

Ongoing SIAMS Self-Evaluation – St Bartholomew's CE Primary School

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.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- 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.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

School's theologically-rooted Christian Vision

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

Community

Everyone is treated with dignity through an ethos of respect for all. Care is given to our environments. This spirit permeates our daily lives as we walk side by side together following in God's footsteps.

Hope

Every person is guided to fulfill their hopes and aspirations, enabling them to reach their full potential. We place no ceiling on expectations. Our growth mind-set helps us to accept where we are, understand barriers and with hope and faith overcome and succeed.

Wisdom

We give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love.

Dignity

We radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

Inspection Conversations: Context

Who are we?

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

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- 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, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

St Bartholomew's is a small but mighty, rural, Church of England school. *Isaiah 60:22 '... God loves to take a little and make something great out of it. The little we may have can be greatly multiplied when placed in His hands. Currently, we have 92 pupils on roll that range from the ages of 4 to 11. We are a maintained school and are not part of a trust or federation.*

Our school is led by our Headteacher, staff and governors – working in collaboration to maintain the highest of standards and the greatest Christian ethos to allow all who pass through the doors to flourish. We ask for God's direction to ensure our decisions are sound and in line with God's will for our school: *'Your word is a light to my feet and a lamp to my feet.'* Psalm 119: 105.

We serve our community by always trying to be at the heart of village needs and events, no matter how big or small. We are relentless in showing the light of Jesus even in the darkest of places. We spread a Godly message of hope and light *"The light shines in the darkness, and the darkness can never extinguish it."* John 1:5, NLT. We do so with the guidance of Lincoln Diocesan Board of Education in faithful worship, confident discipleship and joyful service. We bear witness to our belief that every child is made in the image of God and loved by Him. Our church school was founded for the good of our local communities, so that children and adults can flourish through the values and stories of Christianity.

Our school community embodies a diverse range of religious, economic and cultural backgrounds. Everyone is welcome at St Bart's. Our door and arms are always open whether it be for learning, company, comfort, support or any other reason. *John 14: 2 My Father's house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you?*

Statistics

29.5% FSM
15.2% SEND
9% EAL
31% PP

What are we doing here?

(This information enables the inspector 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 informs the judgements that the inspector makes.)

- 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 Christian vision? How does the trust's vision resonate with this?

- c) 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?

- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?

- e) 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?

At St Bartholomew's we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. Through boundless forgiveness, compassion and a safe learning environment our children can Let their Light Shine (Matthew 5:16). We learn to love responsibly by developing the skills and knowledge needed under God's spiritual counsel, bringing light to all those around us. We are beacons of hope for our communities guided by God's spirit and love.

Vision: The vision is anchored from the word of God (Matthew 5 14-16), This is something senior leaders in the school and members of St Bartholomew's prayed about carefully. We believe this is God's vision not only for the school but also the community. For that reason, we have a perfect peace that this is the correct strategic direction for the school: "And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus." Philippians 4:7

Values and Ethos: Each of our core values are biblically based which sets us apart from a nonfaith school where they are purely morally based. These bible verses have been carefully considered by children, staff and governors to ensure that the core values are the living word of God:

Trust: Trust in the Lord and do good (Psalm 37:3–5)

Hope: Jeremiah 29:11 "For I know the plans I have for you, plans to give you a hope and a future." (NIV)

Forgiveness: Ephesians 4:32 "Be kind and compassionate, forgiving each other, just as Christ forgave you." (NIV)

Tolerance and Acceptance: Micah 6:8 "And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God." (NIV).

Love: Jeremiah 31:3 I have loved you with an everlasting love; I have drawn you with unfailing kindness.

Friendship: John 15:12-13. "My command is this: Love each other as I have loved you. Greater love has no one than this: to lay down one's life for one's friends."

We have a spirit of excellence and are driven with trying to lift the head of the people of St Bartholomew's and West Pinchbeck. We are trying to show in all we do that the community is 'worth it'. We promote, aspiration and help all in

- f) 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?
- g) What are the school's arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?
- i) 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?
- j) 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?

our community to realise their full potential and become disciples of change so that they can see their place in all the communities that they serve, as they let their light shine (Matthew 5: 14-16) but also for the glory of God: 1 Corinthians 10:31 So whether you eat or drink or whatever you do, do it all for the glory of God.

We would like to stand independently for as long as we can in order that we can continue our vision through our eyes and live out our Christian ethos and vision that we shine every day. 'Commit to the LORD whatever you do, and your plans will succeed. Proverbs 16: 3. St Bartholomew's is led by the light of Jesus within us all, guiding us on our individual journeys through life, so we can grow and learn together to shine as one throughout our wider community.

We believe the community deserves a library so they can grow in knowledge and understanding. Proverbs 4:7 ESV "The beginning of wisdom is this: Get wisdom, and whatever you get, get insight." We are trying to raise funds to build a community library and open a pre-school as we recognise these as ways in which to positively serve our community and bring people together, giving them hope for the future Hope: Jeremiah 29:11 "For I know the plans I have for you, plans to give you a hope and a future.' (NIV) We recognise the isolation that can come from living in such a rural area and strive to be a beacon of hope to continue repair of community spirit and self, belief and worth for all in our community. 2 Corinthians 4: 17—18 msg: These hard times are small potatoes compared to the coming good times, the lavish celebration prepared for us. There's far more here than meets the eye. The things we see now are here today, gone tomorrow. But the things we can't see now will last forever. Furthermore, our vision states:

Dignity

We radiate belief which generates self-worth in all who come through our doors. Everyone is reminded daily of their worth and significance in our community.

God is the great conductor, a symphony of service to God and one another, unless we feed them to flourish – develop the good gifts that God has bestowed on them. Unless leaders free them to flourish, many people remain trapped

and unproductive. We changed our staffing structure in 2022 to enable greater flourishing for all staff in school who previously felt stuck in their roles with no hope of progressing. Now all pathways have opportunities for growth and self-development and all staff in school feel worthy, significant, seen and heard "Sawubona" (Zulu greeting) Staff now lead development across other schools and communities so that they can shine their light and share their wisdom and knowledge for the greater good of others. [Hebrews 13:16: "And do not forget to do good and to share with others, for with such sacrifices God is pleased."](#)

Our governors come from many walks of faith and backgrounds. This enables objectiveness, deep questioning, honesty as a critical friend and ensures that our Christian vision is continually steered on course. Our voices, hearts and hands are 'fixed on Jesus' [Hebrews 12: 2 to Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight. Proverbs 3: 5-6 \(NIV\).](#)

Whilst reflecting with the director for the board of education on the success of last year (with reference to successful initiatives and progress) they celebrated with us by saying that when your vision is correct then success comes to the school. This is in agreement with [Psalm 128:2The Good News: God rewards those who work hard, and that can come in a variety of ways.](#)

Our collective worship takes place daily. Three times as a whole school, once in class and once as a whole community offering. This meets the needs of the adults and children in our school. It allows time to worship, reflect, question and be still as a whole school community as well as within a smaller class community where it can be even more personalised and intimate. [I will give thanks to you, Lord, with all my heart; I will tell of all your wonderful deeds. Psalm 9:1](#)

Our RE curriculum is Directed by LBDE. At St Bartholomew's we use the LEA Syllabus and Understanding Christianity to deepen knowledge and understanding of this world faith and gain further knowledge and understanding of its similarities and differences with other faiths. This enables our school to embody diversity, acceptance and tolerance and educates our children on the life-giving truth and wisdom God: [Ecclesiastes 7:19 "Wisdom](#)

	<p>strengthens the wise more than ten rulers of the city." Proverbs 3:13 "Blessed are those who find wisdom, those who gain understanding."</p> <p>Participation in religious services is associated with numerous aspects of human flourishing, including happiness and life satisfaction, mental and physical health, meaning and purpose, character and virtue, and close social relationships. In West Pinchbeck we are privileged to have our St Bartholomew's Church. We have strong links with the church community. Our services take place at the church, we collaborate with family services, attend thirsty on a Thursday to give love and hope to older generations in the village, support the village show with entries from our classes, welcome members of the church community in to lead or support with collective worship and collaborate with historical national events to bring the community together. Psalms 145:4 One generation shall praise thy works to another and shall declare thy mighty acts.</p> <p>We want our community to encounter Jesus and nurturing these links we are able to help people flourish and be in awe and wonder of God and his blessings. Our school provides an outlet for good deeds, sharing of skills and knowledge and a place of comfort and company as we walk side by side together following in God's footsteps. Matthew 18:20 KJV "For where two or three are gathered together in my name, there am I in the midst of them."</p>
--	--

Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p>	<p>Letting your light shine is expressed daily, by staff, pupils, Governors and the Church. This is within Collective Worship, Weekly family celebration collective worship, pupil reports to parents and our school weekly newsletter and social media. <i>We flourish when we help others flourish (Jer. 29:4-7).</i></p>

- b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- 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?

Christian distinctiveness is a standing item of FGB Agendas to develop the FGB's understanding of the Vision and to encourage their questions, input and views on how the vision is evident within the school's provision.

The vast majority of parents are highly supportive, they select the school and are highly motivated for their children. This supports the school's ambition for each child to achieve their fullest potential and become global disciples of change who positively impact God's gift to us – the world. The school is described by the HT as being "small but mighty with a vision and drive of hope and success for everyone. It is a family that takes care of everyone and enables all to flourish through boundless forgiveness and compassion." The school staff work hard to engage with all parents to enable pupils to flourish through a range of effective mechanisms – staff presence with parents daily, curiosity cafes, reports, newsletters, weekly communication on pupil progress eg reading records, times tables, phonics, the school website and collective worship celebrates achievements and activities, PTA, Church-school links.

Mark 5, 1-20 Flourishing is about life being the way it is meant. to be, in a relationship with God and with others; being allowed to be who you are, to grow, to learn, to love.

The Governing Body schedule of work and allocation of roles and responsibilities provide a clear focus for members of the Governing Body in supporting the school in improvement. Training records and attendance at Governing Body meetings show the commitment of the board. Following visits, Governors provide high quality reports to inform the whole board of their support and challenge to school staff. Proverbs 22:29, Do you see someone skilled in their work? They will serve before kings.

The school is known for providing a high-quality educational experience as well as a nurturing environment achieving a 'good' grade in the most recent Ofsted inspection (2018)

The school motto "Let your light shine" Matthew 5: 14-16 was chosen because the school leaders and governors are determined that all pupils and all adults are given every opportunity to achieve well and to reach their full potential.

	<p>It is evident that the vision permeates everything that the school strives to do. Leaders are very focussed on “developing the whole child and the whole adult” enabling all to flourish. “Trust in the Lord with all your heart and lean not on your own understanding... he will make your paths straight.” Proverbs 3:5-6.</p> <p>Over time the school has earned itself a very good reputation and parents from the surrounding area are keen for their children to attend. Parents appreciate all that the school does to support their children’s efforts and they speak highly, not only of the academic work of the school, but also of the way in which pupils are nurtured during their time at St Bartholomew’s. Parents praise the family feel and the depth of which all staff know the children. Each and every day, we follow <i>Jesus who said</i>, “Let the little children come to me, ... for the kingdom of heaven belongs to such as these.” Matthew 19:13-14</p>
<p>IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school’s curriculum?</p>	<p>Our Curriculum is rooted in our vision and meets the needs of all children, ensuring progress, high standards and challenge at all levels including for our most able, and disadvantaged and vulnerable pupil groups. Regular opportunities to explore SMSC are identified in planning, across all subjects, in order to ensure that the spiritual needs of all groups of learners are met and evident across all areas of the curriculum. God equips His people “for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ. (Ephesians 4:12–15).</p> <p>All staff understand the importance, not only of high academic achievement, but also of developing ‘the whole child’. “What’s the point is used in all lessons which links to aspirations. Proverbs 22:6 ESV Train up a child in the way he should go; even when he is old he will not depart from it.</p> <p>Staff set high expectations for all groups of learners no matter what their starting points. Every child is expected to meet his or her full potential. At very least, every child is targeted to achieve a minimum level of ‘expected’ in line with the Church of England’s vision for education: ‘I have come that they may have life, and have it to the full’ John 10:10. In addition to this, our rationale is to ensure any barriers that children have from ‘Letting their lights shine’</p>

[Matthew 5: 14-16](#), are addressed through the curriculum so that overtime our communities can experience being: '[Free indeed.](#)' [John 8: 36](#)

Carefully chosen titles are provided for all pupils in every lesson. This is effective in adapting the teaching to enable all pupils within a cohort to access the curriculum and NC requirements.

Vulnerable pupils are given appropriate support, scaffolding and encouragement. Intervention strategies are used to good effect. See the impact of SEND Co's CPD.

Children in all phases are used to discussing ethical issues as part of their everyday learning and daily routines.

Visitors to the school (including those who put the school under scrutiny) make comment about the pupils' ability to articulate their feelings see Spring monitoring report from LA. [Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.](#) (Proverbs 3: 5-6).

Progress, evidenced by rigorous teacher assessment and school data, is developing across all curriculum areas.

Children are used to carrying out 'peer to peer' discussion and assessment as part of their learning and use this to improve their work. This is embedded throughout each phase.

[We come not to be served but to serve \(Mark 10: 45\)](#), how we act in our lives and daily enables us to follow in the footsteps of Jesus. We shine our light as empower both staff and children alike to serve others around us and our local community.

Children develop and grow as active, global disciples through the responsibilities given to them in class and around school – School Council, Collective Worship Council, Curriculum Council, Roles and Responsibilities in Class and in Year 6, Foodbank donations and support develop an understanding

	<p>of people less fortunate than us. "It is more blessed to give than to receive." (Acts 20:35). This demonstrates that everyone is reminded daily of their worth and significance in our community.</p> <p>As a school, we offer specific support for our children in Year 6 to enable their readiness for the next phase of education and to support them in making this transition successfully. The Lord says, "Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand." Isaiah 41:10. We encourage all children to have high expectations of themselves, their achievements and aspirations so that their hopes and dreams become a reality. We discuss these daily so that they understand what the point is.</p>
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>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?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>There is a daily 'varied diet' of worship including worship in church, in school and in class. Worship includes a good mix of ancient and modern hymns. Collective Worship is invitational, daily and focused on values underpinned by the teachings of Jesus. Children, staff and parents are offered opportunities to explore the relevance of teachings in today's world, particularly through 'big questions' and their input being valued during Collective Worship time.</p> <p>A well planned and delivered worship schedule ensures children have opportunities to grow spiritually, your word is a lamp to my feet and a light to my path (Psalm 119:105), and develop a knowledge and understanding of liturgical traditions and the Church year, this ensures that the Trinitarian nature of God is featured and explored regularly. It's a time for prayer and reflection. As a result, it is relevant, meaningful, inclusive and inspirational to both children and adults alike.</p> <p>Collective Worship brings together the work of the school and demonstrates the Christian ethos and distinctiveness of the school, it is a celebration of all that we do in the name of God. Children talk enthusiastically and freely about the time they spend together in worship. St Bartholomew's, our local Church and partners, are actively involved in the delivery of school worship. A dedicated school prayer has been written and is used regularly as well as our lunchtime and end of the day prayer.</p> <p>Focus areas are in each class where children can be still and reflect.</p>

	<p>Prayer is a natural part of all school worship because we know that, 'the LORD is near to all who call on him, to all who call on him in truth.' Psalm 145:18. Although prayers used are sometimes scripted, we provide regular opportunities for spontaneous children's prayers.</p> <p>Many parents and their wider families 'dialled-in' to online worship during the lockdown. It is clear that this online worship was of great benefit to many families in the school community. 1 Peter 5:8-9, '...standing firm in the faith, because you know that the family of believers throughout the world is undergoing the same kind of sufferings.'</p> <p>We are highly effective in providing opportunities for all pupils and adults to grow spiritually through links with partnerships and we provide opportunities for children and staff to attend Church Services and collaborative events, supporting a range of charities as chosen by both children and staff and ensuring that mental health and wellbeing for all is at the forefront of all that we do.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>The makeup of our school changes constantly with new intakes, midyear placements – children and staff at St Bartholomew's are given the opportunity to explore and reflect upon their own beliefs as they learn about those of others whether these be religious or otherwise. This helps our children and staff flourish as we respect everyone around us and walk side by side as disciples of change in our society following God's footsteps. Leviticus 26:12 '... and I will walk among you and will be your God, and you shall be my people.'</p> <p>This encourages our children to develop a fascination of other people in the world around them realising that there is a world beyond West Pinchbeck.</p> <p>Our Vision states: that we provide a gate way of discovery through our diverse curriculum and nurture global disciples who positively impact God's gift to us – the world. The Curriculum encourages our school community to care for our environment at all times as we become disciples of change, able to really make a positive impact on the world around us. 'Our help is in the name of the Lord, the Maker of heaven and earth.' Psalm 124: 8. Through extra-curricular opportunities and the curriculum our children and staff strive to make positive</p>

change on our environment around us, helping us to be guiding lights to all around us and beacons of hope for our communities guided by God's spirit and love. Eco Warriors, equal opportunities to take part with all year groups involved; Letters written to Prince William as part of English lessons and the focus on the environment based on texts used as we show that we care and follow in God's footsteps, developing the confidence to raise awareness and become passionate about current affairs and real-world issues.

Children have also explored differing religious worldviews regarding the environment as they try to answer big questions in RE with a particular focus on living a good life. The Bible says, 'I can do all things through him who strengthens me.' [Philippians 4:13](#). Children are developing the confidence to speak out, share their opinions and their own values as they are encouraged to develop the wisdom to make their own judgements, choices and decisions. As stated in our Vision, we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love. Pupils are interested in exploring, improving their understanding of different faiths and really appreciate cultural diversity.

Our Behaviour Policy focuses on positive behaviour and outcomes. [Philippians 4:4](#), "Rejoice in the Lord always. Children work individually and as a class to gain rewards, this helps them develop an understanding of the consequences of their behaviour and actions. [1 Thessalonians 5:11](#), Therefore encourage one another and build one another up, just as you are doing. Opportunities are given throughout the course of the academic year there are enrichment activities and opportunities for everyone in our school community to serve our community which involves performances, national occasions, volunteering and working together effectively.

TA meetings, Staff Meetings, Social Events, Parents Code of Conduct, Elsa, Staff Handbook, Policies in place critical incidents, CPOMs, Safeguarding – staff meeting and governing meetings.

IQ5 How does the school's 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?

Our Vision as a school enable our children to develop positive relationships that balance individual freedom and rights, with responsibility towards others by *nurturing global disciples who positively impact God's gift to us – the world*. The children here at St Bartholomew's actively share their view, participate and truly believe their voice matters and is heard. This culture encourages our children to share their views, access content on current affairs as we discuss these readily in school to meet the needs of our children and develops a sense of justice and courageous advocacy, thus enabling pupils to make ethical choices and to be disciples of change in our society today. They develop confidence, self-worth and know that they are valued individuals that have daily worth and significance in our school community and beyond.

Children enjoy debating and having spirited discussions with one another, they are consistently able to draw on their own experiences and prior knowledge so that their points are backed up by sources of information. This has demonstrated engagement with the fundamental British Values but has also shown their developing understating and appreciation of a wide range of cultural influences, diversity, a range of world faiths, that are essential elements that they will encounter as they move through life as disciples in modern Britain.

Children are confident, engaged and curious learners as a direct result of their experiences at the school. Children at the school are curious and have a genuine love of learning. *For nothing will be impossible with God. Luke 1:37*. They demonstrate empathy for others in many ways. They are inspired and challenged to achieve their full potential both and flourish in their academic pursuits and in their support for their peers and adults.

Pupils say that they feel a connection to the world around them and they know about the world beyond the school and the UK. There is a very strong sense of needing to care for others. *John 13:34-35, A new commandment I give to you, that you love one another, just as I have loved you. Galations 6:10, So then, as we have the opportunity, let us do good to everyone.*

	<p>Safeguarding is taken very seriously and there is a cohesive and collective approach to keeping everyone in the school safe as per the latest DFE KCSIE document.</p> <p>Time and effort is put in to develop the knowledge skills of each staff member and they are appropriately supported, feel valued, heard and have the opportunity to flourish.</p> <p>St Bartholomew's is an 'ambitious school'. There are high expectations of staff and pupils in respect of effort, progress, achievement and behaviour. Work on inclusion is a focus right across the curriculum and all phases of the school. Children are given many opportunities to perform in class and in presentations to the whole school community. Every member of the school is important to the day to day operations. Staff know their pupils really well and how they can best help them in their learning. Appropriate training supports this aspect of the adults' work. Pupils know that the adults care about them and children know who to talk to if things are not going well.</p> <p>Parents know that the staff often go 'above and beyond' that which is expected of them in order to support individuals and groups of learners. Responses to parent surveys indicate that 100% of children feel safe, know that they are well cared for and enjoy coming to school.</p> <p>Children support each other no matter what their race or religious beliefs.</p>
<p>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)?</p> <p>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?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p>	<p>The curriculum is relevant and includes key world faiths. It meets statutory obligations. Planned in conjunction with GG at LDBE.</p> <p>RE Leader attends cluster meeting and training provided by LDBE, and feeds this back at staff meetings.</p> <p>Staff meeting time dedicated to the RE curriculum.</p> <p>RE is progressively planned as a deep and rich curriculum taught through school – LAS Syllabus and Understanding Christianity. Curriculum is based on key knowledge and is equally balance between theological teachings and thinking skills.</p>

<p>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?</p>	<p>Children feel safe to discuss religious, spiritual and challenging ideas and sharing their own values in a safe space.</p> <p>Assessment practises enable staff to know that teaching and learning in RE is good with a balance between substantive and disciplinary knowledge: Pre-Assessment and Final Written Piece of Assessment</p> <p>Well-resourced RE</p> <p>RE is progressively planned as a deep and rich curriculum taught through school</p> <p>The curriculum is relevant and includes key world faiths. It meets statutory requirements.</p>
<p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p> <p>b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p>	