



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

### **Self-Evaluation for Benington C of E Primary School**

‘Inspiring pupils to reach their full potential in our  
Christian family, through trust, equality, respect and care  
for all’

#### **Genesis 2:18**

Then the Lord God said, “It is not good that the man should be alone;  
I will make him a helper fit for him.”

January 2018

In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgment of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the head teacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference, which is made by this provision, which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence, which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model, which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialed by schools in North West dioceses in a slightly different format and many schools found it helpful.

**Name of school: Benington C of E Primary School (VC)**

**URN: 117389**

**Date of the last Section 48 inspection: 19<sup>th</sup> March 2013**

## **SCHOOL CONTEXT**

- Benington is a smaller than average sized primary school. There are 104 children on roll. There are four classes, one class for reception aged children and some Year One, one for Year One and Year Two and a further two mixed aged classes for Year Three and Four and Five and Six. 40% of our children come from the village. The church, St Peters, is within walking distance.
- Almost all pupils come from a White British background. We have two Hindu families and a Jewish staff member. The proportion of pupils supported by the pupil premium is below average. The proportion of those with special educational needs supported through the school is similar to the national average. We have six children who are SEND, which is 6%, and seven pupil premium children, which is 7%. We have one child with an EHCP.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## **THE VISION AND VALUES OF THE SCHOOL**

Inspiring pupils to reach their full potential in our Christian family, through trust, equality, respect and care for all.

This was reviewed in 2015-16 through extensive work with pupils, parents, staff and governors. We use the Roots and Shoots resource to help teach values. Staff, pupils and Governors completed a joint values audit. This has been used to produce a new set of values for our school. These are displayed in the hall, entrance area and outside notice boards. They are also on the website and in regular newsletters. These values are theologically underpinned as they link to the teachings of the church. We ensure that each value is explored through encouraging pupils to make biblical links.

Our vision guides us to be effective in securing pupils' development through the effectiveness of our Christian character. It also steers us to provide high quality collective worship which impacts upon the whole school community and it also ensures that we are providing high quality RE. It links to the Church of England vision, which is underpinned by the ethos of educating for life in all its fullness. It also links to the Diocesan vision of "living Gods' love."

## **SUMMARY**

The school mission statement, 'Inspiring pupils to reach their full potential in our Christian family, through trust, equality, respect and care for all' is demonstrated consistently throughout the school. Adult role models, inspirational displays and the use of Christian symbols together express Christian love, hope and compassion. Value is given to listening to each child, allowing each one to express their feelings and anxieties in a safe and secure environment, to take risks in their learning and to achieve their potential (National Society Statutory Inspection of Anglican Schools Report March 2013).

**PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION**

***Focus for development 1: To further enhance the quality of Collective Worship through pupil led worship groups***

*(Relates to core question 1 2 3 4)*

Action taken	Impact
<p>In September 2013 we introduced mixed year worship groups with the aim of sharing a bible story to the rest of the school and parents.</p> <p>In September 2014 we introduced class worship groups. Each class chose a bible story and we timetabled when the class-led worship would happen and invited parents and governors.</p> <p>This continued into the academic year 2016-17 and, due to the continued success we have timetabled Class Worship for 2017-18.</p> <p>School Council and After School club have taken a more active role in collective worship. This will be reviewed in view of parent feedback and we will assess how best to continue to involve after school club.</p> <p>Children and staff create their own prayers to share with their class and the whole school. Children are now beginning to build their own prayers in whole school worship. Pupils learn the Lord's Prayer and welcome words so even reception children feel included. In 2017-18, Key Stage two children will learn the Living God's Love Prayer.</p>	<p>Children had a better understanding of the bible story and the idea that they could lead worship, unfortunately timetable constraints made this very challenging and the endeavor wasn't as successful as we would have wished.</p> <p>This was much more successful; every class led their worship with no adult intervention (except the reception class). The children and parents had a greater understanding of many bible stories and the parents and governors were very positive about the worship. The children were also much more confident about the possibilities of leading worship.</p> <p>It has become an integral part of school life, leading to a greater understanding of bible stories across the school and for parents. Children also see bible stories as fun and enjoyable.</p> <p>School Council lead Friday Celebration once a half term. This has resulted in more parents attending and pupils being aware of how important they are to worship. This has become something they really look forward to. After School club wrote a prayer which they shared with the parents and children. This raised the profile of prayer in school. Parent feedback suggested that these were too long, so we will look again at this.</p> <p>This has continued to raise the profile of prayer in school and has resulted in a feeling of inclusion across the school.</p>

<b><i>Focus for development 2: to enable pupils to take a more active part in evaluating the impact of Collective Worship</i></b> <i>(Relates to core question 1 2 3 4)</i>	
Action taken	Impact
<p>In September 2013 Year Five and Six children drew up an evaluation rota to ensure that they all had the opportunity to evaluate Collective Worship. A table was drawn up for them to complete looking at whether reflection was used, as this was a whole school focus</p> <p>In April 2015 this system was updated giving pupils the opportunity to add what they had learned during worship time.</p> <p>2017 -18 a group of pupils will support the planning of worship with the head teacher, considering appropriate songs, prayers, bible readings etc. to enhance their worship experience. This will be monitored through circle time, School Council discussions and class based discussions.</p>	<p>All children participated in Collective Worship monitoring and this provided a record of exactly what was happening in worship times enabling an audit to be undertaken.</p> <p>Year 5 and 6 children have to think clearly about their learning in each worship session and be able to communicate this to others.</p> <p>Pupils will gain a greater understanding of planning worship in order for a greater number of pupils to benefit. Pupils will feel their ideas and opinions are valued.</p>
<b><i>Focus for development 3: To take more opportunities to share and celebrate the school's outstanding Christian Character</i></b> <i>(Relates to core question 1 2 3 4)</i>	
Action taken	Impact
<p>September 2014 the school's website was updated enabling us to help demonstrate our outstanding Christian Character</p> <p>We ensure that Church events, including Saturday Club and the Family services, are publicised on our website. On our weekly newsletter we share the value that we are focusing on and a biblical quote which links to it. This information can also be seen in our community notice board located outside the school.</p> <p>There is a display board in the church where work from the Saturday Club and school is displayed.</p>	<p>Prospective and current parents are aware that we are a Christian school. They are also able to see our close links to the Church and they are able to take advantage of opportunities to attend church services and Saturday club.</p> <p>This leads to a greater awareness of Church events for parents and the ability to discuss what the values mean to their child. The key values of our school are clear and visible to everyone. This makes it easy to refer to them in Collective Worship and makes them an integral part of our school day.</p> <p>This impacts in children feeling their work is valued by the church and community, not just the school. It also results in the church feeling like a more familiar environment.</p>

We have a whole school values display in the corridor. This was put together with a head teacher as part of their NPQH course. This involved KS2 children thinking about which values were important to our school. Parents completed a questionnaire and School Council collected the pupils' views.

Our NPQH student completed a placement task to strengthen the positive impact of the school's Christian values on the well-being of its pupils. The results of this project are included as an appendix to this document.

Spring Term 18 we have introduced a 'thought of the week.' These will be shared in collective worship. Children demonstrating this will be acknowledged in Friday's Celebration Worship and be given a sticker. They will have the opportunity to nominate each other at the end of the half term.

We are building links with a local family in need through Beane Valley Children's Centre. Children decided they would like to provide a Christmas hamper for the family.

We are building links with St Mary's School in Singla, Darjeeling. Children watched a video clip of the children's playground and computer room and we will write to them and hopefully Skype them over the course of the year.

This reinforced the idea that everyone's views are valued. As a result of this we have purchased a new Collective Worship scheme and chosen a value for each half term. Each class displays this to help them have an awareness of the current value.

See Appendix for impact of NPQH

Children will think more about the value and the relevant thought of the week and how they could demonstrate this. Parents will know when their child has successfully demonstrated our value and their name will go on our values board.

Children and parents think about how they can help others in a practical way. This also gives them the opportunity to reflect on how lucky they are.

This enables our children to think about the similarities and differences between our church school and one in India.

## **CORE QUESTION 1**

**How well does the school, through its distinctive Christian character, meet the needs of all learners?**

### **SCHOOL SELF EVALUATION: Outstanding**

#### **School evidence based on pupil outcomes:**

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development (SMSC)
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

**These prompts are taken from the SIAMS Evaluation Schedule where further details are found**

#### **Reasons for the grade (impact and provision)**

Data is used to measure the progress and attainment of all children across the school.

In 2017, 94% of EYFS attained GLD. This is compared to 72% in Herts and 71% nationally. 100% of disadvantaged children attained GLD.

In phonics screening the school achieved a pass for 94% of pupils. This is compared to 81% nationally.

At the end of KS1, 85% of pupils reached the expected standard in reading, and writing with 77% in maths. There was a sharp increase in the number of pupils attaining expected levels, compared with 2016.

At the end of KS2, 85% of children reached expected standard in reading, writing and maths. This was 100% of those who were expected to reach standard. Progress in writing was well above national and attainment was well above national and local. Again 100% of disadvantaged children reached expected standards.

Attendance in 2017/18 has been very good with 97.3% attendance so far on average.

We have a buddy system, which was introduced in 2010, to support pupils who find playtimes challenging. This has been so successful, leading to children feeling involved and secure during playtime (evidenced through parent and pupil questionnaires) that it is now just re-introduced when a specific child or children require extra support. Oak Class children are then matched up with a child and given a badge which adds to their sense of responsibility. FOBs has recently purchased a buddy bench to help enable children to communicate their need more easily, this was prompted by parents suggesting it when their child was struggling at playtimes.

Pupils are given many opportunities to take on extra responsibility. For example; Oak Class are responsible for preparing the hall for whole school worship. We have library monitors, lunchtime monitors and an elected School Council. Some of these positions are chosen by staff and others by their peers, which shows that children are trusted to carry out these roles in an effective and sensible way. This enables children to feel valued and leads to a greater sense of responsibility and ownership in the school. Through our values, we are able to be explicit in making links between our high achievement and our values.

We have good links with our family worker who has helped implement Bright Stars and train a TA. We also have a trained nurture TA to work with any child and parent who needs extra emotional support. This includes a bereavement group and Bright Stars program (building self-esteem). In addition, we employed a counsellor who worked with specific children with identified emotional needs, which could block their learning. Last year our counsellor ran a successful lunch time boys' club, which developed into a mixed gender group. This helped children with social and communication difficulties. This has been replaced with our nurture TA running a girls' club this year, as this is where the need was greater. We also implemented a school led girl's lunchtime group for lower KS2 pupils as this is where we were experiencing a large number of friendship difficulties. This led to greater progress in class time as children return to class ready to learn, rather than worrying about playtime concerns.

Positive adult attitudes are always modelled to the pupils. We also use a range of collaborative and group based work, this enables the children to see a range of problem solving approaches and encourages a greater sense of resilience and growth mindset. We are planning to incorporate this into our school development plan next year to ensure a greater prominence. We have already undertaken staff INSET on growth mindset.

Key Stage two pupil premium children attend an after school homework club to support their learning. The advantage of this is that disadvantaged pupils have support with their learning. Additionally parents feel reassured that their children can fulfil their potential despite more challenging circumstances. This is reflected in the data. Further to this, all Key Stage two children can attend a lunchtime homework club.

Christian values underpin our school ethos, from collective worship themes, SEAL based PSHE lessons and our own school code of conduct, this results in the children realising we are a Christian school and adopting these values as their own. As a result most friendship issues are resolved quickly as the children have a good understanding of what it means to be Christian and the ability to forgive.

SMSC continues to be at the forefront of everything we do as staff, governors and pupils. We firmly believe that these values are at the heart of what we believe as a school as these values play a huge part of our school's vision. We have a policy which sets out our commitment to this, which is monitored annually. We regularly audit our planning and evaluations to ensure links to spirituality are being made.. Due to this ethos of trust, pupils feel enabled to take risks, both in their learning and expressing their feelings, beliefs and opinions (Lindsay Fraser, SIAS report, March 2013).

LPPA (Leading Parent, Partnership Award) began in January 2016 and was awarded in June 2017; this has the aim of improving relationships with parents. This takes account of parental views on all aspects of school life. We are already seeing the impact of this through better progress and outstanding attainment (July 2016 SATs) and parents are readily coming into school and supporting their child's learning both at home and school. Parents have been given a clearer view as to how they can support their child and what the school expectations are.

Pupils, staff, parents and governors have excellent relationships. Visitors to our school often comment on this. We run a Fledglings group in our Foundation Stage Class in the Summer term to help pre-schoolers (and their parents) settle. Parents are also invited in for weekly

reading sessions in Acorn and Willow Class. This has led to children making the transition almost seamlessly and we have very few children, or parents, worried about starting school. We also work with parents before their children start school. This approach can also be seen when children transition from class to class and across key stages.

We have worked especially hard to foster an understanding and respect for diverse communities. A five-year rolling program has been introduced to ensure we have visitors or workshops representing Judaism, Hinduism, Islam, Buddhism and Sikhism. We have been allocated a budget to help with visits to places of worship, too. Placing this on our SDP (School Development Plan) with a separate budget shows the importance we give to this area. We have also begun using the resource of parents of other religions and inviting them in to talk to the pupils.

As a consequence of this children are beginning to recognise both similarities and differences between different religions and cultures. This has led to a greater acceptance of other religions as opposed to the original fear and sometimes ignorance held by both parents and pupils (racial incidents are very rare as a consequence).

We use the Understanding Christianity Resource. This helps find similarities, for example looking at crosses around the world, and led to a greater understanding of Christianity around the world. Our links with Singla in India and the Christian School there have led to real life links being made as children have written to their counterparts there.

Pupils are encouraged to see diversity within Christianity. For example there are links with Walkern and Benington URC Churches which impacts on Saturday Club and the Family Services. There is also an ecumenical partnership which is led by Paul Cobb who regularly leads whole school worship for our school. This helps children to recognise that Christians live all over the world and there are differences and similarities. Additionally, children are encouraged to find out more about the diversity within the Christian faith.

We follow the Hertfordshire RE syllabus and have just begun to incorporate Understanding Christianity resources. The co-coordinator ensures that we have full coverage of this, through regular planning and book scrutiny. The RE co-coordinator is always available to help if teachers need guidance with planning or resources. RE is a safe place where children are free to express themselves and share their thoughts and opinions. Children are comfortable asking questions and often independently make links about similarities and differences between religions. This results in high quality learning and an environment where pupils feel safe and confident.

We demonstrate a respect for all faiths and draw upon parent and staff knowledge to help enhance RE teaching. A parent paid for a whole school trip to their Hindu temple in Watford. Some parents were concerned about the visit, fearing a terrorist attack or the possibility of their children being converted. This led to an open discussion with the RE co-ordinator for parents who were worried about their children attending. As a result of this, the whole school attended and links between Christianity and Hinduism were made by parent helpers and pupils. We have a rolling program of workshops and visits to ensure all main world faiths are covered over five years. Due to this pupils have a good core knowledge of RE and demonstrate engagement with their lessons, this can be seen through teacher's lesson evaluations and pupil's books.

Benington has a warm, family atmosphere. Pupils feel safe, secure and valued. They work and play together harmoniously. Pupils' spiritual, moral, social and cultural development is promoted well and contributes to the school's positive atmosphere for learning. Through observations pupils are seen to support each other and be positive and encouraging. This leads to building individual self-esteem and strengthening personal resilience. Pupils are more inclined to take risks in their learning if they feel secure amongst their peers, this in turn results in greater levels of achievement. This is a direct result of the positive SMSC that is demonstrated throughout the school.

In every classroom there is a reflection area and bibles are displayed. Reflective questions and values are displayed around the school. Crosses, images and biblical quotes are also prominent and these things make children more comfortable in the church environment allowing them to make the relevant links.

We always make time for pupils to reflect upon their learning to help ensure they become more reflective and time is regularly given in the school day for this to happen. Opportunities are offered so that children can improve their work and think about how their attitude towards learning has a direct impact on their progress. Regular pupil progress meetings with the head teacher ensure that pupils are meeting their full potential. Interventions are quickly put in place to help support any areas for development and challenge. As a result, children regularly exceed given targets and are aware of where they are and what they need to continue to meet their full potential.

Pupils are aware of the impact they can have locally, nationally and worldwide. In Beech Class, as part of their Rainforest topic, pupils decided to do jobs around the house to earn money to collectively buy a piece of rainforest in order to protect it for the future. At harvest time children bring in produce to deliver to the elderly of the village. This year they chose to give the excess to the local food bank. As part of the Christmas celebrations the Saturday Club children decided to collect for "Crisis". We have links to The Beane Valley Children's Centre and we support a family in crisis. Each class in school has befriended a villager who is invited into school at key times, and is sent cards throughout the year. This all results in children who have an understanding of the needs of their community and the wider community and what they can do to help. It increases their sense of empathy and a feeling that they can make a difference.

### **Key Strengths**

The implementation of a World Faith rolling program to ensure pupils meet people of other faiths and a budget to ensure this happens

A trained full time nurture TA

Working with other schools on the LPPA

### **Development points**

To ensure that the rolling program is followed and visits and visitors are booked ahead and a Budget continues to be given to ensure this is possible

To continue seeking parent's views as this was a successful part of the LPPA

## **CORE QUESTION 2**

**What is the impact of collective worship on the school community?**

### **SCHOOL SELF EVALUATION: Outstanding**

#### **School evidence based on pupil outcomes:**

Comment on:

- The central attributes of collective worship
- The theological basis of collective worship
- The key elements of an act of worship
- The leadership and management of worship
- The centrality of prayer

**These prompts are taken from the SIAMS Evaluation Schedule where further details are found**

#### **Reasons for the grade (impact and provision)**

Our school week begins with an act of worship first thing on a Monday morning; this places great emphasis on the importance of worship in our school. This importance is further emphasised by the head teacher leading many acts of worship. We ensure the atmosphere is reflective by using music and images often chosen by the monitors.

Parents are invited to our Friday Celebration, which enables them to participate in an act of worship, even if they aren't church attendees. Parents are encouraged to join in with singing hymns through ensuring the words are on the IWB. Parents and pupils also attend Church services at St Peter's Church to celebrate events such as Easter and Christmas. On other occasions pupils are invited to church to take part in events such as Mothering Sunday Services, Saturday Club, Family Services, Carol Concerts and the Flower Festival. This results in worship being seen as a central part of our school life.

Different methods are used to convey the Christian ethos of the school including; candles, music, images, reflection time and prayers. This enables all pupils to participate. The clergy regularly lead worship and are also present to lead a blessing at Church based worship. The music teacher has an excellent knowledge of the bible and regularly refers to it in collective worship. The impact of this is a familiarity towards the clergy and a greater understanding of theology and the bible.

Staff, pupils, and clergy regularly lead our acts of worship. We also invite members of other faiths to lead worship, incorporating various religious festivals, when appropriate. An act of worship can consist of a story either read straight from the bible or adapted to more child friendly language, a prayer, a reflection and or time looking at candles, images or listening to music.

Year five and six pupils are responsible for monitoring worship and keeping a record of the different elements observed. This ensures a diverse usage of different ways to engage the pupils in worship. As a result pupils are aware that worship is a time of contemplation and spirituality as well as learning about bible stories. Their monitoring is evaluated by the Collective Worship co-ordinator. This has led to changes being made to the monitoring forms with the addition of a column to allow sharing of learning. As part of our CPD, we focused on

feedback from Oak Class monitors which highlighted the need for more opportunities to pray and reflect. This has ensured robust monitoring and evaluation, leading to greater emphasis on prayer and reflection.

The Collective Worship co-coordinator plans collective worship values and aims on a half-termly basis and this is based on the Roots and Shoots resource. This helps provide worship themed around our school mission values, SMSC development, the church calendar, PSHE, SEAL, other religious festivals and school events. Pupils monitor worship and their monitoring is checked to ensure there is good coverage. Collective worship is also on our SDP. Our designated Governor also monitors worship. This all leads to worship having a high profile within our school with its own monitoring timetable and with this brings accountability.

Prayer is central to our school day. We pray in whole school worship time, we say grace before lunchtime and some classes pray at other times, too. After School Club say grace before eating and they also write their own prayers. Pupils across the school are also encouraged to write their own prayers, which are made into prayer books and shared in whole school and class worship. Pupils regularly read prayers in whole school worship. Key Stage two pupils are also taught the Lord's prayer and this year are learning Living God's Love prayer. We use liturgical language in school where appropriate, such as ending worship saying 'peace be with you' and clergy led worship ending with a blessing. We have a Holy Trinity display in the main corridor which was created by Key Stage two children. This ensures a greater understanding of the Holy Trinity across the whole school. We regularly incorporate welcome words into our worship. This has led to children and parents feeling more comfortable in church services and more able to contribute and join in.

The whole school comes together to take part in one and two minute silences for local, national and worldwide occasions. We try to focus on the positives, where communities have come together to help each other. This led to reflective conversations back in class about situations such as the Manchester bombing and the Grenfell fire. Children went on to research these events and look at how they could help. The impact was long lasting and children still draw on their feelings and thoughts in other class discussions.

### **Key Strengths**

Parents are introduced to Christian teaching, hymns and prayer through Friday celebration and attending Church services  
Varied worship themes reflect the individuality of the school and our values  
The new Collective Worship scheme has been embedded which means all children know the current value  
The whole school being reflective in times of tragedy

### **Development points**

To say, "let's get ready to pray" instead of "hands together"  
Key Stage two to learn Living God's Prayer and to embed the welcome words  
To continue to involve pupils more in planning and leading collective worship.  
To link a bible story and quote with each value  
Governors to formally monitor worship  
Head Teacher to monitor class based worship

### **CORE QUESTION 3**

#### **How effective is Religious Education?**

#### **SCHOOL SELF EVALUATION: Good**

#### **School evidence based on pupil outcomes:**

Comment on:

- Progress and standards based upon the school's performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

**These prompts are taken from the SIAMS Evaluation Schedule where further details are found**

#### **Reasons for the grade (impact and provision)**

Pupils are given the opportunity to ask and discuss thought provoking questions across all subjects. RE encourages 'big' questions' to be asked and discussed in a safe environment. Children demonstrate respect for each other's beliefs and opinions and, as a result, this can be thought provoking. Evidence for this can be seen in the teacher's evaluations of RE lessons. The impact can also be seen across other subjects and into collective worship, where pupils feel able to question and research and show independent thought.

RE is taught and assessed following the Hertfordshire scheme of work. We have just introduced Understanding Christianity resources to run alongside this. It is timetabled to ensure the correct time allocation. All Key Stage one and Reception children take part in a nativity play and Key Stage two children lead an Easter and Carol Service. The impact of a high quality curriculum results in pupils with a good understanding of Christianity and the other main world faiths. Furthermore, we are able to share good practice with other faith schools, as part of our "Small Schools Consortium." Benington Primary is one of four small church schools who work closely together to share good practice and provide support for each other.

RE is led and managed by the RE Coordinator who is happy to answer questions and signpost teachers to information and resources. RE is taught by class teachers not by TAs as PPA cover. RE is on the SDP and a budget is set in line with this. This gives RE a good prominence in the school. RE lessons are observed and books are monitored by the RE co-coordinator. All children participate in RE lessons, although there is a withdrawal policy. Children of different faiths are encouraged to share their views and this helps RE become more inclusive. This illustrates how all faiths feel included in RE and that their parents are happy with how RE is covered. This results in RE being seen as important and as core subject, by staff and pupils.

Twice a year, at Easter and Christmas, our "once a month" writing programme is given a religious theme. This ensures RE cross curricular links. It also illustrates how children's understanding of the Easter and Christmas story develops over their time at Benington School. Children are encouraged to think about how different characters in each story would feel and begin to show a depth of understanding and empathy, not just towards Jesus but also Judas and Mary.

The RE co-coordinator observes lessons and undertakes book scrutiny. From this it can be seen that the amount of recording in books is beginning to increase. Children evaluate their learning and this can also be seen on teacher's evaluations. Through this it has also been observed that children enjoy RE and are able to undertake a wide range of activities. In addition, governors are involved in the monitoring and evaluation of RE. They have conducted learning walks, to evidence the quality of RE provision, but also to make links to SMSC across the school. Monitoring is followed through with formal evaluations and feedback and has a specific focus. Monitoring also includes the use of pupil voice to inform decisions and changes to be made.

In September 2016 we undertook a whole day's whole school INSET on the Understanding Christianity resources. This proved a valuable insight into the resource and up skilled all our teachers. We have a new resource which we have used to form part of our rolling program. This has valuable resources to use while covering the Christian based syllabus. We regularly use the images for whole school collective worship to stimulate discussions.

Worship groups encourage children to find links between bible stories and our values. Each class performs a bible story every year, through a range of drama, dance and storytelling which they perform to the whole school and parents. This leads to a greater knowledge of a range of bible stories and a deeper understanding of how they link to their learning and their lives.

We have just introduced our own assessment scheme based on the Hertfordshire syllabus level descriptors. These are updated termly, or more often if appropriate. Through this we can monitor where our children are and ensure they are meeting their full potential.

We have implemented a World Faith Rolling program. Through this a different world faith is covered in depth each summer term. A workshop or visit is booked by the Collective worship co-ordinator. Last year a Sikh visited and ran workshops for the whole school, the year before it was a Jewish run workshop. The previous year we visited a Hindu Temple which was paid for by one of our Hindu families. At the end of each workshop or visit, parents are invited into school so the children can share what they have learnt. This results in a greater understanding of world faiths for both pupils and adults. It also helps reinforce the idea that there are many similarities between each religion and brings with it a greater level of respect for all.

### **Key Strengths**

We follow the Hertfordshire scheme of work and use the Understanding Christianity resources which ensures correct coverage

We adhere to the National Society's Statement of Entitlement for RE

RE is timetabled in all classes

Whole school INSET meant all teachers were up skilled and the prominence of RE was emphasised

### **Development points**

To continue to ensure more recording takes place

For the co-coordinator to continue to undertake an annual observation of RE lessons and work book scrutiny

To monitor the effectiveness of the new RE resources

To embed the new assessment resources

#### **CORE QUESTION 4**

**How effective are the leadership and management of the school as a church school?**

#### **SCHOOL SELF EVALUATION: Outstanding**

#### **School evidence based on pupil outcomes:**

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

**These prompts are taken from the SIAMS Evaluation Schedule where further details are found**

#### **Reasons for the grade (impact and provision)**

The school's prospectus, policies, website, noticeboard and newsletters promote the school as a church school and are underpinned by a mission statement and vision based on Christian values. All stakeholders provide clear role models that embody the school's Christian vision. This results in staff, governors, parents and pupils having a clear whole school vision of our Christian values and vision. Governors, staff and parents are able to see the impact of the values affecting the academic achievement of each child. Relationships between staff and children are outstanding thus enabling every child to reach their full potential.

A rigorous program of self-evaluation of the schools distinctiveness and effectiveness as a church school is in place and involves all stakeholders. Pupils are regularly asked for their views through circle time, school council and pupil questionnaires. Parents are also asked their views through LPPA work and parent questionnaires. Parents' views are also sought after they attend school based events and workshops. The results are analysed and changes made where appropriate.

The Head teacher and Deputy Head provide excellent leadership through their Christian vision and application of this vision, which is understood and shared by both staff and pupils. The governing body are committed to the Christian ethos of the school, including the use of reflection which has now become an embedded part of governing body meetings. This results in meetings, which always conclude with a time to reflect.

Our governing body are critical friends. They receive a regular head teacher's report which details attendance levels and pupil progress. They question when results aren't as expected and frequently ask if we are continuing to diminish the difference. They ensure that we are inclusive and that all children; including pupil premium and SEND pupils fulfill their full potential.

Pupils are encouraged to support various village led events, for example the choir sing to the Tuesday Club and many of our pupils attend the Church led Saturday Club and Family Service. We also dance at the annual Summer Fair. This leads to a greater sense of belonging to the community. Benington school children from the village, regularly attend the Saturday Club.

The governors and staff all have copies of the SEF and are encouraged to comment on and contribute to it. SIAMS is a substantive section on each governor agenda. Areas for development are regularly discussed in staff meetings. This ensures that RE and collective worship have a high profile in school.

PCC run a Thursday morning coffee group. This has run successfully for over ten years providing a place for local families to attend with their pre-schoolers. It gives a time to talk and share their concerns. Parents can then be signposted towards appropriate support and where needed concerns can be shared with school staff.

We have strong links with other local church schools. This enables good practice to be shared and access to a huge wealth of support and expertise. We participate regularly in joint training with our governors. This ensures a strong joint sense of vision and where we want the school to be. We use Diocesan training for both staff and governors to ensure we are up to date on current practices. Staff and governors are trained on safer recruitment and together we ensure that the church links are a prominent part of the recruitment process. All applicants are asked about what they could contribute to our church school and if they feel able to participate in worship. We are then able to be inclusive and are aware of what each staff member can add. This ensures that all staff are able to contribute fully to our school and we are aware of any potential training needs.

### **Key Strengths**

All stake holders have a joint vision enabling a clear view of where our school is going

Our values underpin everything we do

We regularly participate in joint training to continue to update our practice

### **Development points**

To embed more explicit links to the Church by continuing to use the website and newsletters

To put a biblical quote linked to our value on the home page of our website