

## Newton Tony Primary School CE VC SIAMS ongoing Self Evaluation

### Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

**School's theologically-rooted Christian Vision:** Our Vision is that Newton Tony Primary School CE VC is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. Our vision is underpinned by 'Love One Another As I Have Loved You' John 15:12. We believe 'Everyone Cares and Everyone Counts'.

### Inspection Conversations: Context

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

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



- Our school is a Church of England, Voluntary Controlled Primary School.
- We are a maintained Wiltshire LA school, situated in a rural village and celebrate our countryside environment.
- We have 84 children on roll and have four classes: EYFS Reception Class (Hedgehogs), Mixed Y1 and Y2 Class (Foxes), Mixed Y3 and Y4 Class (Squirrels), Mixed Y5 and Y6 Class (Badgers)
- Our children benefit from a curriculum of revisiting with opportunities to identify any 'gaps' in their learning, this approach supports our pupil mobility. We offer a key line of enquiry (big question) every term across the school to deepen understanding and link spirituality at home, school, community, globally and biblically. This year our Autumn enquiry focus is 'What does a Hero Look like? Subject specific learning is inter-threaded within these lines of enquiry and there is opportunity to debate and discuss the wider world around them outside of the National Curriculum.
- 43% (36 pupils) of our children are from a service family, many are living in Bulford, Tidworth and Larkhill Army camps. Our service families can experience mobility linked to postings. We appreciate some of our children have been to multiple schools before they join our school. This year some of children have been educated outside of the UK eg. Australia, New Zealand, Germany, Dubai. Leavers:10% (8 pupils) of our service families left us due to postings in 2023. New starters: We welcomed 10 new children (12%) in 2023, who joined our school in Y1-Y6.
- 17% (14 pupils) of our children have SEND without EHCP, this is above the National Average. We have a programme of intervention programmes to support our SEND children's progress and attainment. We start intervention from EYFS, with the aim of children keeping up with their peers.
- 6% (5 pupils) of our children are entitled to Free School Meals. This is below the National Average of 24%.
- 2% (2 pupils) of our children are Looked After Children.
- 6% (5 pupils) of our children have ethnically diverse backgrounds. We value our links with Ghana, Poland, Germany, New Zealand, Turkey and Asia.
- 2% (2 pupils) speak English as an Additional Language. We celebrate bi-lingual speakers and acknowledge it is a fantastic life skill. We have children who can speak Polish, German, Turkish and Akan Fante.
- Partnerships The Dioceses of Salisbury: We have a close partnerships with Steven Cowdrey representing the The Diocese of Salisbury and support their vision of 'Making Jesus Known'. We subscribe to their Partnership Service Agreement (PSA), receiving support and guidance to help live out our Christian vision. We recognise that his partnership is a proven successful tool for building a transformational relationship between our school and the Salisbury Diocesan Board of Education
- St Andrews Church:We receive prayer, guidance and support from Rev Peter Ostli-East (St Andrews's Church) in Newton Tony village. He is also our School Foundation Governor. We regularly visit the church for services led by Peter: Harvest, Easter, Nativity, Leavers Y6. We also visit the church every Monday and Friday working in partnership to have a place to worship. Parents are welcome and attend regularly to join us in worship.
- The Bridge Youth Project:The Bridge is a registered, ecumenical Christian charity working in local schools, their team provides both our pupils and staff through a chaplaincy style method of work. They provide pastoral support with a mentoring programme and provide opportunities to hear about and explore the Christian faith in a way that is relevant and connects with the world our children live in. They provide regular RE lessons linked to our Understanding Christianity teaching and whole-day events linked to Easter.
- Salisbury Cathedral : We regularly visit Salisbury Cathedral workshops to support learning across the curriculum eg. RE, History, Art, Maths. We also attend the Year 6 Leavers Service.



What are we doing here? *(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)*

- a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?
- b) How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?
- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?
- e) As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?
- g) What are the school's arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?
- i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?
- j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

- We are an inclusive school, where everyone has a valuable contribution to make to our school community. We recognise and appreciate that for many of our families, Christian faith is important whilst others may have other faiths or no faith. We are a Church of England school and therefore much of what we do is influenced by the Christian faith. We hope that as the children journey through our school they choose to understand how to love one another and also, if they choose to, begin to embrace God's love for them and their families.
- We are a small, rural Primary School, our pastoral care is the key to ensuring children thrive academically and emotionally. At the heart of our school is the provision of an inclusive, outdoor learning environment, we aim to capture the magic of all children and inspire them to flourish, building their self-esteem in a caring, safe and secure environment.
- We aim that children will leave our school, equipped for lifelong learning remembering it with happiness, encouraging children to develop their own values which encompass our school values. In our recent OFSTED report 2019 the inspector quoted: Pupils enjoy positive relationships with adults and trust that these adults will listen to their concerns and keep them safe. The school's work to promote pupils' personal development and their understanding of fundamental British values is highly effective. The curriculum includes learning about a wide range of faiths and cultures. Consequently, pupils learn to challenge discrimination and are well prepared for life in modern Britain. Pupils told me that the school helps them to lead healthy lifestyles and to demonstrate leadership through the many additional responsibilities on offer. These include being 'playground leaders' and 'safety warriors' who help keep others safe. They are proud of their school and speak of how the Christian values help them to 'be kind and patient and never give up'.
- Our School Values of Love, Hope, Forgiveness and Courage are based on Christian principles and are embedded and reflected in all that we do. These Values have been chosen by the school community as a set of moral standards and life skills that we should begin to understand and show in our every day lives. They align with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- We aim to build a school community based on mutual respect encompassing the principles of Restorative Justice.
- We engage with the village community in which the school sits, as well as the community that it embodies as we 'Love One Another As I Have Loved You' John 15:13.
- We liaise with the local community as part of our Travel Plan to continue to ensure we are doing our best to respect our local environment.
- We work alongside the principles of the Armed Forces Covenant and respect our service families leave of absences. We provide our service families with military journals and opportunities for pastoral support, acknowledging their transitional journeys. Alongside our cluster Amesbury schools we fund our pastoral care (ELSA), through an MOD grant.



- Our vision is shared on our school website, correspondence and emails, ensuring not only our school community but the wider community understand our commitment to guiding children using important life-long Christian principles.
- Parents/Carers select our school due to its reputation, location, and nurturing yet high aspiration ethos, we are always over-subscribed. The school community is not culturally diverse but there is mobility and a rise in vulnerable children joining our school in 2023. Parents recommend our school and commend our inclusive approach to ensuring pupils achieve their fullest potential.
- Our status is maintained and we are not currently part of an academy. We are part of the Amesbury Schools cluster, which is an inclusive mixture of Church of England, Catholic and non-faith schools. We are also part of an eight school strategic working party providing all staff with opportunities to meet, share good practice and receive high quality CPD. We are open to joining an academy and have discussed in recent governing body meetings that this may be a possibility in the future we could explore.
- We have an extremely healthy budget and this provides us with opportunities to support our parents/carers through funding all trips, curriculum workshop visitors, swimming lessons, children's additional resources since 2022.
- We are privileged to have our local church Reverend Peter Ostli-East as one of our Foundation Governors, he is also a governor on other local CE primary schools. We gain from his wisdom and understanding from a wider Christian community.
- A robust annual Governing Body schedule of work and carefully nominated linked roles and responsibilities enable Governors to work with the school, holding leaders to account against their statutory duties. We have a Management, Teaching and Learning and Finance sub-committees and our Full Governing Body minutes acknowledge 'How have we made a difference?' Governors regularly visit the school to gain a deep knowledge and understanding of the school and school community.
- Our school follows an inclusive, invitational and inspirational Collective Worship programme that includes Whole School, Class, Praise, Bible Journey and Celebration worships. Twice a week we visit our local church and parents are invited to share our worship in church. Harvest, Nativity and Easter services are well attended often with standing room only!) Our Collective Worship provides opportunities to develop pupils' understanding of the school Values, current local, national and global events, the Anglican calendar and charitable fund raising stewardship opportunities. Collective Worship provides time for singing and appreciation of music, still time and reflection, prayer, scripture and story and celebration. Our worship warriors actively plan and evaluate worships and consider the big questions we are going to explore.
- Worship Warriors also choose a big question to debate at lunchtime with the school community eg. Is it better to reuse or recycle? Does music have a positive impact on the world? What does bravery look like?, these questions are from our Picture News subscription.
- The school follows the locally agreed Wiltshire RE syllabus and we are meeting the principles and tenets outlined in the Church of England Statement of Entitlement. Our RE leader ensures all staff have the opportunity to participate in shared cluster/across LA school training in Understanding Christianity, Restorative Justice, Quality First Teaching. Resulting in innovative ideas and resources being applied to RE teaching and learning.

#### Inspection Questions (IQ)

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

Inspection Question (IQ)	Impact of provision and sources of evidence
<p><b>IQ1</b> How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p>	<ul style="list-style-type: none"> <li>• 'Love One Another As I Have Loved You' is expressed in our school family, by staff, pupils, parents, Governors and the Church.</li> <li>• Our children are very well behaved, motivated and engaged in their learning, this is demonstrated on daily basis inside and outside of the classroom.</li> <li>• Within Collective Worship, parents are invited to share celebration certificates for children demonstrating our school value of Love.</li> <li>• Parents/Carers/teachers and members of the community have the opportunity to nominate their child or any other child for a golden leaf award. These awards are acknowledgments of love in the home or community alongside personal achievements. These are displayed on our school Golden Leaf display and children can wear a golden leaf lapel badge to school.</li> </ul>



<p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<ul style="list-style-type: none"> <li>• 'How we make a difference' to our community is a standing item of FGB Agendas to develop the FGB's understanding of our Vision and to encourage their questions, input and views on how the vision is evident within the school's provision.</li> <li>• The majority of parents are highly supportive, they select our school because of our commitment to outdoor learning and our pastoral care. We work closely with our local forest and military camp pre-schools to support transitions.</li> <li>• We have an open-door policy, and proactively support our families by funding Triple P parenting courses, and provide a listening ear to support bereavement and military posting appeals. In our recent OFSTED report 2019 the inspector quoted: Parents and carers commend the school wholeheartedly. They speak highly of the improvements the Head Teacher has made and appreciate the welcoming and caring ethos of the school. They value the approachability of staff and your work to include them as partners in their children's education.</li> <li>• All our school staff work hard to engage with all parents to enable all children to spiritually flourish. Our vision permeates everything that we strive to do, we are focused on developing a child ready for life. In a small school, all staff have many different roles and we all support each other's mental health, through discussion and mindfulness eg. The Head Teacher actively encourages staff to take their own children to their first day at school, attend graduations, sports days and other events. In our recent OFSTED the inspector quoted: Staff share the Head Teacher's determination to provide the best for every child and are unanimous in feeling well supported and proud to work at the school. You know the needs of families well and work with them to provide help as soon as needs arise'.</li> <li>• Our school is over-subscribed and is known for providing a high quality educational experience as well as a nurturing environment achieving a 'good' grade in the most recent Ofsted inspection in 2019.</li> <li>• Our school vision is underpinned by the words found in John 15:12 'Love One Another As I Have Loved You'. 'This biblical verse was chosen because the school leaders and governors are determined that all pupils and all adults are given every opportunity to achieve well and to reach their full potential, but more importantly be kind and show love to themselves and one another: in school, home, their communities and globally.</li> <li>• Our local Reverend is our Foundation Governor and serves on the Governing Body. Over time the school has earned itself a very good reputation and parents from the local village, Amesbury, Bulford, Larkhill, Tidworth and further are keen for their children to attend. Parents appreciate all that the school does to support their children's efforts and they speak highly, not only of the academic work of the school, but also of the way in which pupils are nurtured.</li> <li>• Our RE governor visited our collective worship and regularly visited the school for learning walks, RE Leader discussions and provided alongside the Head Teacher Safeguarding stay safe online workshops. He was also our Safeguarding and GDPR Lead.</li> <li>• The Governing Body schedule of work and allocation of roles and responsibilities provide a clear focus for members of the Governing Body in supporting the school in improvement. Training records and attendance at Governing Body meetings show the commitment of the board. Following visits, Governors provide high quality reports to inform the whole board of their support and challenge to school staff.</li> </ul>
<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p>	<ul style="list-style-type: none"> <li>• Opportunities to explore SMSC are integral to our curriculum which is driven by big questions as part of our key lines of enquiry. Opportunities are identified in planning, across all subjects, in order to ensure that the spiritual needs of all groups of learners are met and evident in our key lines of enquiry floor books. All staff understand the importance, not only of high academic achievement, but also of developing 'the whole child'.</li> <li>• Staff set high expectations for all groups of learners no matter what their starting points. Every child is expected to meet his/her/their full potential. At very least, every child is targeted to achieve a minimum level of 'expected'. Our recent OFSTED 2019 quotes: 'The Head Teacher has provided high-quality professional development for teachers by making use of links with other schools locally and training opportunities within the local authority. This has helped those who are also middle leaders</li> </ul>





- b) How is spiritual development an intrinsic part of the curriculum?
- c) How do leaders know that the curriculum is having the intended effect for pupils?
- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

to establish high expectations of teaching in the areas they lead and to share good practice with their colleagues. Middle leaders work with you to make purposeful checks on the quality of teaching. This helps them to check what is working well and to provide focused support and training for staff'.

- At the start of every new learning opportunity children are asked 'what do you already know?' through start of unit quizzes. This new learning is revisited at the start of each half term before learning is moved on. This allows teachers to tailor learning to support any 'gaps' which can present when children are mobile.
- Carefully chosen success criteria (not just learning objectives) are provided for all pupils. This is effective in adapting the teaching to enable all pupils within a cohort to access the curriculum and NC requirements.
- Vulnerable pupils are given appropriate support, scaffolding and encouragement from EYFS-Y6. Intervention strategies are used to good effect, all children are assessed when they start in every year group. Children have the opportunity to access: Little Wandle phonics keep up programmes, SNIP dyslexic spelling programme, quality first teaching to support mathematic gaps.
- We introduced Emotional Learning Support intervention (ELSA), four afternoons a week in response to the needs of our families.
- We work in partnership with Behaviour Support Team (Wiltshire LA) and the SENS SEND specialist teams to support emotional and behavioural needs.
- We provide our service families and pupil premium families with a funded place at Breakfast Club to ensure they have the best start to their day, supporting their readiness to learn.
- Children in all classes are used to discussing ethical issues as part of their everyday learning and daily routines.
- Children work in mixed ability groups in mixed age classed and are used to carrying out 'peer to peer partner talk' discussion and assessment as part of their learning and use this to improve their work. This is embedded throughout each key stage.
- Data suggests that the vulnerable pupils are making good progress that is broadly in line with their peers. A high percentage of pupils achieve a level of 'expected' – confirmed by school RE assessment data.
- See RE Lead deep dive report for additional details on RE in the curriculum, including the impact for disadvantaged pupils.

**IQ3** How is collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand

- Church worship incorporates a celebration of school values: Love, Hope, Courage and Forgiveness, aligning this special time to the school's Christian vision. This weekly worship in Church is well attended by the school community. It is a valued aspect of the school week. Parents comments include: 'What a lovely feeling this morning and it has made my week'
- The liturgical year forms part of the worship planning, and worship warriors change the worship cloth depending on the time in the Christian Calendar. The Trinitarian nature of God is featured and explored regularly, through the teachings in Understanding Christianity.
- The Bridge Christian Youth Project regularly lead worship in school and link RE lessons/workshops to the Christian calendar and our school worship themes.
- The RE Lead has a close relationship with the local Reverend, planning services and orders of service together.
- Our two volunteer readers are both Christians and part of the local community, they are a valuable resource who approach listening to vulnerable children read with patience and understanding.
- Children have the option to attend the Year 6 Leavers Salisbury Cathedral Service to celebrate our links with the Dioceses. All children have attended over the last five years that we have been invited.



<p>to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<ul style="list-style-type: none"> <li>• There is a daily 'varied diet' of worship including worship in church, Salisbury Cathedral, in school, in class and at home. Worship includes a good mix of traditional and modern hymns. Worships often being with some music chosen by the children to link with the needs of the school or the theme.</li> <li>• Alongside the Lords Prayer, worship warriors write their own prayers for worship. Children across the school starting from EYFS take part in planning their own class worships. The EYFS children can be heard saying 'Jesus is the Light of the World, Shine on us always', and singing along to the chorus of 'her I come to Worship' with actions.</li> <li>• Our TUPPS lunch time club explored the meaning of the Lords Prayer with artefacts.</li> <li>• A dedicated cluster schools song was written as part of a project – developing our sense of belonging to a school and community.</li> <li>• Every class has a focused worship area in their classroom where they can be still and reflect. We also have an outside spiritual area where children are welcome to be mindful.</li> <li>• Prayer is a natural part of all school worship and this is sometimes scripted from Flippin Praise but there are also regular opportunities provided for spontaneous children's prayers.</li> <li>• Parents are frequently involved and most appreciative of the range of worship offered by the school. In particular, our Remembrance outside service and our Easter 'The Tale of The Three Trees', KS1 school production in the village hall.</li> <li>• Many parents and their wider families have access to the online home worship links provided on our website (Faith section).</li> <li>• Worship is inclusive and children enjoy being invited to listen to music, sing, pray, ask and answer questions, be mindful and still. We incorporate sign language to welcome each other and our warriors offer examples of how to pray and the option not to join in.</li> <li>• Worships begin with the warriors lighting a candle and the response of 'Jesus is the Light of the World', 'Shine on us always'. Another warrior will hand out a child and adult cross and a pebble which says love. They chose to organise this and make everyone feel welcome at the start of the worship.</li> <li>• Big questions and themes are linked to the Fruit of the Spirit. This half term our theme Self Control was chosen by the worship warriors and explored by linking observations by them at playtime and in the classroom. This led to the big question : How can we make our school a happier and Safer Place.</li> <li>• Our worship warriors independently plan and resource our bible journey Thursday worships. The younger children particularly enjoy the dressing up aspect of this worship.</li> <li>• Children and adults talk enthusiastically and freely about the time they spend together in worship.</li> <li>• Our spiritual flourishing corridor displays acknowledges and demonstrates our commitment to the whole child. Considering how we fit and our sense of belonging at home, school, community and earth and beyond ; this approach to spirituality complements our curriculum key lines of enquiries and our Understanding Christianity RE programme.</li> </ul>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p>	<ul style="list-style-type: none"> <li>• We have our UNICEF Bronze award which recognises that our school puts the Rights of Children First. All our classes have class charters that are inclusively written to include 'We have the right/respect to'.</li> <li>• We have been awarded our Silver Anti bullying award recognising our commitment to Restorative Justice. Playtimes are evaluated regularly to improve and develop a safer and happier environment. This is particularly significant with our pupils mobility. We also achieved our Healthy Schools Bronze Award, acknowledging our commitment to children's well-being.</li> <li>• Children's commitment to our vision and school values are recognised every Friday in Celebration Worship: encouraging children to value Love.</li> </ul>



<p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<ul style="list-style-type: none"> <li>• Every year, we participate in many community projects/initiatives to support living in an inclusive dignifying and equitable culture eg. Amesbury Mini Policing Programme, Junior Good Citizen Programme, Bikeability, Walk Safe, Police Awareness Workshops, Dorset Fire workshops, Dogs Trust Visitor, Cat Protection League Visitor, Salisbury Foodbank Harvest Worship and Visit, Salvation Army Christmas Appeal for local children , Trussel Trust Shoebox Appeal</li> <li>• We have a clothing bank which is currently collecting for Ukraine which the village community also use. We welcomed Ukraine refugees to our school family in 2023, all our school family gained a deeper understanding in to families faced with difficult situations.</li> <li>• Our school policies and practice create a culture in which people's wellbeing is enhanced. Governors consider How they make a difference when adopting policy and our vision is included. We pride ourselves on our pastoral care and have four afternoons of ELSA provision to support children's mental health. The additional timetabled sessions ensure more children have access to our ELSA programme and support is available daily.</li> <li>• We have a Senior trained Mental Health Lead who is also our LAC lead. She works closely with virtual schools and arranges events and opportunities for our Looked After Children and their families.</li> <li>• Our staff feel supported by the Head Teacher, who values them not just financially (claiming for additional working hours), but also emotionally (ensuring their work life balance is a priority).</li> <li>• Every class has a mental health check in resource to ensure all children have time-to talk if they need to. We have a worry box in school and actively promote NSPCC PANTS programme. Welcoming NSPCC representatives to our school to lead assemblies. We have invested in new books to support Friendship, Keeping Safe and books celebrating and recognising children with ADHD and Autism. Children have personalised mental health baskets, weighted blankets, noise reducing head phones to support their needs.</li> <li>• Our ELSA organised a staffroom check in for mental health and a 'treat' board to support tiredness and mindfulness. The Head Teacher sent out Meditation links to staff's mental health, she also encouraged staff to access the mental health awareness training provided by Wiltshire LA.</li> <li>• Governors are fully supportive of staff well-being and recently approved a policy to support the well-being of staff linked to a Zero Tolerance Approach to possible aggressive behaviour.</li> <li>• SEND provision is a strength. Each child is known by all staff resulting in early intervention where required and effective ongoing support.</li> <li>• Cultural capital provision is a strength of our school. We fund all school trips and visits to support our parents/carers' ensuring all children have access to opportunity eg. British Museum Trip, Stonehenge Trip, swimming lessons, Cathedral Art Gallery, Cluster School Sports festivals and events, Thruxton STEM Girls on Track Event.</li> <li>• Parental engagement is high and our PTA events are well supported. The majority of our parents work full-time, and will always try their best to timetable their commitments to attend events and support just giving pages.</li> </ul>
<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that</p>	<p>Safeguarding is a strength of our school, in our recent OFSTED report 2019 the inspector quoted: 'The culture of safeguarding in the school is strong. Leaders make sure that staff know their responsibilities and keep them up to date with statutory guidance on concerns such as peer-to-peer abuse. Staff report concerns promptly, and you follow these up with the relevant agencies in a timely manner. You know the needs of families well and work with them to provide help as soon as needs arise. Records are well maintained and thorough, including pre-employment vetting checks on staff. Pupils told me that they feel safe and supported in school. They say that bullying is</p>





<p>balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>extremely rare and that adults deal with any concerns about bullying and poor behaviour quickly. They have a good understanding of how to stay safe online and have benefited from learning about fire safety and how to keep safe near roads'.</p> <p>Our policies and procedures reflect the school's Values and vision. Our school has worked hard over time to forge positive links with the wider school community. These links include:</p> <ul style="list-style-type: none"> <li>• Fostering a range of activities to engage parents daily and termly</li> <li>• A busy and supportive PTA FONTS</li> <li>• Working alongside the Parish Council and Village Committee to discuss the Travel Plan and Village Playground Project</li> <li>• Working alongside the local church to support our Church Calendar Curriculum</li> <li>• Wiltshire Air Ambulance resuscitation workshops for KS1 and KS2</li> <li>• A morning 'drop off zone' to reduce parking and support traffic in the village</li> <li>• The school does not have its own hall so we work closely with the village hall committee. We are supported financially by the LA enabling us to book the village hall for twice weekly PE lessons and to host events. This ensures the local community benefit financially and our children have a place for dance, gymnastics and events eg, Roman and Ancient Greek Workshops, African drumming and dance workshop, Divali Dance workshop.</li> </ul> <p>Every year group votes for a Rights Respect Warrior (School Council representative), ensuring pupil voice is respected across the school. They enjoy meeting with our School Lunch providers annually to evaluate and recommend changes to our school lunches. In 2023, this resulted in a salad option being introduced and 'Teddy Bear to lunch on Friday' to support the younger children's tiredness.</p> <p>KS2 participated in the Anti-modern day slavery art event at Salisbury Cathedral, two of our children won awards for their art work. Six of our pieces of art were display as part of the exhibition and we arranged for all of our KS2 children to attend the exhibition. This prompted a Year 5 and Year 6 social injustice display in our school corridor. It is an ongoing working wall and currently has information about:</p> <ul style="list-style-type: none"> <li>• Modern Day Slavery</li> <li>• Bangladesh concerns</li> <li>• The Rotary Club district 'Peace' poem winner from our school</li> <li>• Women from the Tudor times</li> </ul> <p>Curriculum planning includes examining the relationship and connections between local and global communities through Key Lines of Enquiry big questions. For example; Does anyone wake up hungry? How can we make a difference? Is our world unique? What does a hero look like? What is a life without colour? What is a world without the internet? ensuring children gain a greater understanding of past and present global communities.</p> <p>We work closely with our secondary schools, our children demographically attend seven different secondary schools, including service children leaving to attend boarding school. We pride ourselves in our transitional relationships including pre-schools and other schools. We use CPOMS to transfer information between schools and arrange face to face Y7 pastoral care visits for our children. We</p>
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	<p>also work closely to ensure children are academically ready for secondary school sending parents pre-school and Y7 prepared for primary/secondary requirements.</p> <p>Our children regularly write to our Royal family and Government, discussing concerns and sharing love for our new King. We always receive replies and these are in our big question books. Topics we have shared are: concerns over leaving Europe, linked to some of our children not having British Passports, welcoming our new King Charles III</p> <p>Every year, we tailor our fund raising to respond to events in our school family eg bereavement and local and National priorities. Our families also support other local fund raising events which are celebrated in golden leaf nominations. We encourage our families and PTA to understand the importance of and support the community and global fund raising through participating in :</p> <ul style="list-style-type: none"> <li>• Macmillan Cancer Research Coffee and Cake morning</li> <li>• Remembrance Appeal supporting veterans annually with purchasing resources</li> <li>• NSPCC Number Day</li> <li>• Children in Need</li> <li>• Jeans 4 Genes</li> <li>• Sport Relief/Comic Relief</li> <li>• Walk in our shoes for Africa</li> <li>• Southampton Foster Association</li> <li>• Race 4 Life</li> <li>• Save the children Christmas Jumper Day</li> </ul>
<p><b>IQ6</b> <a href="#">Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)?</a></p> <p>a) <a href="#">How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</a></p> <p>b) <a href="#">How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</a></p> <p>c) <a href="#">How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff</a></p>	<p>Our Head Teacher is our RE Lead and ensures the subject deep-dive requirements are fulfilled. Cluster school CPD in RE is well attended with the Head Teacher organising Understanding Christianity training and Restorative Justice training. Collective worship in-house training is organised by the RE Lead.</p> <p>All staff have received Understanding Christianity training and new teachers and governors have CPD opportunities from the Dioceses of Salisbury to prepare them for this as part of their Induction.</p> <p>Governors' training records demonstrate CPD attendance from Rightchoice, Wiltshire local authority as well as from the diocese.</p> <p>The school is meeting the principles and tenets outlined in the Church of England Statement of Entitlement.</p> <p>Understanding Christianity (now fully embedded) and the Wiltshire Agreed Syllabus provide the basis for the school's RE Christian curriculum.</p> <p>Other religions are taught using the JIGSAW DISCOVERY RE programme (new edition).</p> <p>See RE Lead Deep Dive document for detailed information about the RE Curriculum.</p>



has an impact on the effectiveness of the curriculum?

*The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught. Not applicable to our VC school*

*Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.*

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?