

## Statutory Inspection of Anglican and Methodist Schools (SIAMS)

# Self-Evaluation Form (SEF): Vision Provision Impact

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### Vision:

**Name of School:** Offley Endowed Primary School and Nursery  
**URN:** 117445

**Date and grade of last SIAMS inspection:** February 2015 Outstanding

**Date and grade of last Ofsted Inspection:** November 2017 Good

#### **The vision of the school**

At Offley Endowed Primary School and Nursery we strive to provide a healthy, safe, caring and challenging learning environment where everyone is valued and each member of our school is able to 'Be All You Can Be'.

Holding centrally our belief that with God all things are possible (Matthew 19:26), we aim to:

- Work in partnership with children, parents, carers and the wider community.
- Engage all children in their learning, following our Christian values and help them to prepare for their future.
- Achieve high standards of discipline based in the Christian value of love, forgiveness and reconciliation, which are firm but fair.
- Promote our children's understanding of their own and other spiritual, moral and social development.
- Enable the children to develop and live by a set of Christian values helping them to become good citizens in a multicultural society.
- Create and maintain a secure and stimulating learning environment in an atmosphere of care, trust and mutual respect.
- Deliver a curriculum that offers rich, varied and challenging opportunities encouraging an enquiring mind, creativity and academic achievement.

These aims are underpinned by our distinctive Christian character and values:

Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service and Truthfulness.

## Some additional information

- This is a small school in a rural village, with six classes and a nursery.
- The Head teacher has been in the post since September 2017. The staff are settled and staff turnover is very low. This has resulted in a very stable staff team.
- 83% of our pupils are White British. Other ethnicities include, Chinese, Indian, Sri Lanka and Black Caribbean
- Numbers in the school continue to grow rising from 107 to 136 in the last four years.
- The proportion of pupils requiring SEN support is growing. Offley has more than the National average number of children with Special Educational Needs. 18.8% versus an average of 12.2%
- There are slightly less pupils than average supported by the Pupil Premium Grant. 18% v an average of 20.8%
- We have 20 pupils in the Year 6 cohort this year. Two years ago in 2019 (last available data) there were 16 pupils. Our combined SATS results (82%) were significantly higher than National (65%)

Local church/parish involvement: Involvement of clergy	Reverend Terrance Bell leads an assembly every 2/3 weeks and is a member of our Governing Board. Jo White from Stopsley Baptist Church also leads a collective worship once every 2/3 weeks. Jo also runs a transition programme called M.O.U.S.E for Year 6 children.
What charities does the school currently support?	Stagenhoe Care Home, Children in Need, British Heart Foundation, Luton Airport's yearly charity such as MacMillan in 2020. Poppy appeal.
Do you have links with other schools e.g. abroad?	Yes, Ecole Jacquemin, France.
What RE syllabus do you use? Key support resources used for example Understanding Christianity	Discovery RE
Accreditation, awards and quality marks?	Modeshift Bronze, School Games Silver and Music Mark
Links with diocese for example service level agreements, secondments	We buy into the service level agreement and have a good working relationship with the Diocesan team.

## Data : 2019 (Last available official data)

- Early Years – 80% GLD
- Year 1 Phonics 92% Phonics in 2021 was 83.3% (15/18)
- Key Stage One R-80% W-80% M-80%
- Key Stage Two R-88% W-88% M-100% Comb-82%

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?

- SEN support 25 children (18.8%)
- EHCP 0 child (0%)
- PPG 24 children (18%)
- LAC - 3 children Post LAC – 2 children
- Provision is carefully planned according to need and monitored twice per term for impact.

## Policy checker:

At Offley, these policies are relevant to the SIAMs framework.

- Feedback and Marking Policy
- Behaviour Policy
- Collective worship
- Equality Scheme
- Mental health and wellbeing
- Religious Education
- Relationships and Sex Education policy
- SEND
- PSHCE (SMSC and spiritual development)

## Provision and Impact: How then do we live?

<b>Strand I: Vision and Leadership</b>	
<b>Actions taken : What we do because of our Christian vision?</b>	<b>Impact : How do we know it is working?</b>
<p><b>Leaders</b></p> <p>Can explain how the vision reflects the local context.</p> <p>Can explain how the values link to the Christian roots of the school.</p> <p>Demonstrate how the vision impacts on strategic decisions and development planning.</p> <p>Senior Leaders work closely with our local church, arranging at least termly whole school services in Mary Magdalene Church in Offley. The school supports church initiatives and encourages pupils to attend the local church. Good links have recently been made with The Diocese and they have visited the school to do workshops with the children. We contribute to the annual 'Bishop's Appeal' in conjunction with the local church. We also choose a selection of children to attend the Harvest Festival at The St Albans Cathedral, organised by The Diocese of St Albans.</p> <p><b>Pupils</b></p> <p>Understand the vision of 'Be all you can be' and how the Christian Values impact on behaviours, relationships and partnerships.</p>	<p>As a fully inclusive school, we accept and nurture every child, as a child of God and loved by Him. We celebrate the uniqueness of every individual both adult and child. Odd socks day is held annually to help children understand uniqueness, as part of our anti-bullying week.</p> <p>Such as the Lent workshops led by members of the church. Children see Faith in Action from our local community members.</p> <p>Provision as a church school is strengthened and the best possible outcomes for all of our children are ensured.</p> <p>Our Christian vision and values are understood by all and consistently demonstrated throughout school. The concept of 'Faith in action' is understood by pupils: they can state examples, both in the bible and in everyday life in school. This impacts on the positive behavior of all pupils at Offley.</p> <p>Pupils have regular access to a Christian place of worship and develop a sense of awe and wonder. Collective worship occurs daily and the Christian values are explored in the context of the bible and the impact it can have in a whole school context.</p>

Workshops have been undertaken in the local Church. Offley children also walk to Lilley once a year and have a service in a different setting at St Peter's Church in Lilley.



The school will be sustainable as a Church school.

The Collective worship committee help in collective worship assemblies and also help to organise the events in Church. They often do readings in whole school services, both in school and in the church.

Parents and grandparents, from a range of cultures, come into the school to present information and work with pupils during our biennial languages and cultures week

In house staff training has taken place regarding the new framework.

Staff are consistent in their approach and children feel secure.

### **Curriculum**

Discovery RE ensures that Christianity is taught in every year group and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills. The curriculum is mindful of the Understanding Christianity materials that Offley staff were trained in several years ago.

Year 5 and 6 visited a Gurdwara as part of their Sikhism learning.

Prayers are a regular feature at the end of the morning and afternoon and in collective worship.

Another impact is the confidence demonstrated by pupils in reading out class prayers and also volunteering to create their own prayers in whole school collective worship. They show no fear when reciting prayers in front of 100 of their peers.

Inclusion policies match the local context of the school. Our admission policies for the main school and the Nursery welcomes those of all faiths and world views.

This builds confidence and makes them feel part of a bigger team.

We pride ourself on diversity to compliment our Christian ethos and values.

Headteacher has conducted lesson observations and the quality of teaching was excellent.

We are seeing the benefit of the RE curriculum. Children are able to cross reference bible stories with other areas of their life such as current affairs and well-being.

We are planning additional visits to other religious places of worship in the next academic year.

<p>Collective worship is held daily and is led by staff, pupils, the Reverend Bell and visiting speakers.</p> <p><b>Inclusion and Partnerships</b></p> <p>Diocesan advisors are warmly welcomed into school. All help or support is gratefully received and acted upon.</p> <p>Being such a small school, it is easy to involve all members of staff in decision making and support them in their understanding of Offley as a Church school. Recruitment procedures ensure that new staff are fully aware of what working in a Church school entails.</p> <p>The previous SIAMS inspection was Outstanding.</p> <p>All staff are aware of the new Inspection Framework and we have worked together through staff meetings to produce a new SIAMs SEF.</p> <p>We fully appreciate that we currently have limited cultural diversity among our pupils. We consciously draw upon the experiences of other people from different religions, discussing similarities and differences with respect.</p> <p>CPD opportunities are actively sought to enable all staff to flourish.</p> <p>RE teaching plays an important part in the life of our school and is delivered by Class Teachers on a weekly basis to all children. Discussions during these sessions are often of an exceptional quality and reflect greater depth thinking; however, this is not always evidenced in books currently.</p> <p>The effectiveness of the school as a church school features within the whole school development plan.</p>	<p>There is a sense of routine and calmness to the start of the day. The children are taught about current affairs, bible stories, culture and respect, as well as valuing and acting upon our Christian values.</p> <p>This has ensured that we are conforming to all the benefits of being a Christian school.</p> <p>We have used the last inspection as a base line to continue the fine Christian ethos of the school.</p> <p>Over the past year we have welcomed some children from Hong Kong. It has been a pleasure integrating them into our Western culture and they have also added to the culture of Offley.</p> <p>Diocese course have had a direct impact on improving the Christian ethos of the school. Recent improvements made to the website was through a direct result of attending a course run by The Diocese educational team.</p>
<p><b>Next steps:</b> Ensure that the school’s effectiveness as a church school is on Governor meeting agendas when discussing the SDP, Christian principles underpin all decisions; eg. Staffing Nursery, because every child of God matters.</p>	
<p><b>Making a case for excellence:</b></p> <p>Offley School helps pupils transform their lives and with the holistic strategic direction of leaders, supports an innovative approach to the school’s class structure: eg; small class sizes to support year groups with more specific needs. Leaders at Offley ensure that the link between local churches are sustainable. Both Methodist and Baptist ministers visit the school on a regular basis for Collective worship. We regularly see Jo White from Stopsley Baptist Church visit the school.</p>	

**Strand 2: Wisdom, Knowledge and Skills**

In developing Wisdom Knowledge and Skills in a Church school a school must evaluate:

- a) How effective is your school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does your school support all pupils in their spiritual development, enabling all pupils to flourish?

Actions taken	Impact
<p>Both our latest Ofsted inspection and end of year government data across all phases celebrate the success of our school at meeting the academic needs of all pupils through the curriculum. The school prides itself on early identification of more vulnerable pupils and responds to both academic and emotional need, which is regularly monitored to ensure best possible outcomes.</p> <p>Our firm belief that children should experience life in all its fullness runs through our curriculum design. Children are given frequent opportunities to discuss and develop their own beliefs and values, safe in the knowledge that others will demonstrate respect. Opportunities for awe and wonder are actively sought out by teachers and areas have been developed for reflection. Learning is about giving opportunities. It recognises each child is unique and individual with different strengths, so the curriculum is designed to allow them to flourish.</p> <p>We also encourage diverse individuals into school to explain how they have used their Christian strength to overcome personal barriers. Bert Gee typified this with his assembly and workshops.</p> <p>We have robust assessment in place for writing, reading and maths. We have developed excellent assessment in computing, PE, RE and Science and have recently introduced the assessment of geography, history and art and design.</p>	<p>Ofsted report and data</p> <p>SDQ assessment of more vulnerable pupils. Outside agency involvement for these children; eg. Art therapy, behaviour support team. The vulnerable children are making good progress. Following a programme of art therapy, more than 4 children have completed these sessions and are thriving in the classroom.</p> <p>Growth mindset has developed and self-confidence is increasing. This is demonstrated by the confidence of pupils in school plays, choir concerts and in reciting prayers in collective worship.</p> <p>A 'Resilience for Rewards' whole school programme began in September 2019.</p> <p>Positive learning behaviours developed. There have been no exclusions. Our number of behavior 'what I did wrong' forms are very low.</p>  <p>The impact after Bert's visit was huge. Children understood that people can overcome so much by following their faith and believing in themselves. We use Bert as a fine example to many of the pupils, helping remove any perceived barriers to learning.</p>

It is early too assess the impact of the new curriculum but we feel confident that we are Ofsted ready with curriculum change. We have had several very positive 'deep dive' visits from our Herts advisor in Geography, History, Art and Design and reading.

Pupils take up opportunities beyond the curriculum such as 'school council', 'collective worship committee', 'eco club members', 'year 6 buddies to reception children', as well as sports events and choir singing at Wembley Arena, The O2 arena, Luton airport, Stagenhoe Rest home and Hitchin town centre. Children demonstrate effective learning styles and use Christian values and resilience techniques to overcome barriers to learning.

Staff have been trained in mindfulness techniques, which are used in whole class teaching and to support vulnerable individual pupils.

Teaching staff are also trained in protective behaviours and it forms part of the PSHCE curriculum.

Curiosity is developed through questioning; children are enabled to explore spiritual and ethical issues. Leaders have an accurate view of performance.

We are continuing to develop our new curriculum, working in Key Stage teams to ensure that the Intent, Implementation and Impact of each subject is clear.

Subject leaders have written new policies in line with the new curriculum and Ofsted framework.

School leaders can demonstrate how vulnerable children are supported through swift interventions and provision mapping.

The impact of the curriculum has seen excellent progress across all year groups. We are also having good results in phonics, Key stage 1 and 2 SATs test results.



We hold termly meetings to assess impact and progress. Vulnerable children are discussed in staff meetings weekly and we action any areas of support immediately.

#### **Next steps:**

- We are now working on creating greater depth statements that can be used across all subjects.
- We want to create a love of deeper thinking to stretch our more able pupils.

#### **Making a case for excellence:**

The school prides itself on early identification of more vulnerable pupils and rapid response to both academic and emotional need, which is regularly monitored to ensure best possible outcomes

- Almost 21% of our school intake are considered vulnerable. We pride ourselves that we are able to respond to their individual needs showing imaginative and creative ways of nurturing and supporting these vulnerable children. Four children are currently undertaking weekly art therapy sessions.

- Due to support and inclusion, the progress made by our vulnerable children, including those with learning difficulties linked to the school's vision, enables them all to flourish.

	All Children	Vulnerable children
Reading progress	82% positive 25% significant	80% positive 30% significant progress
Writing Progress	75% positive 20% significant	80% positive 25% significant progress
Maths Progress	85% positive 20% significant	75% positive 25% significant progress

### Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

In developing character, a school must evaluate:

- 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?
- 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?
- How well does the school community connect their ethical and charitable activities to their 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
Our vision and associated values reflect the holistic approach that we so passionately believe in at Offley. Each child is valued as a member of the school family and as a child of God.	Through developing strong friendship, compassion and reverence, children feel safe and secure in our school environment and consequently are able to face challenge with increasing resilience.
All teaching staff have curriculum leadership roles and work together to ensure that all pupils have opportunities to consider social, moral, cultural and spiritual aspects of the wider world.	Children are making good choices, and classrooms are calm with very few incidents of disruption. We use our Christian language of values as guidance. See behaviour log. No exclusions.
The school engages in a considerable amount of charity fund raising. We reach out as compassionate friends to our local community and the wider world. We encourage the whole community to become involved in social action projects such as fundraising and helping our local communities.	In recent years, we have supported Stagenhoe with our annual harvest festival donations and we also help the homeless of Hitchin with a generous donation of harvest festival produce.





Prayers and Collective worship are an integral part of our charitable activities, and explicit links are made to faith in action.

We annually support Luton Airport in their chosen charity with the choir's participation in the terminal. This year, we helped raise money for the MacMillan charity organisation.



Fundamental British Values are taught as part of the PSHCE curriculum.

We take part in Clean Air day every June. A whole school assembly on climate change takes place and children walk to school from parked cars.



The UN Convention on the Rights of the Child is explored in the Upper Key Stage 2 PSHCE curriculum and in whole school assemblies. Specific areas in school are labelled with Articles from the UNCRC. Eg; Article 30 – 'All children have the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.'

Singing at Luton airport gives the children an opportunity to see their charitable actions come to fruition. They see how their presence has a direct impact on raising money for charity. It also gives them a sense of purpose.

Through curriculum design, leaders ensure that pupils are encouraged to reflect on social injustices and develop courage in their ability to make a difference. Eg raising money for good causes.

Clean Air day assembly June 2022.

The assembly reminds the children about the importance of clean air. Some children planted four trees following the assembly.

### Next Steps:

- The school now needs to explore and engage in diocesan and other world church links to further develop curiosity and understanding.


### Making a case for excellence:

- Pupils are given opportunities to question, listen and explore, such as during the time our local MP, Bim Ofolami visited the school for a Q and A session.
- The school has established mutually beneficial global partnerships such as the Bishop of St Albans's Harvest Appeal.
- We have invited a motivational speaker into school this year who suffers from Arthrogryposis. He told his story and helped the children understand resilience, perseverance and a 'can do' attitude.
- We held a BMX workshop last year with a similar message. The children commented for a while about 'opening the can do door' when trying new tasks in lessons.
- More similar events will be organized.

**Strand 4: Community and Living Well Together**

In creating a community where all live well together a 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?

<b>Actions taken</b>	<b>Impact</b>
<p>We have developed honest and warm relationships throughout the school, in line with our the Christian values of generosity, friendship, respect, trust and truthfulness.</p> <p>Policies and practices are clearly articulated so that expectation of attendance and behaviour are consistently applied.</p> <p>We are compassionate how we support families;</p> <p>We value the wider community and extend a warm welcome to the village and get involved in local events and church services. Some families are supported, for example with Christmas hampers. These are distributed discreetly as we value their dignity.</p> <p>We work with Hitchin Schools Partnership, referring pupils and families for support with a range of issues.</p> <p>Behaviour management is in line with our School vision and our Christian values.</p> <p>We have been involved in the Hitchin Xmas lights switch on with a strong choir of 40 children participating. We are invited to sing regularly at Stagenhoe care home.</p>	<p>Children behave well, and they form good relationships across the community.</p> <p>Pupils transition to our school well and are fully prepared.</p> <p>New families are welcomed to the school by the Headteacher and have a personal induction sharing the vision and values of Offley school. The new arrivals from Hong Kong have settled in very quickly and are very complimentary. Some have acted as advisors to other potential new comers from Hong Kong.</p> <p>The more vulnerable families have food for Christmas and other holidays. More vulnerable families are more likely to send their children to school. PP attendance is very good.</p> <p>More learning and less time teachers are out of the classroom sorting out behavior problems.</p> <p>This has helped build children’s confidence and opened their eyes to supporting adults less fortunate than they would normally have relationships with.</p> 

<p>Staff are valued highly and their well-being is of paramount importance. Compassionate leave is generously given. Staff meetings are planned carefully to ensure job shares are involved in all decision making. We have been imaginative in trying to reduce teacher workload – rewritten marking and feedback policy, all teaching staff get PPA cover, social gatherings, allowing them to have quality family time (Assistant Head allowed to attend a family competition abroad with pay).</p> <p>Staff have attended training on Mental Health. Powerpoint presentations and other resources from external training are then delivered to staff in staff meetings.</p> <p>Vulnerable children in particular are able to access a range of therapies which the school prioritises in the school budget. Children have access to Yoga club, mindfulness in classes and art therapy classes for our more vulnerable children.</p> <p>Our PSHE programmes begin in the EYFS and continue until Year 6. Year 6 crucial crew and time spent at their secondary schools prepare children for transition.</p> <p>The parents’ section of our website includes advice and links on how to support children’s mental health.</p> <p>Many parents attend our church services at Offley Church.</p>	<p>Staff absence is low and no staff have left Offley for the last five years. We have a fabulous team at Offley and this is reflected in large numbers of staff attending the social gatherings that we have from time to time.</p> <p>“Gratitude” board in staffroom recognising and celebrating achievements of staff.</p> <p>This then has a positive impact on the children with the staff well trained on delivering a positive approach to learning in the classroom.</p> <p>Art therapy has ensured that more vulnerable children are in a safer state of mental health enabling them to flourish with their learning.</p> <p>The impact of having shared planning staff meeting time on our PSHE programme has ensured that the skills develop at a suitable pace for the children.</p> <p>We very rarely hear of children suffering with mental health problems.</p> <p>We always receive positive feedback from the services attended by parents. Children get a sense of pride when they see their parents take part in collective worship in church.</p>
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<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Head Teacher to implement a staff survey to assess the well-being of all staff. (completed in Autumn 2021 with very positive outcome)</li> <li>• Mental Health and Wellbeing for pupils and staff to be included in next year’s SDP</li> <li>• Appoint a Mental Health and well-being lead and create an action plan for staff</li> </ul>
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<p><b>Making a case for excellence:</b></p> <ul style="list-style-type: none"> <li>• To think about how new families could be introduced to year group parents as part of an induction process.</li> <li>• To form bonds between our overseas families with potential new starters who still live overseas.</li> </ul>
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## Strand 5: Dignity and Respect

In creating a school environment built on dignity and respect a school must evaluate:

- a) How well does your school’s Christian vision and associated values uphold dignity, **Valuing 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 dignify others. (From 2020 onward)

Actions taken	Impact
<p>Safeguarding at the school remains our priority and continues to be extremely effective.</p> <p>Our School vision, ‘Be all you can be’, is an inclusive vision for all members of the school community. The values of compassion, friendship, thankfulness and trust, exemplify the dignity and respect upon which our school environment is built.</p> <p>The reputation of the school locally and further afield continues to improve.</p> <p>Each week, one pupil from each year group is awarded a Faith in Action, resilience or congratulations certificate.</p> <p>We use the Discovery RE curriculum alongside ‘Understanding Christianity’. The RE and PSHCE curriculums play a huge part in the children’s learning about differences and diversity, celebrating these. The ‘intercultural understanding’ strand of foreign language teaching includes information on other cultures’ customs and religious practices.</p> <p>Our PSHCE curriculum comprises 3 overlapping core themes : economic well-being and being a responsible citizen; relationships and developing emotional literacy; health and well-being. This promotes effective personal developments and respect for themselves and others.</p> <p>Celebration Assembly every Friday celebrates the uniqueness of different pupils, celebrating successes in all areas of life.</p>	<p>See Ofsted report/CP folders/Report from Safeguarding HCC Audit</p> <p>As a result, children and staff are respectful to themselves, each other and any visitors. This is often commented on by others, including prospective parents and also members of the public.</p> <p>Our children truly engage with others and are genuinely interested in listening to new opinions/ideas.</p> <p>(Many new children from other local schools/areas-encouraging numbers for 2022.)</p>  <p>Children are kind as seen with the Year 6 children taking pride in accompanying their Reception buddies on the walk to Lilley.</p> <p>Not only do the children recognise difference, they can empathise and are well equipped to challenge prejudicial behaviours.</p>

<p>The school has recently developed a new RSE policy and CPD has been undertaken by the PSHE co-ordinator.</p> <p>RSE is taught discretely at an appropriate level, but is also discussed openly as and when required.</p> <p>Our school rules, an integral part of our behaviour policy, include the rule 'we respect ourselves, others and the differences between us'.</p> <p>All staff operate a consistent approach to behaviour management and have zero-tolerance towards any form of bullying.</p> <p>We undertake a yearly 'Health and well-being' on-line survey, conducted by The NHS for ALL year 6 children. We then analyse the data with the NHS team of nurses.</p> <p>Our wider opportunities include enrichment weeks such as 'Feeling good week', 'Healthy Body/Healthy Mind week' and 'Anti-bullying week.'</p> <p>The PSHCE curriculum includes comprehensive work on a range of strategies for keeping safe.</p> <p>Messages about internet safety and bullying are displayed throughout school and in newsletters to reinforce teaching and these are regularly revisited. Parents are often invited into school for updates on internet safety.</p>	<p>Staff have been trained and have rolled out the scheme.</p> <p>All children are proud of their individual achievements and are keen to share them, safe in the knowledge that staff and peers will celebrate with them. This self-confidence has ripples within and outside of school regarding resilience and risk taking.</p> <p>Discussions with pupils/Behaviour Log</p> <p>There have been no concerns about the outcomes since we have completed these surveys. Children are fully equipped to make good choices. Parents are fully informed about how to keep their children safe.</p> <p>Children talk confidently about on-line safety in class and in computing lessons.</p>
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**Next Steps**

- Review impact of RSE policy in light of Church of England policy 2020.


**Making a case for excellence:**

- Formulate a feedback sheet for visitors to our school with a focus on behaviour (dignity and respect)
- Review Anti-Bullying Policy and Behaviour Policy are in line with 'Valuing All God's Children'

**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
<p>Each classroom has the school’s half-termly value displayed in a small area for reflection. There are prayers here that the children will be able to access and use during different periods of the day.</p> <p>Children enjoy collective worship and are developing the confidence to join in.</p> <p>Heightened awareness of being thankful for the gifts God provides us. Developing understanding of the Christian calendar.</p> <p>Pupil voice is listened to and changes made if appropriate/necessary.</p> <p>Collective worship practice has been altered to include a period of reflection and stillness at the beginning, in addition to prayer, and time for quiet thought at the end.</p> <p>Different ways of worship are modelled, (story, music, Bible verses, role play) and incorporate some Anglican liturgy from Reverend Bell.</p> <p>All stakeholders have the opportunity to take part in acts of worship and experience the awe and wonder of the church setting.</p>	<p>Children and adults have mental space during a busy school day to stop and focus on God’s amazing world.</p> <p>See Collective Worship Policy.</p> <p>Sense of belonging to the school’s Christian family, helping to develop individuals’ spirituality.</p> <p>Pupils are beginning to reflect on their own practice. Pupils are especially attentive during collective worship prayers led by their peers and aspire to leading these themselves.</p>  <p>The impact of whole school church services results in a calmness to the children as they return to school.</p>

We have our own school prayer, which is said at least once a week and known by staff and pupils. It perfectly encapsulates all that we are as a church school.

Individual classes say their own prayers prior to lunch and at the end of the school day. They also either say prayers in collective worship or take time to reflect on prayers said by staff.

Children are aware of the Holy Trinity, but we recognise that this understanding needs to be developed.

We invite Jo White from the Baptist Church to share Christian stories.



Children and their families have numerous opportunities to attend school services in church. This is embedded into school life.

The school prayer enhances a sense of comradeship and friendship within the school.

Children engage in listening to others and have the time to reflect on other children's thoughts.

Listening to different interpretations of fables helps embed the Christian knowledge provided to them from different speakers.



**Next Steps:**

- Seek out ministers from other Christian churches to lead collective worship
- The RE Lead and Year 6 pupils evaluate collective worship.
- Survey pupils and parents to answer the questions on collective worship

**Making a case for excellence:**

- The importance of the Holy Trinity needs to be enhanced within collective worship.
- Increase local partnerships; eg Archdeacon visits, Salvation Army etc ..


**Do you think the impact of collective worship at Offley Endowed Primary School is good**

Yes



## 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
<p>Religious Education is taught by class teachers on a weekly basis to all children and is in line with the Church of England Statement of Entitlement.</p> <p>Teaching quality is of the same high standard as other curriculum areas.</p> <p>The RE curriculum and teaching are high quality and informative, allowing the children to reflect on their own spiritual journey.</p> <p>Assessments are carried out regularly on the new curriculum and tracking system is being put in place to monitor progress.</p> <p>Children engage in discussions passionately drawing on a good knowledge base.</p> <p>We have formed a partnership with Wintershall and have been really pleased to welcome them to Offley to take part in our Collective worship. In Autumn 2021 they performed 'The Wedding at Cana' and 'The Syro-Phoenician woman' to help the children understand about how much Jesus cared for everyone.</p>	<p>Children get a broad coverage of all faiths chosen by the school, with an emphasis on Christianity. As a result children engage fully with religious texts and ideas.</p> <p>RE books and discussions with children.</p> <p>Discussions with the children have elicited some deep thinking and self reflection.</p> <p>The impact is evident in children's books.</p> 



<p>Using Discovery RE and Understanding Christianity, teachers plan thematically. This enables us to consider a range of views and beliefs of other world religions. RE plans reflect both skills and knowledge so that children are encouraged to 'dig deeper'.</p> <p>As with other subjects, RE is differentiated to meet the needs of all children.</p> <p>The school's link RE Governor is kept informed of the strengths and weaknesses within the subject and undertakes three visits a year to specifically look at RE teaching and collective worship.</p> <p>RE is devised so that access is not limited, and all children are expected to flourish. RE is another safe place for children to express their views. Practitioners adapt the learning and the curriculum to suit the needs of all.</p>	<p>The school vision helps children realise their potential by being uniform across all of the subjects taught in the school.</p> <p>An exerp from an Offley Newsletter written by a Year 6 pupil : 'We continued our partnership with Wintershall in collective worship this week. Owen from Year 6 writes ... 'On Thursday 11th November 2021 our assembly was led by Trish Bonnett from Wintershall. She acted out a story telling us how Jesus was a Jew, but he healed a lady's daughter who was Greek. This shows us that Jesus doesn't care where people are from or what their religious beliefs are,'</p>
 <p>How effective is RE teaching and learning in the school? (In VA and former VA schools only)</p>	
<p>RE, although not a core subject, is valued highly by staff and delivered on a weekly basis by each class teacher.</p> <p>RE is reported as a discrete subject to parents.</p> <p>RE outcomes are in line with all other foundation subjects.</p>	
<p><b>Subject Strengths</b></p> <ul style="list-style-type: none"> <li>• RE is monitored through observations by the Headteacher</li> <li>• Our RE curriculum also teaches SMSC (Spiritual, Social, Moral, Cultural), British Values, Personal development and critical thinking and growth mindset.</li> <li>• Deeper Christianity enquiry in plans.</li> </ul>	
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Getting the children to lead collective worship themselves in whole school or Key Stage assemblies</li> </ul>	
<p><b>Making a case for excellence:</b></p> <ul style="list-style-type: none"> <li>• Establish links to other local schools - Cockernhoe</li> </ul>	
 <p><b>Based only on your monitoring of teaching and learning in RE is the effectiveness of RE in Offley Endowed Primary School good ?</b></p> <p><b>Do you think you have the evidence to demonstrate that Offley Endowed Primary School is a good church school?</b></p>	<p><b>Yes</b></p> <p><b>Yes</b></p>