling, animal welfare.	Every child has a better awareness of current global issues and can engage with and talk about them. Children want to make a difference and are encouraged to reflect beyond themselves	Pupil Voice Curriculum plans
Children are given learning opportunities to find out about individuals who have made significant contributions to the world and the impact their lives have had on others.	Children have learnt about key figures such as Martin Luther King, Mother Theresa which has been shared during Collective Worship sessions.	Collective worship records RE and PSHE Topics
Next Steps	Who	When
To develop further links with different faith communities within the local area	RE subject lead	Spring 2020

Strand 4: Community and Living Well together

In creating a community where all live well together, the school must evaluate:

- a) To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?
- b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

Actions Taken	Impact	Evidence
----------------------	---------------	-----------------

<p>School Policies and plans have sought to improve a range of educational outcomes.</p>	<p>The school has very rare incidents of exclusion. Behaviour is consistently good throughout the school.</p> <p>Fortunately bullying is rare. Children are aware of different types of bullying and are able to articulate what to do if they need help. The school is involved in the anti-bullying week every year.</p>	<p>Ofsted Report 2018</p> <p>Behaviour Policy</p> <p>Behaviour Logs</p>
<p>The school has a high level (17%) of GRT pupils. Good links have been built with the families to improve attendance and A GRT traveller month was held in school and some of the GRT pupils did a whole school presentation all about their culture. The school works closely with the Norfolk traveller team to provide interventions and support for individual children and their families.</p> <p>Attendance levels are shared with parents every month and regular attendance updates are sent out.</p>	<p>Attendance levels are showing an improving trend but are not currently in line with National Levels. Attendance has increased from 93.4% in 2015-2016 to 94.6% in 2016-2017. Attendance for 2018-2019 has increased again to 95.2% A reward system has been introduced for the classes that have the highest weekly attendance</p> <p>The use of a new management system for attendance has enabled all staff to identify persistent poor attendance much quicker and to work with families more directly.</p>	<p>Attendance data</p>
<p>We support good mental health in our community.</p>	<p>The head teacher has completed the Mental Health First Aid training, run through DEMAT. Mental Health intervention is considered part of regular pupil progress reviews. TA is currently undertaking a Mental Health qualification in order to support increased mental health needs within school. Staff are also given well-being training and opportunities to ensure that they are aware of their own mental health.</p>	<p>Purple day</p>
<p>The school has a dedicated TA to support for children with bereavement, attachment issues and mental health issues.</p>	<p>Children are given opportunities to air their worries and support is given in managing those concerns. Time is allocated weekly for 'catch up' where there support assistant checks in with children on their mental health status</p>	<p>Pupil and staff voice</p>
<p>The school actively takes part in mental health awareness day run through the DEMAT</p>	<p>The children participate in activities that supports positive mental health and teaches strategies to the children on how to be mindful and how to build resilience.</p>	<p>Pupil Voice</p> <p>Photographic evidence</p>

The school vision encourages children to be part of a Christian and school family through the Belonging strand of our school vision.	The children play an important part in creating a caring environment. Older children often support younger children during play times and lunch times.	
Staff receive training on how to deal with mental health issues, as well on how to provide tier 2 support for early interventions.	Support is given for families within the school as well as the pupils. The school has run FSP meetings and put in early help systems to support vulnerable families. Staff are trained to lead FSPs	Safeguarding records
Our school is an important part of the local community. We have strong links with the local church and the parish council	Pupils have contributed to the new village hall planning and the school uses the community centre to hold events. The school contributes regularly to the Parish magazine. Links are being developed with Hickathrift house and residents are invited over for events and children have written cards and letters for different occasions throughout the year.	Pupil Survey Parent Survey

Next Steps	Who	When
Develop a mental health Policy to support staff pupils and governors	SLT Governors	Spring term 2020
To disseminate the Mental first Aid strategy to all staff to ensure that staff are able to use the ALGEE approach.	SD	Autumn 2019
To start a well-being club	SD	Autumn 2019

Strand 5: Dignity and Respect		
In creating a school environment built on dignity and respect, the school must evaluate:		
<ul style="list-style-type: none"> a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community? b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward) 		
* See Valuing All God's Children .		
Actions Taken	Impact	Evidence

<p>We promote inclusion and diversity with clear policies for Behaviour, SEND, Equality and anti-bullying</p>	<p>Policies are in place that support our Christian Ethos and values.</p>	<p>Behaviour Policy SEND Policy</p>
<p>The school is fully compliant with safeguarding legislation. Governors monitor this</p>	<p>Regular School and DEMAT audits ensure that there are robust safeguarding arrangements Staff are keen to share information with the DSL and deputy DSL about potential safeguarding issues.</p>	<p>Governor monitoring of safeguarding Safeguarding audits Ofsted report</p>
<p>Children are taught about safeguarding through lessons and special Collective Worship where themes such as anti-bullying, NSPCC themes, homelessness, internet and personal safety are discussed</p>	<p>Children feel safe in school and parents say their children feel safe at school. The results are analysed by SLT and by governors. Pupils are confident to talk about safeguarding issues and are able to identify potential problems quickly.</p>	<p>Pupil Survey 2019 Parent Survey 2019</p>
<p>The school has an open door to parents and family members. This allows all members of the school community to discuss any issues including safeguarding</p>	<p>The school is able to support families and children alike to ensure the correct support is put in place such as FSPs, Early Help or pastoral support. Staff are vigilant and identify concerns or worries about pupils and families alike.</p>	<p>Parent voice Case studies</p>
<p>The school works closely to ensure that there is an inclusive culture for all families and pupil needs by supporting SEND interventions.</p>	<p>Sensitivity is given for families such as ensuring that children with high medical needs are fully supported. Staff given training on support for specific medical intervention. Teachers and support staff are confident to provide extra support for disadvantaged children who need extra care, support or time.</p> <p>A managed move child who was at risk from exclusion has been successfully integrated into whole school life.</p>	<p>Behaviour Logs Staff are confident to provide</p>
<p>The school has a high proportion of GRT families (18%). The school has worked closely to ensure that GRT culture is respected and to improve the opportunities and life chances of GRT children.</p>	<p>GRT families are supportive of the school and are well integrated into school life. GRT parents help on school visits and are members of the PTFA. They accompany children on sporting events, swimming and school events. GRT children have lead whole school collective worship on their travelling culture. Attendance of GRT children has improved. GRT make at least expected progress. Attendance is above national levels.</p>	<p>Attendance data Parent voice</p>

As the 'belonging' part of the school vision, children are encouraged to see themselves not only as a Christian family part of a school family as well.	Older children are supportive of the younger children and are keen to play with them and support them if they need help. For example Year 5 and Year 6 children helped with Makaton signing for a N2 pupil with SEN needs. Year 5 children played games with a child with cerebral palsy who was struggling with some of the equipment. Nursery children mix well alongside older children.	Pupil Voice	
The school has developed links with an inner city school in Leicester with a high ethnic diversity. Children in KS 2 have had the opportunity to visit each other's school and to compare differences and similarities	Children have a very good understanding of diversity and the similarities and differences that it brings. Children are tolerant and respectful of different people faiths and cultures.		
Next Steps		Who	When
To review and update RSE in line with new guidelines		SLT Governors	Autumn 2019

Strand 6: The Impact of Collective Worship

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Actions Taken	Impact	Evidence
School leaders ensure there is a range of daily Acts of collective worship planned and delivered by different adults. For example Methodist Minister, BJ Puppets, GENR8, Headteacher, and staff.	Children can relate values to stories. The children develop good character as they can understand positive actions and good moral conduct. Behaviour is very good at Marshland St James	Collective worship Monitoring Log Collective Worship timetable. Behaviour logs Ofsted Report

Visitors from local communities lead CW such as the local Foodbank charity, Parish Council (Remembrance) and Blood Bikes.	Children able to see the positive actions they make a positive contribution to the wider community.	
Weekly themes for Collective worship are based on those suggested on the Diocese of Ely Anglican website, and are followed by all staff leading Acts of collective worship.	Collective worship is consistent and varied. Children have a good understanding of the variety of festivals , meanings and lessons within Christianity.	Collective worship Log Pupil Voice
Collective worship always includes Biblical stories or references, and children are encouraged and able to make links with the school's core values and their own lives.	Themes are also developed to reflect and address current issues such as homelessness and poverty. For example, children chose to raise money for Barnados after listening to a member of staff talking about personal experience of a family member living in a Barnardos home.	Collective worship Monitoring Log Collective Worship timetable. Behaviour logs Ofsted Report
Learners have a good understanding of the different seasons of the Christian year, which is reflected in the key services which take place at the local church and are always attended by the local incumbent.	Children are able to demonstrate their understanding of the Christian Ethos and character they have gained from their learning and are able to use this to develop their input for Religious Services.	Pupil Voice
The children demonstrate a good knowledge of Christian responses at the beginning and close of Collective worship, including the Grace.	Children are eager to participate in acts of collective worship and listen attentively responding positively and thoughtfully (Evidence Governor monitoring records). They contribute relevant and appropriate prayers to Collective worship	
Reflection is moments are planned into Collective Worship to enable children to make links with their own lives. A reflection book is used in each class for children to reflect on the impact of collective worship themes.	Children are considerate and thoughtful. They are able to think about the impact they have on the world and on other people.	Pupil Voice
Children are now becoming more actively involved in Collective worship. Different groups of children are starting to plan and lead their own Collective Worship. For example such as the Traveller children led an assembly on their traveller heritage, and the School Council lead an assembly every term.	Children are eager to participate in acts of collective worship and listen attentively responding positively and thoughtfully (Evidence Governor monitoring records). They contribute relevant and appropriate prayers to Collective worship.	Collective worship Monitoring Log Collective Worship timetable. Behaviour logs Ofsted Report Pupil Voice

Children are taught about the Trinitarian nature of God in worship and through Understanding Christianity lessons	Children are developing an understanding of the Holy Trinity and beginning to articulate the knowledge of God the Father, God the Son and God the Holy Spirit.	Reflection diary
The school has developed ties with the local Methodist church and takes part in community events there such as the Christmas tree Festival and Easter events. The regularly visits Ely cathedral through dedicated days and learning visit	Stronger community and Christian links. Members of the congregation volunteer in school.	Photographs Pupil Voice.
Key events in the Christian calendar are celebrated at the church in the neighbouring village and is well supported by parents who actively take part. We also hold services within the school such as harvest and Remembrance in school to enable local families to participate.	School services are well attended. Parents comment on how respectful the children are and the thoughtful nature of the content.	Church warden feedback from church services Parent voice
Children sing and practice songs each week as part of collective worship.	Children enjoy singing and parents support this when they are invited to church and in school. Parents report to the school that their children enjoy the songs they sing.	Parent feedback Pupil Voice
Next Steps	Who	When
Review the collective policy with all staff	Collective Worship lead	Spring term 2020
To increase the involvement of children in delivering collective worship.	Collective Worship lead	Spring term 2020

Strand 7:

Strand 7: The effectiveness of religious education

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development?
Does RE have in place rigorous systems of assessment?

Actions Taken	Impact	Evidence
The school follows the Understanding Christianity Syllabus alongside the Norfolk agreed syllabus. There is a clear RE Curriculum map in place	The curriculum is relevant and includes key world faiths and meets the statutory obligations. Children demonstrate an enthusiastic response to RE and are keen to discuss spiritual and moral issues with in lessons.	RE Books Subject leader Pupil Voice
The Schools RE coordinator has attended several professional INSET sessions led by the Diocese of Ely Board of Education. Governors have also attended training where appropriate such as the updated SIAMs training.	Staff have received CPD on the Understanding Christianity syllabus. They understand the expectations of the new curriculum and how to plan and use resources.	Staff meeting minutes
Religious Education Policy is in place and reviewed every three years by the standards and ethos committee.	Children demonstrate an enthusiastic response to RE and are keen to discuss spiritual and moral issues with in lessons.	Reflection book Pupil Voice
The school has developed links with a multi-faith school in Leicester	Children regularly explore other key religions alongside Christianity. They have had the opportunity to visit a large Mosque as part of the e-twinning project with the Mayflower school which has a high proportion of Muslim children.	Governor monitoring
The school follows the assessment expectations set out by the DEMAT using pupil asset.	Asse	Pupil Asset
Next Steps	Who	When
To embed the Understanding Christianity curriculum through the whole school.	SLT New RE subject lead	Autumn 2019
Ensure that all new staff members are fully are familiar with the Understanding Christianity documents.	SLT New RE subject lead	Autumn 2019
To develop the role of the new RE coordinator to review current RE Curriculum Map.	SD	Spring 2020

Making your case for excellence

This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don't think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision.

This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond 'good'. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school.

Try and draw examples from across all seven of the strands.

- Children are reflective. They contribute to whole school and class assemblies
- They demonstrate religious tolerance. Through our link with a multicultural school in Leicester, there have been opportunities to visit a mosque and to foster relationships with children from a range of ethnic backgrounds.
- Children follow the code of conduct which is embedded deeply throughout the school with children and staff and other stakeholders.
- Children choose which charities they would like to support during the year. They raise money in different ways through non uniform days and planned events. This year they are raising money for blood bikes and Dr Barnados. In recent years they have raised money for McMillian Cancer research and the Queen Elizabeth Hospital's children's ward.
- For the Harvest festivals, children have brought in food for the Trussell Trust foodbank and the Ferry Project for homeless people. The children have researched the different charities work and where there donations will go.
- The Blood Bikes charity have visited the school and undertaken an assembly to tell the children about the vital role they play in saving lives. We have also had visits from the RNLI.
- First Aid training is undertaken by our Year 5 and 6 class. This is done on a biannual basis and teaches the children about basic first aid techniques and what to do in an emergency.
- The school always participates in National events such as Sports Relief, children in Need, the Queens 90th Birthday and the Olympics to name but a few.
- The school council provides a pupil voice for many activities such as the changing of the house point system, and new classroom names. The school Council regularly share discussions during whole school assemblies and feedback to the rest of the children in class. They are also given the opportunity to participate in some school interviews where they are given the opportunity to ask candidates their own questions.
- Children are taught positive mental health strategies through activities such as the 5 to Thrive programme, Purple Day and the fun Nutrition activities.
- Children support each other socially from EYFS to year 6. For example Y5/6 children will play games initiated by an EYFS child. Children with physical or SEN issues are positively included in games and activities. Classes pair up for whole school activities such as the Golden Mile and Reading Buddies.
- Children are given the opportunities to be reflective in Collective Worship. Each class writes their own prayer and are developing a reflective area in their classroom.
- The school participates in the Bishops Lent challenge every Year. This year the children have undertaken activities such as serving a Mothers' day tea, finding out about education in other countries, the Good Turn tree and looking at prayers from other countries.
- The school is developing links with the local community. The school worked with the Parish Council on the plans for the new Village Hall and planned a time capsule to go into the hall. The school is developing links with the local care home. The children have been to visit the residents to share

their learning with them. Residents have attended in school performances such as the Nativity Play.

- The children learn about National Saints days of the United kingdom through the house teams.
- Children are given the opportunity to vote for a pupil of the month. They are encouraged to choose a deserving person who they feel should get the award and the reason for it.