



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

St Mary's CE Primary School
Statutory Inspection of Anglican and
Methodist Schools (SIAMS)
Self-Evaluation Form (SEF): Vision
Provision Impact



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OF ENGLAND
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The self-evaluation summary has been created using the Statutory Inspection of Anglican and Methodist Schools (SIAMS) Framework (September 2022). The judgements and information recorded in this document are based on the school's successful self-evaluation strategy and supported by a strong evidence base, gathered systematically using a wide range of self-evaluation strategies; Governors, staff, parents and our learners have contributed to the evidence and this has been shared with the Governing Body, staff and other key stakeholders.

VISION:

WHO WE ARE AS A CHURCH SCHOOL? WHY ARE WE HERE?

Name of School:

St Mary's CE Primary School

Date and Grade of Last SIAMS Inspection:

17th September 2015 -

Date and Grade of Last OfSTED Inspection:

Outstanding

URN:

16th May 2017 - Outstanding

105203



SCHOOL CONTEXT

The proportion of pupils eligible for Free School Meals (FSM) remains well above national average. As a result of the schools accelerated intake of International New Arrivals (INAs), the percentage of pupils from minority ethnic groups and percentage of pupils whose first language is not English (EAL) has increased to 44 percent with the school currently having 15 out of the 17 possible ethnic groups. The school has admitted 80 pupils new to school since September 2021, 41 of which are international new arrivals (INAs). This is one of the highest numbers of in year admissions of all schools across Bolton. Stability (ST) remains well below national average at 69.9 percent. This is because of INA families being housed temporarily within the local area until permanent housing can be found and white British families pursuing Local Authority (LA) and rental properties throughout Bolton.

ADDITIONAL INFORMATION

Local church/parish involvement: Involvement of clergy	Deane Parish Church Terry Clark - Rector of Deane Parish Church Reverend André Adefope	
What charities does the school currently support?	Save the Children Young Minds Genetic Disorders UK Bolton Hospice Poppy Appeal	Women's Refuge – Fort Alice Food Bank – Winter Watch Local Charities Sports Relief Church Destitution Project
Do you have links with other schools e.g. abroad?	No	
What RE syllabus do you use? Key support resources used for example Understanding Christianity	Bolton Agreed Syllabus for Religious Education 2020–2025	
Accreditation, awards and quality marks?	Quality Mark Investors in People Gold Award	Healthy Schools Award Green Flag Award The Wellbeing Award for Schools
Links with diocese for example service level agreements, secondments	Manchester Diocesan Board of Education, Putting our Faith in Education Service Level Agreement	

OUR VISION													
Christian Values and character education are at the heart of St Mary's Primary School. We provide a happy, nurturing and stimulating environment where all children recognise and achieve their fullest potential. They are well equipped to meet the challenges of education, work and life. Our children, parents, staff and governors are valued as individuals. St Mary's pupils become confident, motivated life-long learners who take risks and develop enquiring, investigative minds.													
CORE AIMS													
- To have high expectations and aspirations for every individual, including academic, artistic, personal and sporting achievements. - To create a safe, secure and friendly school community that provides stimulation of high standards of behaviour whereby we respect ourselves and others. - To provide a rich and wide curriculum with an enhanced curricular school life. - To meet every individual's social, emotional, physical and spiritual needs so they can move on from St Mary's CE Primary School with integrity and confidence. - To serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all pupils.													
ETHOS STATEMENT													
In recognition of its historic foundation, St Mary's Church of England Primary School will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.													
SUMMARY													
The school's distinctive Christian ethos is promoted throughout the school through a shared understanding and use of our Character Matters Programme. Character Matters is a deliberate effort to cultivate positive personal attributes and civility among pupils underpinned by eleven Christian Core Values. It is a whole-school effort to create a community in which positive attitudes, values and behaviours are fostered. These qualities are promoted explicitly, modelled, taught, expected, celebrated, and continuously practised in every day actions. In short, character education is the promotion of universally desirable qualities. <table> <tr> <td>Respect</td><td>Initiative</td></tr> <tr> <td>Responsibility</td><td>Perseverance</td></tr> <tr> <td>Honesty</td><td>Integrity</td></tr> <tr> <td>Empathy</td><td>Courage</td></tr> <tr> <td>Fairness</td><td>Optimism</td></tr> <tr> <td colspan="2">Tolerance</td></tr> </table> The school creates a harmonious family environment for all our learners and embraces their varied cultures and religions. All pupils are excited about their learning, proud of their achievements and have a sense of belonging. St Mary's is effective because partnerships within the community are highly valued and the school extends opportunities for pupils to develop their faith and understanding of Christian values through a varied and rich curriculum. Staff and pupils alike are part of a nurturing community, fulfilling the vision and mission statement because 'every child matters'.		Respect	Initiative	Responsibility	Perseverance	Honesty	Integrity	Empathy	Courage	Fairness	Optimism	Tolerance	
Respect	Initiative												
Responsibility	Perseverance												
Honesty	Integrity												
Empathy	Courage												
Fairness	Optimism												
Tolerance													

DATA BOX	
SCHOOL DOCUMENTATION AVAILABLE FOR EVIDENCING IMPACT	- Whole School Data Tracking; - Bolton Data Packs 2021 and 2022; - Assessment and Monitoring Outcomes; - Inspection Summary Data Report 2022; - Analyse School Performance October 2022 (ASP); - Internal and External Moderation; - Lead Partner Reports; - OfSTED Report May 2017. - CPD Timetable.

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is 'below floor' please give some context. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

COMMENTARY

From starting points that are below average, pupils at St Mary's make rapid progress in all subjects. Pupils have made outstanding progress throughout key stage 2 for a number of years. It is important to take into account the context of each of the cohorts, as significant proportions of pupils are international new arrivals, mobile or have a significant cognitive SEN. Leaders know the pupils extremely well and are able to articulate clearly how pupils are making at least good and in some cases outstanding progress from their varied starting points.

KEY	Above National/Bolton	
	In Line National/Bolton	
	Below National/Bolton	

OUTCOMES AT THE END OF KEY STAGE 2		SCHOOL 2019	SCHOOL 2022	FLOOR	COASTING
ATTAINMENT	Expected Standard+ in Reading, Writing and Mathematics	64% (65%)	62% (59%)	65%	No
	High Standard+ in Reading, Writing and Mathematics	18% (11%)	6% (11% - 2019)		
	Reading scaled score	102.0 (104.1)	104 (105)		
	Mathematics scaled score	108.0 (104.2)	103.3 (104)		
	Grammar, Punctuation and Spelling	106.8 (106.0)	107 (105)		
PROGRESS*	Reading progress score	1.3	TBC		
	Writing progress score	-0.9	TBC		
	Mathematics progress score	5.4	TBC		

KEY STAGE TWO PUPIL ATTAINMENT OUTCOMES

	READING		WRITING		MATHEMATICS		GRAMMAR, PUNCTUATION & SPELLING	
	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD
2017	67% (71%)	9% (25%)	72% (76%)	17% (18%)	89% (75%)	33% (23%)	87% (77%)	35% (31%)
2018	71% (75%)	24% (28%)	78% (78%)	22% (20%)	79% (76%)	21% (24%)	81% (78%)	40% (34%)
2019	77% (73%)	34% (27%)	70% (78%)	29% (20%)	82% (79%)	32% (27%)	82% (78%)	55% (36%)
2022	75% (75%)	28% (28%)	81% (70%)	19% (0%)	72% (71%)	15% (23%)	83% (73%)	49% (28%)

KEY STAGE ONE PUPIL ATTAINMENT OUTCOMES

	READING		WRITING		MATHEMATICS		READING, WRITING AND MATHS COMBINED	
	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD	EXP+ STANDARD	HIGH STANDARD
2017	77% (76%)	40% (25%)	70% (68%)	25% (16%)	73% (75%)	23% (21%)	68% (64%)	23% (22%)
2018	69% (75%)	19% (26%)	62% (70%)	9.6% (16%)	69% (76%)	17% (22%)	67% (65%)	10% (12%)
2019	67% (75%)	28% (25%)	63% (69%)	25% (15%)	72% (76%)	28% (22%)	63% (65%)	23% (11%)
2022	68% (67%)	28% (18%)	56% (58%)	12% (8%)	77% (68%)	30% (15%)	56% (53%)	28% (18%)

PHONICS AND EYFS OUTCOMES AGAINST NATIONAL COMPARATORS

PHONICS			EARLY YEARS	
	YEAR 1	YEAR 2	GOOD LEVEL OF DEVELOPMENT	
2017	81% (81%)	81% (81%)	2017	65% (71%)
2018	73% (82%)	63% (92%)	2018	56% (72%)
2019	68% (82%)	95% (91%)	2019	61% (72%)
2022	80% (77%)	91% (91%)	2022	66% (65%)

PROVISION AND IMPACT: HOW THEN DO WE LIVE?

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?

IMPACT OF ACTIONS TAKEN

As a result of the leadership team's clear vision for St Mary's CE Primary School, the distinctive Christian nature of the school in all relevant school documentation and through the Character Matters Programme is successfully promoted. As a result of a very well-defined and cohesive management structure, effective policies, school action plans focused on the right priorities and an intensive monitoring and assessment timetable, there is a relentless drive to further improve and no sense of complacency. *'The head teacher is uncompromising in ensuring that pupils benefit from the care and support needed to thrive'*. (OfSTED Report May 2017). At the heart of the school's work is the pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values underpinned and firmly rooted within our Christian Values. Everyone works as a cooperative and effective team and the vision permeates all aspects of school life. Consequently, the school is in a strong position to maintain and build upon its already high standards and outcomes for pupils through a rich and varied curriculum.

The vision is understood and shared by the school's senior leaders, staff and governors who inspire and support all members of the school family. The school's focus on shared core Christian values, the 'Character Matters,' are lived out daily. Senior leaders have a clear understanding of what it means to lead a church school and carry out their roles highly effectively. Potential future leaders of church schools are prepared well through a strong emphasis on supporting professional development in Christian leadership. All staff are inducted well into what is expected of them in relation to promoting the Christian ethos of the school. As a result, there is a strong focus on meeting the needs of the individual child through a well-developed and effective self-evaluation process which actively involves all members of the school community. Consequently, the school has a very accurate knowledge of the impact its Christian character has on the pupils.

The school's determined approach to inclusion and diversity ensures that all pupils are valued and encouraged, putting the school at the heart of the diverse community it serves. Governors challenge and support the work of the school effectively and are actively involved in monitoring and evaluation. Pupils are confident that their voice is heard with their ideas and opinions valued and acted upon as part of the school's decision-making processes as evidenced in pupil questionnaires and through pupil voice monitoring activities. Parents are very supportive of the school and say the school listens to their views. They also say that their pupils enjoy school and are happy, safe and nurtured within a caring Christian environment. They agree that the school's Christian ethos is a prominent aspect of school life that encourages their pupils to explore the meaning of faith and belief. The school works hard to involve parents and keeps them informed with a number of parent workshops. This encourages the forging and sustaining of strong links with parents and local community.

The school has a strong SIAMS Lead who is responsible for the quality of Quality of teaching and learning in Religious Education (RE), Whole School Worship and Reflection. The school also has a designated RE/SIAMS Governor who carries out regular Governor Monitoring Days by looking into the teaching and learning of RE/Worship and the impact that this has on the pupils' attainment, progress, behaviour and decision making. This includes looking at books, speaking to pupils, reviewing the quality of the learning environment and observing lessons and worship. The embedding of the school vision and values are also a main focus of our Collective Worship. A priority has also been placed on developing the pupils' spiritual understanding further by each class having a designated Reflection Area. In addition, the school takes as much opportunity as possible to engage the pupils in special services within Church, such as Lent and Easter. This is so the pupils are able to experience these types of services within a holy place of worship. Tolerance is one of our values taught explicitly as part of values education and collective worship experiences. As a culturally rich and diverse school where pupils have unique opportunities to learn from each other by sharing and celebrating their different faiths and cultures. Collective worship and discussions involving prejudices and prejudice-based bullying have been followed up and supported by learning in RE and personal development. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes,

the school and community. The school regularly invites pupils and family members to attend church and participate in special services such as Remembrance, Nativity, Trinity and Easter.

All staff are inducted well in relation to promoting the Christian ethos of the school. This leads to a strong focus on meeting the needs of the individual child through a well-developed and effective self-evaluation process which actively involves all members of the school community as evidenced in the Monitoring and Assessment Timetable. As a result, the school has a very accurate knowledge of the impact its Christian character has on the pupils. The school is determined in its approach to inclusion and diversity by ensuring that all pupils are valued and encouraged, putting the school at the heart of the diverse community it serves.

STRAND 1: VISION AND LEADERSHIP

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

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)?

IMPACT OF ACTIONS TAKEN

Christian vision underpins all school policies, which are shaped by the school's values and ethos statement. Our behaviour system links to the whole school Christian values and Character Matters Programme and pupils are rewarded for demonstrating one of the characters. The school's constant drive for excellence and wanting each pupil to be the very best they can be inspires and motivates us to continuously improve standards across the school and work on areas for development as set out in the school's development plans (see School Development Plan). This relentless pursuit directly informs our school's continuous professional development programme where staff take part in lesson study, co-coaching and academic research.

The school delivers an act of collective worship every day (whole school or class based). All members of staff are expected to attend and deliver worship. RE holds equal priority to other core subjects; therefore class teachers deliver all RE lessons and are not given to PPA teachers. Prominence is given to the resourcing and development of RE and collective worship (See CPD schedule). The RE Lead has led on staff training for new curriculum and shared resources. Significant time is devoted to developing teachers as evidenced in ECT Mentor Training and the school's CPD Programmes. The school significantly invest in the training and development of staff. All new members of staff complete an in-depth induction.

STRAND 1: VISION AND LEADERSHIP

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

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.

IMPACT OF ACTIONS TAKEN

The school has a number of strong formal partnerships. Senior Leaders expertise has been used in mentoring and supporting other schools including School to School Support, Subject Leadership Support, Pre-school Support, mentoring senior leaders new to post and providing day to day leadership as Head of School as part of an Executive Leadership Team. 'Leadership is highly effective at all levels. The Head teacher and senior leaders are assured and relentlessly positive. They all play important roles in supporting other schools within the local authority to develop different areas of their practice.' (OfSTED 2017) as part of an Executive Leadership Team. The decision to support a range of schools has been driven by the school's Christian vision.

The Head teacher provides strong leadership. Her ambition and drive has led to strong improvements in the school's outcomes for pupils (OfSTED 2017). Her expertise has been used in mentoring and supporting other schools and individual heads within the Local Authority and beyond. Roles have included: new Head teacher Mentor, Leadership Partner and Executive Head teacher. 'The Head teacher is an outstanding and inspirational leader who has continually raised the standards and expectations of everyone in the school community. From low starting points, pupils make excellent progress – an achievement that deserves recognition considering the array of barriers and challenges that continually confront the school'. (Lead Partner June 2022); Our recent outstanding OfSTED Inspection (May 2017) reported 'Leaders have created an inclusive school with a culture of high expectations and a shared commitment to providing the very best opportunities for pupils. Their vision and determination have been pivotal in driving improvements since the last inspection' which are deeply rooted in the school's Christian vision.

School has a strong partnership with Deane Parish Church. Weekly worship has had a significant impact on learners for many years and pupils talk fondly of what they have learnt with Reverend Terry Clarke and Curate Ben Wilkinson. Services are held around the Christian Calendar in Church and parents are actively encouraged to attend. School only worship in Church is special and provides pupils with the opportunity to experience a Church service. Stakeholders value the services for Lent, Harvest, Christmas and Easter as an opportunity for everyone in school to make a contribution to the worship. The school often advertises family services or special church events in the school newsletter. Foundation Governors have been fully involved in life of school and supported monitoring of its high quality of worship and RE lessons including remotely during school closures as a result of the pandemic.

STAND 1: VISION AND LEADERSHIP

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

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?

IMPACT OF ACTIONS TAKEN

Potential future leaders of church schools are prepared well through a strong emphasis on supporting professional development in Christian leadership. All staff are inducted well into what is expected of them in relation to promoting the Christian ethos of the school. (SIAMS Inspection 2015). As a result of the leadership development, there is a clear succession plan for future leaders in Church Schools as those future leaders move on.

As a direct consequence of high quality CPD and a Skills Based Curriculum, evidence from the school's ongoing Monitoring Timetable clearly demonstrates teacher's deep knowledge and understanding of the subjects they teach. Through the implementation of the school's effective Teaching and Learning Policy, teachers use individual pupil targets and differentiated learning objectives exceptionally well, to drive improvement, progressively introduce subject content and address any gaps in learning quickly. Leaders ensure high attention is paid to assessment and moderation through internal, inter-school and consultancy moderation. As a result, teachers display a very secure understanding of where pupils are in their learning and the targets that pupils need to reach. Planning is strong and the use of effective questioning ensures pupils are challenged, misconceptions are quickly identified and acted upon, through effective, clearly directed and timely support as evidenced in the school's Timetable of Monitoring Activities and outstanding outcomes for pupils. Teaching staff are continuously supported and encouraged to develop their teaching of RE and delivery of worship. This is helping to improve standards in both. This can be evidenced from learning walks and book looks led by the RE Leader of Learning as well as governing monitoring of class worship and teaching and learning. All leaders are highly effective in their own subject areas and evaluate outcomes and plan effectively though a rigorous Assessment and Monitoring Timetable as a result of high quality, well targeted CPD. They show an excellent awareness of any gaps between disadvantaged pupils and other pupils nationally and within the school. As a result attainment is above national averages at the end of Key Stage Two and the gap is rapidly closing both internally and nationally at Key Stage One and within the EYFS.

During the initial induction meeting and annual Staff Handbook Training, new and established members of staff are reminded about the importance of our Christian vision and how their behaviour should reflect this. When new staff join the school, they are given extensive support to ensure that they feel confident to deliver quality RE and worship as well as having a good understanding of the school's vision and values. Teachers are supported by the RE Leader of Learning through lesson observation and book monitoring to help them develop their practice. New teachers are encouraged to observe more experienced teachers. As a result of the support and induction staff know how to behave and act as a positive role models to the pupils.

STRAND 1: VISION AND LEADERSHIP

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

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?

IMPACT OF ACTIONS TAKEN

'Governors have a strong understanding of the school's strengths and development priorities. They are committed to improving their effectiveness as a governing body. To this end, they recently commissioned an external review of governance and they have used the findings from this review as a springboard for further developing aspects of their work.' (OfSTED Report May 2017). Our recent outstanding OfSTED Inspection reported 'Governors work in tandem

with leaders to ensure that any shortcomings are swiftly identified and remedied. Together, governors and leaders provide the school with an unwavering clarity of direction'. The governance of the school is cautiously outstanding. As a result of focused Governor Audit and bespoke Governor Training the governing body is effective and it carries out its responsibilities to the highest standard. It meets regularly and it performs its statutory duties efficiently and effectively.

Through reporting and monitoring, the Governing Body supports and challenges the Leadership Team and helps to shape the Christian vision and direction of the school. The Chair of the Governing Body provides very effective leadership because he has established a very strong working relationship with leaders at all levels. Governors are kept well informed about the quality of teaching, performance management systems and salary progression. They are fully involved in judgements concerning staff promotion issues and keep a close check on the effective management of financial resources. Governors have a very good awareness of pupils' past and current achievement. They test out the schools' judgements of itself through visits to the school that have a clear focus linked to the SDP, SES and SIAMS SES.

As a result of the collaborative approach in writing the SIAMS SES, all stakeholders have a good understanding of the school's Christian vision and are constantly reflecting on current practice. Governors are very clear and honest about their strengths and weaknesses, and as result regularly access the Local Authority. They know what they need to do to further improve their level of challenge and support to the school. Governors understand and can talk about the significant impact of interventions and planning through the use of Pupil Premium.

NEXT STEPS FOR VISION AND LEADERSHIP

- ✓ **To continue to develop a succession of Christian Leaders and look in to enrolling Deputy Head teachers on the Church of England NPQH.**

STRAND 2: WISDOM, KNOWLEDGE AND SKILLS

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the 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?**

IMPACT OF ACTIONS TAKEN

As a result of a rich, broad, balanced and varied curriculum underpinned by our Christian vision, the range of subjects supports our pupils in acquiring knowledge, understanding and skills in all aspects of their education, as evidenced in the school's rigorously monitored internal data. Furthermore, throughout each year group and across the curriculum, including in English and Mathematics, all pupils make substantial and sustained progress, considering their different starting points.

It is important to take into account the context of each of the cohorts, as significant proportion of pupils are international new arrivals, mobile or have a significant cognitive SEN. Disadvantaged pupils, disabled pupils, those with special educational needs and those pupils with English as an additional language, including INAs on roll, are close to or are improving towards that of other pupils with the same starting points, as evidenced in the school's ongoing Monitoring and Assessment Timetable and OfSTED Inspection May 2017, 'Disadvantaged pupils achieve better than other pupils nationally, particularly in writing and mathematics. Leaders' discerning use of the pupil premium quickly removes potential barriers to learning and enables these pupils to thrive.

Pupils who have special educational needs and/or disabilities are exceptionally well supported and make excellent progress. SEND coordinators work closely with staff and additional professionals both employed by the school and outside the school, to ensure that pupils who have special educational needs and/or disabilities are identified quickly and supported robustly.

This is as a result of:

- Highly Specialist Speech and Language Therapist employed by the school;
- Continued implementation of our Reading, Writing and Mathematics strategies;
- Rich, broad and balanced curriculum;
- Targeted interventions for Reading, Writing and Mathematics, reviewed on a half termly basis;
- Consistent targeted approach to streamed phonics teaching;
- Relevant Continuing Professional Development for staff;
- Reading schemes;

- Purchase of SALT SLA – the school has its own speech and language therapist;
- Literature spine;
- Accurate half termly assessments;
- Ongoing Termly Pupil Progress Meetings to target pupils who need to catch up;
- Improved resources for the teaching of Reading, Writing, Phonics and Mathematics;
- A focused Monitoring and Assessment timetable;
- Termly parent workshops;
- Appraisal Targets linked to the School Development Plan;
- Range of moderation activities both internal and external;
- Ladywood Outreach.

STRAND 2: WISDOM, KNOWLEDGE AND SKILLS

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

IMPACT OF ACTIONS TAKEN

Worship is inclusive and for all and as a result, Worship is relevant and accessible to the whole school community. It is constantly evolving and meets a range of needs as evidenced in stakeholder attendance including, Staff, parents and members of our community. Teaching staff attend whole school worship and are encouraged to contribute. We commence and conclude every Governors meeting with prayer, asking God for his guidance and wisdom as we make important decisions.

Worship includes prayer with an opportunity to respond to God at an individual level. There are also a number of other opportunities throughout the day including at the end of day prayer in classes. The use of spontaneous prayer opportunities is encouraged throughout the day and within all aspects of the curriculum and teachers feel confident to respond to questions raised by the curiosity of pupils. Quiet reflection and silent times are a part of our day to help nurture pupils' spirituality. Each class has a Reflection Area to remind the pupils about God and that worship continues in class.

The school provides opportunities across the curriculum for pupils to explore ethical topics. We want our pupils to be aware of global concerns and to be courageous advocates. Through our Christian vision, our curriculum fosters confidence for all. Pupils of all abilities are able to access the curriculum and no child is excluded e.g. our pedagogical approach in maths ensures the use of practical resources within all lessons which scaffolds learning for all pupils. We are committed to reduce the disadvantage that some of pupils may have through social mobility as evidenced through our Parents Workshops. We believe that parents have an important role to play in their child's education and encourage all parents to attend these sessions but we particularly target disadvantaged families.

Driven by our Christian vision, we believe that pupils are entitled to a broad and rich curriculum which opens up opportunities to new experiences. All pupils have the opportunity to learn a musical instrument and perform in front of the whole school. We have also introduced a cultural entitlement for all pupils. This is a core offer which exposes pupils to the many rich cultural opportunities which some of our pupils might not always have access to. Opportunities include: trips linked to their curriculum topic, trips to the theatre, Let's Get Cooking, Stay and Read, Pop Project and African Drumming for example. All pupils have the opportunity to be involved in a residential experiences during their time in Year 5 and Year 6, these opportunities allow them to develop important life skills such as resilience, teamwork and independence.

NEXT STEPS FOR WISDOM, KNOWLEDGE AND SKILLS

- ✓ To ensure that the inevitable PSED impact of pupils following COVID 19 school closure is addressed upon their return to school through the school's policies and procedures and continue to implement the relationships (RSA) education curriculum as planned in the Autumn Term following sharing resources with parents in September 2022 and considering their views.
- ✓ To further enhance the British Values aspect of the curriculum through the effective implementation of the British Values Action Plan.
- ✓ To continue to embed the RE Agreed Syllabus 2022.
- ✓ To continue to ensure that Leaders of Learning identify missed themes/topics and to consider and agree how these can be included in other year group's work by providing professional leadership and management for allocated curriculum areas in order to facilitate teaching and learning and to secure effective use of resources.

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?

IMPACT OF ACTIONS TAKEN

The school has modified the PSHE curriculum in line with guidance to ensure pupils are well informed about Coronavirus. Staff have focussed on wellbeing and safety and this has been implemented successfully across the school. Frequent monitoring and training has ensured the school's clear focus on pupils' and staff's good mental and physical wellbeing is consistently well implemented and training needs are speedily identified as evidenced in the achievement of the Wellbeing Award 2021.

The embedded Character Matters Programme and Enrichment strand of the curriculum is a deliberate effort to cultivate positive personal attributes and civility among pupils underpinned by eight Christian Core Values. It is a whole-school effort to create a community in which positive attitudes, values and behaviours are fostered. These qualities are promoted explicitly, modelled, taught, expected, celebrated, and continuously practised in every day actions. In short, character education is the promotion of universally desirable qualities underpinned by the school's Christian Vision aspirational message. The school plans specifically for Character Matters as part of the collective worship themes, referred to during the school day and illustrated through classroom displays throughout school.

As a result of excellent induction systems, which include support from the Local Authority and the school's Character Matters Programme, pupils say that pupils from different ethnic groups and religions settle in well and they all get on. This is driven through the school's exceptional attention to the promotion of British Values, developing positive character and the school's Christian Vision. As a result, pupils display high levels of spiritual, moral, social and cultural development and are considered in their discussions and debates, whilst respectful of other's ideas and points of view. Positive, caring relationships are a strength of the school and pupils are happy and feel safe and looked after as evidenced in the school recent achievement in the form of the Wellbeing Award.

Pupils consistently have highly positive attitudes and commitment to their education. They are taught to be persistent in the face of difficulties through:

- A focused Character Matters Programme;
- High expectations outlined in the range of policies, underpinned by Christian Core Values and modelled by all adults working within the school;
- Targeted and focused induction strategies when pupils are moving through school or on to high school;
- Consistent Behaviour Policy;
- Range of rewards linked to Behaviour Policy to promote confidence;
- Empowering pupils through roles in school e.g. Wellbeing Ambassadors, Reading Buddies, Play time Pals etc.
- Coaching pupils through their emotions so they build resilience through learning to do this themselves over time after this coaching and modelling;
- Restorative behaviour approaches effectively support pupils to choose the right pathways and make the most of the opportunities they are given.
- Transition Procedures within school, e.g. the focus on the Prime Areas in Pre-school and Nursery so the pupils are school ready;
- Transition Procedures through liaison with High Schools;
- Ongoing liaison with Parents;
- Pupils relish opportunities to take on responsibilities as evidenced through a range of schemes throughout school such as School Council Membership, Head boy/Head girl, Reading Buddies, Playground Buddies, Random Acts of Kindness etc.;
- Policies for extending learning beyond the classroom;
- Wellbeing Ambassadors;
- Professionals Week.

STRAND 3: CHARACTER DEVELOPMENT: HOPE, ASPIRATION AND COURAGEOUS ADVOCACY

In developing character, the school must evaluate:

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?

IMPACT OF ACTIONS TAKEN
Pupils' knowledge of life in modern Britain is exceptional as a result of the school celebrating its cultural diversity and providing many opportunities for pupils to learn about different cultures and traditions through its well thought out curriculum linked to effective Spiritual, Moral, Cultural and Social Development, Christian Values and British Values. This is as a result of the school's Character Matters Programme. This is driven through the school's excellent attention to the promotion of British Values and developing positive character. As a consequence, pupils display high levels of spiritual, moral, social and cultural development, are considered in their discussions and debates whilst respectful of other's ideas and points of view. All aspects of pupils' spiritual, moral, social and cultural development are exceptionally well developed. Leaders at all levels promote equality of opportunity and diversity exceptionally well, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Pupils are very responsible and are skilled at working together. They have first-hand opportunities to meet religious leaders and visit various places of worship including our own Church, Mosques and Hindu Cultural Temples as evidenced through the school's recent OfSTED Inspection (May 2017) and Lead Partner Report of June 2021. In RE, Science, Geography and PHSCE lessons there is a focus on important questions. The emphasis is on how can they, make a difference to the world we live in. Issues of global significance and ecology of the world are studied and discussed as evidenced in the school's ambitious and effective Curriculum and continue to ensure its breadth and balance as evidenced through consistently improving outcomes for pupils and how well it prepares pupils for life and promotes British Values. As a member of LA Cluster of schools and Manchester Diocese we have strong links with other schools and can work collaboratively to nurture spirituality and to raise pupils' awareness of the world outside our school community.
STRAND 3: CHARACTER DEVELOPMENT: HOPE, ASPIRATION AND COURAGEOUS ADVOCACY
In developing character, the school must evaluate: 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?
IMPACT OF ACTIONS TAKEN
Throughout the year the School Council make choices about charities they wish to support and discuss the possibilities of turning these into reality. The school collates parcels from Harvest which are delivered to the sick and elderly within our community as well as the local foodbanks such as Winter Watch. The pupils also nominate people they feel would benefit from these. The school also holds a Remembrance Day Service each year and support the poppy appeal. The school values the importance of British Values and of encouraging the pupils to make personal responses and to nurture their spirituality. To support this the school regularly invites members of the community into school to share worship and social activities alongside the pupils. Including Stay and Read Sessions, Healthy Communities, Morning Coffee for example and historically prior to the pandemic, pupils have gone to the Local Care Homes to sing at Christmas with baked mince pies and refreshments. Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies, through the school's curriculum, is rich and varied, providing a wide range of experiences, as well as reflecting and valuing the diversity of pupils' experiences. Pupils are provided with a comprehensive understanding of people and communities beyond their immediate experience and, as a result, their enjoyment of school and outstanding spiritual, moral, social and cultural development is obvious as evidenced in the outstanding OfSTED Inspection 2017.
NEXT STEPS FOR CHARACTER DEVELOPMENT: HOPE, ASPIRATION AND COURAGEOUS ADVOCACY
✓ To review SMSC policy ✓ To further develop overseas Church Link. ✓ To develop collective worships to include one Big Question.
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?

IMPACT OF ACTIONS TAKEN

Our Behaviour policy is rooted in the values of our school and derived from the Ethos Statement. When dealing with incidents, pupils are given time to reflect on their actions and the impact these have had on others. By using the restorative justice model and encouraging empathy and respect alongside forgiveness and reconciliation, pupils display high levels of spiritual, moral, social and cultural development, and are considered in their discussions and debates, whilst respectful of other's ideas and points of view. Positive, caring relationships are a strength of the school and pupils are happy and feel safe and looked after.

Classes regularly spend time discussing issues and matters of concern during PHSCE lessons and circle times. All pupils are given a voice and it is a safe environment to share worries or concerns. Staff guide pupils' thinking and responses through skilful questioning, pupils are able to hear the other side of an issue, allowing them to empathise with others and show care and support. This frequently leads to forgiveness.

The rate of attendance is lower than usual because there has been an outbreak of Coronavirus in the community and a small group of healthy families are still not sending their pupils to school due to fears around Coronavirus; this is despite school's best efforts to encourage all pupils to attend. School leaders have:

- ✓ Followed carefully the strategies outlined in the Coronavirus risk assessments
- ✓ Ensured necessary information is communicated to families each day
- ✓ Successfully worked with external agencies to ensure those pupils 'at risk' attend each day
- ✓ Used maximum powers for families refusing to send their pupils to school
- ✓ Monitored attendance rates by week and used the findings to inform actions – the rate of attendance is rising included the rate for vulnerable pupils.

Leaders have ensured that effective action is being taken to improve pupils' attendance. The pastoral team works with drive and creativity to relentlessly promote the virtues of good attendance and support the families of pupils who are regularly absent from school. The Pastoral Support Team rigorously monitor and evaluate the implementation of the Attendance Policy through:-

- Consistent analysis of data;
- Clear and measurable targets;
- Focused roles and responsibilities;
- Procedures and actions established through weekly meetings, for those with the highest rates of absence;
- Prompt and swift action taken to address non-attenders on a daily basis;
- Ongoing referrals to the Local Authority Early Intervention Team (EIT);
- Referrals to Children's Services;
- Referrals to the Local Authority Children Missing in Education Team;
- Home Visits and family support.

The pastoral team has played a key role in orchestrating general improvements to attendance. Despite this, rates of absence need to be improved further because there are a small number of pupils who continue to be regularly absent from school. Leaders are understandably frustrated by some rates of attendance. They have a clear understanding of the complex reasons why attendance is lower among some groups, and are determined to break down barriers even further.

NEXT STEPS FOR COMMUNITY AND LIVING WELL TOGETHER

- ✓ To continue to ensure that Leaders of Learning identify missed themes/topics and to consider and agree how these can be included in other year group's work by providing professional leadership and management for allocated curriculum areas in order to facilitate teaching and learning and to secure effective use of resources.
- ✓ To further enhance the British Values aspect of the curriculum through the effective implementation of the British Values Action Plan.
- ✓ To re-establish school routines for all year groups-all staff to remind pupils in their classes each day of key expectations and systems in assemblies.
- ✓ To continue to promote positive mental health for every member of our staff and pupil by conducting Wellbeing Walkabouts each day and ensure staff and pupils use these times to consider any necessary flexibility in approaches, systems and procedures.

STRAND 5: DIGNITY AND RESPECT	
In creating a school environment built on dignity and respect, the school must evaluate: 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?	
IMPACT OF ACTIONS TAKEN	
Leaders actively seek to promote belonging, positive mental health and wellbeing amongst all members of the school community. Effective systems are in place to identify issues connected to mental health and the school has its own counselling service through the Wellbeing Lead. As a result of highly effecting recording and monitoring strategies are put in place to deal with specific incidents and to support individuals or families who need it. We operate an open door policy and staff regularly work alongside parents as evidenced in the recent achievement of the Wellbeing Award. The Headteacher and Deputy Head teachers are available each morning and evening where families are welcomed as they enter and exit school. As a result of ongoing CPD, all staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. A clear, coherent Safeguarding Policy and effective procedures are securely in place and rigorously applied, ensuring that all work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. Evidence clearly shows, through the school's Monitoring Timetable and weekly Pastoral Support Meetings that leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Leaders at all levels effectively promote equality of opportunity and are proactive in tackling all forms of discrimination. In addition, the school supports its families who are struggling personally, financially and emotionally. Provision is implemented for specific pupils and their families through a range of therapies delivered through the work of the Wellbeing Lead and Bereavement Lead. Leaders have made a determined response to the demands of the Coronavirus pandemic carefully following local and national guidance/requirements outlined in the 2022/2023 school development plan. Key decisions are made with staff to secure a coherent approach and the school's shared values. As a result, the rate of attendance is now rising and the curriculum is being delivered consistently well in all year groups, which is having a positive impact on pupils' learning. The school's clear focus on good mental health is helping to secure staff wellbeing through: • Surveying staff for their needs • Providing training and where necessary counselling • Checking in with staff each week in 'wellbeing walkabouts' Almost all staff report the school's approach is very effective and where a few needs have arisen, leaders have ensured additional support is in place. Leadership regularly discusses staff wellbeing and we constantly review policies and practices to support staff.	
STRAND 5: DIGNITY AND RESPECT	
In creating a school environment built on dignity and respect, the school must evaluate: 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?	
IMPACT OF ACTIONS TAKEN	
The school is fully compliant in all areas of safeguarding. Staff receive annual training to refresh their understanding of safeguarding and regular reminders regarding safeguarding are included within the weekly briefing. Pupils are taught about how to keep themselves safe through our mapped out safeguarding curriculum, e.g. Year 6 attending Crucial Crew Events and a timetable of services such as the police, Health and Greater Manchester Fire Service. Special assemblies are planned to increase pupils' awareness of safeguarding issues with the support of the NSPCC Disadvantaged pupils, disabled pupils, those with special educational needs and those pupils with English as an additional language on roll, are close to or are improving towards that of other pupils with the same starting points, as evidenced in the school's ongoing Monitoring and Assessment Timetable and OfSTED Inspection May 2017, 'Disadvantaged pupils achieve better than other pupils nationally, particularly in writing and mathematics. Leaders' discerning use of the pupil premium quickly removes potential barriers to learning and enables these pupils to thrive. Pupils who have special educational needs and/or disabilities are exceptionally well supported and make excellent progress...SEND coordinators work closely with staff to ensure that pupils who have special educational needs and/or disabilities are identified quickly and supported robustly. As a result of the support provided for pupils with	

a special educational need, they are making rapid progress. Due to our inclusive curriculum, we are currently working towards achieving the Dyslexia Friendly Quality Mark.

STRAND 5: DIGNITY AND RESPECT

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

b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

IMPACT OF ACTIONS TAKEN

Over time, leaders have embedded the school's Character Matters ethos. This highlights and constantly reinforces the importance of different values and traits that underpin a successful and harmonious community. As a result of this work, pupils are optimistic and resilient. They approach their work with a determination to do well and a commitment to supporting their classmates to also succeed. They are humble yet confident. Pupils clearly understand the necessary qualities for being a successful learner and they are equipped with strategies to learn effectively in a variety of ways. The school consistently goes 'the extra mile' to promote the personal development of pupils, so that they have access to a rich set of experiences. As a result of our diverse and inclusive curriculum incorporating the following:

- Themed days/weeks celebrating culture/diversity, e.g. MFL day, African workshop, Red, White and Blue day, Chinese New Year etc.;
- Language of the month
- Professionals' week to raise aspirations;
- Racing to English scheme promoting inclusion for INAs;
- PSHE – challenging forms of bullying, discussing different family structures etc.;
- Sex and Relationships Education – gender stereotypes, sexual orientation etc.;
- Character Matters programme;
- Quality first teaching and other strategies such as pre-teaching ensure equal access opportunities for pupils in terms of participation;
- A variety of assessment methods, e.g. OAT, NASSEA steps, scribed work, photographic evidence etc. provide equal access opportunities for pupils;
- Staff CPD, e.g. INA training;
- Policies promoting equality of opportunity and diversity, e.g. Transgender policy;
- Environment celebrates diversity, e.g. in hall, languages celebrated etc.;
- Celebration assembly, e.g. external awards such as sporting achievements or awards given in religious settings like mosques;
- INA induction policy from pre-admission onwards;
- ACIS support for INAs during transition;
- NASSEA steps;
- ILPS;
- INA tracker;
- Culturally diverse texts in every classroom;
- Dual language texts;
- Language of the month;
- Languages celebrated on display in classrooms;
- Comprehensive Behaviour Policy ensures pupils are dealt with swiftly and fairly, ensuring equal learning opportunities for all pupils;
- Pastoral team promoting high attendance, behaviour and standards of safeguarding;
- Playground buddies and friendship groups promoting social inclusion during lunch times.

The school's learning environment and learning resources encourage dignity and respect for all. Pupils develop respect and understanding by learning about different religions and cultures through our LA Agreed Religious Education Syllabus and by visiting local mosques and throughout the school year, pupils learn about significant events from different cultures through the curriculum.

STRAND 5: DIGNITY AND RESPECT

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

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.

IMPACT OF ACTIONS TAKEN	
The school has an agreed SRE Policy which can be found on the school's website. Pupils learn about relationships and body changes throughout school and this is taught through our Jigsaw PSHE Curriculum and Bernardo's Real Love Rocks Programme. Teachers draw on opportunities throughout their curriculum to explore relationships. Books and resources around the school look to challenge stereotypes and celebrate differences as a result, pupils are extremely respectful and understanding to all, including relationships with the same sex or gender as evidenced in behaviour monitoring and pupil questionnaires. Positive, caring relationships are a strength of the school and pupils are happy and feel safe and looked after. They behave well and are polite and considerate – OfSTED 2017.	
NEXT STEPS FOR DIGNITY AND RESPECT	
✓ To review SMSC policy and providing training for all staff – refresher and those new to school. ✓ To review RSE Policy and provide training for all staff - refresher and those new to school.	
STRAND 6: THE IMPACT OF COLLECTIVE WORSHIP	
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	
IMPACT OF ACTIONS TAKEN	
During daily worship, time of reflection and prayer is built in to enable personal response and consider how worship impacts our lives individually. Including: ✓ Teaching staff attend whole school worship and are encouraged to contribute. ✓ Governors commence and conclude every Board of Governors Meeting with prayer. ✓ Whole school and class worship spaces provide quiet areas for pupils and staff to reflect. ✓ Teachers feel confident to respond to questions raised by the curiosity of pupils. ✓ The school environment serves to constantly remind our pupils, staff and parents that we are, Mission Statement displayed around the school, Reflection Areas in classrooms and the School Hall which is central to the school. ✓ The Church visits school weekly and the commitment shown by our Rector and Curate demonstrates through action reflects our school values. Remote opportunities for worship were offered by the Church during lockdown and school/bubble closure. Pupils respond well to worship as evidenced in their evaluations. ✓ The SLA with the Diocese provides access to a wide variety of training and it has been accessed as necessary by all stakeholders. • As a result of carefully planned Character Matters themed assemblies, collective worship occupies an important place in the life of the school; • Owing to a rich and vibrant curriculum, excellent use is made of prayer, silence, reflection and music to nurture pupils' spiritual development; • Pupils comment that school worship teaches them the importance of Christian values and, 'it makes you think about those less fortunate than ourselves'; • The worship is led by the Senior Leadership Team, by the pupils and staff as well as a weekly Church assembly led by the Vicar and members of the Church; • Monitoring and feedback evidences acts of worship create an atmosphere of spiritual depth whilst still being relevant to the full age range of the school; • Learners confirm that worship is important to everyone and appreciate the time of quiet it provides through discussion and written evaluations; • Pupils enjoy the worship and express enthusiasm for it - especially singing; • Through weekly Commendation Assemblies, the regular affirmation of achievement promotes a feeling of inclusion and recognition of each other's successes; • As a result of carefully planned assemblies and reflection times, pupils are very aware of Anglican traditions and experience collective worship that is very securely focused on Christian values; • Acts of worship contribute very well to pupils' spiritual development because they start in a peaceful manner, due to calming music, the sensitive use of silence and the outstanding behaviour of all pupils; • Records confirm that whilst worship is largely based on Christian values and core Christian beliefs it also encompasses the connections and links between other major religions and Christianity;	

Pupils and Parents play a part in formally evaluating the impact of worship on the school community and this is reflected in the worship themes that are visited during the course of the school year.
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: 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.
IMPACT OF ACTIONS TAKEN
The school follows the church calendar and make worship as creative and alive as possible during the seasons, including: ✓ Worship is interactive and creative. ✓ Worship includes a vast array of resources and visitors. ✓ Christian festivals from the church calendar are celebrated and staff get the opportunity to lead whole school collective worship. ✓ Every child is part of Worship gets the opportunity to plan, lead and evaluate worship. Pupils' parents are invited to this. ✓ Worship in Church is inclusive, the school community and local community are welcome. ✓ Considerable financial investment has been made to acquire high quality, visual artefacts which glorify God and create a sense of awe and wonder by our pupils. ✓ Each class has a reflection focus area to remind the pupils about God and that worship continues in class. ✓ Collective worship is frequently planned & led by pupils especially at Harvest, Remembrance, Christmas, Easter and end of year service in Deane Parish Church. As a result: Pupils and their families say that the school community enjoys worship and as a result of a well-planned schedule, pupils have a good understanding of the different festivals in the Church calendar.
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: 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.
IMPACT OF ACTIONS TAKEN
The Trinitarian nature of God is referred to throughout every act of worship e.g. during our greeting we prepare the focus table by lighting three candles as symbols to represent God the Father, God the Son and God the Holy Spirit. Worship makes reference to everyday issues for example linking bible stories to living out our school vision and values. Worship is led in a way which is accessible to all. Time for reflection is built in to worship. All pupils, including the very youngest, are able to say the School Prayer confidently and with meaning. Pupils are encouraged to live out values in a numbers of ways. In particular the school community lives out the value of compassion through the giving to local, national and international communities. At harvest time the school collects food items to donate to members of the community in need as well as national food banks such as Winter Watch. At Christmas time we make up shoeboxes with presents to send to children in need around the world.
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: 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.
IMPACT OF ACTIONS TAKEN
✓ A Worship Committee consisting of pupils, staff and governors meets at least once per term to plan and evaluate worship and other aspects of the school's Christian provision. There is a weekly rota for class worship and as a result, all pupils have the opportunity to support, plan, deliver and evaluate worship. The school significantly invests in staff training to ensure high standards. ✓ Collective worship is frequently planned and led by pupils especially at Harvest, Remembrance, Christmas, Easter and end of year service in Deane Parish Church.

✓ The school's termly worship ensures that all staff are given the opportunity to lead whole school collective worship. ✓ We have a strong relationship with Terry Clark - Rector of Deane Parish Church and Ben Wilkinson - Curate Deane Parish Church and Jane Hampson, Church Warden and Safeguarding Governor who lead whole school worship weekly.
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: e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.
IMPACT OF ACTIONS TAKEN
The local church community is regularly involved in collective worship both in school and in Deane Parish Church, providing practical support and encouragement, particularly with the school's remote opportunities for worship during school and bubble closures during the COVID 19 Pandemic.
NEXT STEPS FOR THE IMPACT OF COLLECTIVE WORSHIP
✓ To continue to develop Collective Worship following COVID 19 Pandemic. ✓ To ensure pupils understand the meaning of the Trinity. ✓ To continue to provide training for all worship leaders. ✓ To continue to establish strategies for pupils to play a part in the planning of worship themes to further enhance their involvement. ✓ To continue to establish evaluation procedures of worship that involve the views of all stakeholders in order to ensure worship opportunities have the most positive impact on all members of the school
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?
IMPACT OF ACTIONS TAKEN
Following partial and full school closure due to the Coronavirus Pandemic, teachers are delivering well considered programmes of study, based on careful formative assessment to ensure pupils' learning needs are fully met. Through rigorous monitoring, leaders know the curriculum is implemented consistently well and any gaps in pupils' knowledge and skills are being addressed systematically across all year groups. Across the school it is evident from what teachers do they have a shared, common and firm understanding of the school's curriculum intent and what it means for their practice as evidenced in their sharing of teaching across Bolton as requested by the Local Authority and in the capacity of Executive Leadership. As a direct consequence of high quality CPD and the Bolton Agreed Syllabus, evidence from the school's ongoing Monitoring Timetable clearly demonstrates teacher's deep knowledge and understanding of the subjects they teach. Through the implementation of the school's effective Teaching and Learning Policy, teachers use individual pupil targets and differentiated learning objectives exceptionally well, to drive improvement, progressively introduce subject content and address any gaps in learning quickly. Leaders ensure high attention is paid to assessment and moderation through internal, inter-school and consultancy moderation. The syllabus is supported by clear assessment outcomes for each unit and each phase. As a result, teachers display a very secure understanding of where pupils are in their learning and the targets that pupils need to reach. Planning is strong and the use of effective questioning ensures pupils are challenged, misconceptions are quickly identified and acted upon, through effective,

clearly directed and timely support as evidenced in the school's Timetable of Monitoring Activities and outstanding outcomes for pupils.

Owing to the embedding of our updated Marking Policy, and embedding of the school's Assessment Policy, teachers regularly and accurately assess pupils' progress, as evidenced in the ongoing Monitoring and Assessment Timetable. As a direct consequence, pupils know how well they have done, through verbal and written feedback, next steps to further improve and opportunities to respond to teachers' comments, as evidenced in the schools own self-evaluation strategy. Pupils respond effectively to teachers' comments and capitalise on opportunities to use feedback effectively, evidencing their eagerness to know how to improve their learning whilst feeling safe in school to share their own views and know these will be respected and valued.

The school recognises our pupils as individuals and educate them according to their rights in law and provide opportunities for them to fulfil their potential and in accordance with the Church of England vision Statement of Entitlement and Vision for Education. Excellent RE teaching is key to enabling every child in our school to flourish. The Bolton Agreed Syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils are developing an understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, pupils from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, is also the focus for study in thematic units. As a result, planning is of a high standard which follows the Bolton Agreed Syllabus and formal monitoring takes place with opportunities for informal feedback from the RE Leader of Learning and the Head teacher. There are opportunities for collaboration and sharing of resources through staff training.

The Bolton Agreed Syllabus is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger ideas. Teachers plan effective strategies, such as pre-teach and interventions, that make maximum use of lesson time and coordinate lesson resources well, as evidenced through the Assessment and Monitoring Timetable and outstanding outcomes for pupils. Within planning there is clear evidence of using active and practical strategies to support individuals and groups, which is reflected in pupils' books across different subjects and as a result, skills rapidly improve. Pupils show that they develop resilience in work and 'have a go'. Through intensive monitoring of pupil books and planning, the vast majority of teachers are very successful in demonstrating high expectations and setting challenging tasks as well as in enthusing and motivating pupils, including those with special educational needs and the disadvantaged. As a result, pupils demonstrate an informed and respectful understanding of a range of religions and world view and their impact on society and culture.

The RE Leader of Learning ensures that teachers and other adults have the specialist knowledge to challenge pupils with different starting points in all subjects. As a result, pupils make outstanding progress across the full curriculum. Disadvantaged pupils achieve better than other pupils nationally, particularly in writing and mathematics. Leaders' discerning use of the pupil premium quickly removes potential barriers to learning and enables these pupils to thrive. Pupils who have special educational needs and/or disabilities are exceptionally well supported and make excellent progress. Leaders have built capacity in this area by appointing a second special educational needs coordinator (SENCO). Together, these coordinators work closely with staff to ensure that pupils who have special educational needs and/or disabilities are identified quickly and supported robustly.

NEXT STEPS FOR THE EFFECTIVENESS OF RELIGIOUS EDUCATION

- ✓ To continue to embed the Bolton Agreed Syllabus for Religious Education.
- ✓ To continue to monitor teaching and learning in Religious Education.
- ✓ To continue to access and provide high quality on-going CPD for Religious Education.
- ✓ To access the Manchester Diocese CPD Programme 2022 to 2023.

