

**Name of school and URN: Tankersley St Peters C of E (Aided) Primary School**

**Date of the last Section 48 inspection: September 2011**

**UPDATED SEPT 2016**



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

### **Information about the School**

#### **Our Mission in the Community**

***Our values are informed by the values central to Christianity. We aim to develop a love of learning within a distinctive Christian environment for all of our pupils***

#### **School Aims**

We are:

- A school which **aims high** and has **self-belief** – through worship and prayer
- A community school with **community spirit** which celebrates the love of God wherever it is found.
- We are **enterprising** – we think of others and share God's love
- We have **enquiring** minds – we enquire into religion and ask questions
- We show **respect** for others through the love that God shows us.

**SCHOOL CONTEXT:** This is an opportunity for you to provide a few bullet points to explain the context of your school. *For example: School status, including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.*

### **Characteristics/Context: Area served 2016**

**Size:** 249 pupils on role

**Gender:** Female: 131 Male: 118

**Ethnicity:** 12 pupils are from Ethnic Minority backgrounds and 3 pupils have English as an Additional backgrounds

**SEND:** 16 pupils are deemed as needing SEN support and 2 have ECHP plans

**Pupil premium/ disadvantaged pupils:** 46 pupils

We have a 52 place Nursery with 45 pupils attending a minimum of 15 hour sessions each week with some pupils attending additional flexible sessions.

**Any significant factors**

**Specialist Awards:** School has an accredited International schools Intermediate Award and is a Global expert centre

**Significant changes since the last academic year:**

- The school has had to restructure support staff in June 2016 due to financial cuts. 3 TAs were subject to compulsory redundancy
- New School Business Manager appointed in Sept 2016
- 2 new parent governors appointed this academic year
- New EYFS lead appointed Sept 2016

**Broad Performance trends over three years:**

- Overall Attendance 2015/16: 96.5%

**End of Key stage 2:**

Outcomes this year in combined Maths and English are well above National expectations at 81% compared to 52% Nationally

**National Phonics test:** Well above national at 91%

**Other Attainment and Progress Indicators**

- Attainment in R.E is a strength – school participating in current Diocesan projects – Understanding Christianity / Training with RE advisor and SIAMS inspector Alison Brown
- RE development day with a SIAMS inspector in the Summer term 2015/16 showed many positive aspects
- Attainment and progress in R.E. is strong in all classes and in line with expectations and the locally agreed syllabus.

## SUMMARY

Tankersley St Peter's rejoices in its foundation as a Church of England Aided school with an open and inclusive Christian ethos that is both explicit and implicit. From the school entrance with the Shoal of St Peter's the Apostle at the entrance, through to the Prayer areas throughout the school signalling the daily value of prayer, Christian tradition is visible everywhere. Our children receive Christian attribute beads for demonstrating core Christian values and these are personified through characters that our pupils can identify with.

Our worship is of a high quality and intentionally impacts on the whole school community through the Roots and Fruits themes. In 2015 we were deemed a global expert school' which began with our partnership with the Mfensi Methodist school in Ghana. We engage in RE through a strong enquiry approach which allows our pupils to experience learning from and about religion through deeper questioning and insightful experiences.

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

1) Focus for development	Action taken	Impact
<b>To review and develop the RE syllabus to match the revised Barnsley Agreed Syllabus 2010</b>	<ul style="list-style-type: none"> <li>The Headteacher and the RE coordinator have ensure that the RE curriculum themes are in line with the Barnsley Agreed Syllabus.</li> <li>Significant training has taken place with the a lead practitioner (Alison Brown) at the Sheffield Diocese in Enquiry based planning approach and 'What If ' learning to enhance the planning of RE at Tankersley</li> </ul>	<ul style="list-style-type: none"> <li>The RE scheme is balanced and robust providing achievement in RE across school</li> <li>The enquiry based RE approach has helped to bring together the common human experience and Religious expression in learning about and from Religion</li> </ul>
2) Focus for development	Action taken	Impact
<b>To develop assessment in RE to enable pupils to understand how their progress compares with that of others and how they can enhance their knowledge and skills to raise attainment</b>	<ul style="list-style-type: none"> <li>The school had developed pupil friendly assessment bubbles for RE which pupils use to self assess. These are kept in their RE books and support pupils in developing their knowledge and skills</li> <li>A comprehensive assessment system for RE allows teachers to assess pupils in each</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are actively involved in assessing their own learning in RE and able to reflect upon their own learning</li> <li>Coverage and skills in RE are built upon progressively through a carefully planned RE assessment system linked to the RE Syllabus and the schools Subject in the Spotlight</li> </ul>

	<p>Attainment area for RE and ensure that there is a coverage of skills and knowledge. These are updated at least termly and at the end of each topic</p> <ul style="list-style-type: none"> <li>• Assessment is closely linked to reports to parents and key statements are selected from assessments to report progress in RE to our parents</li> </ul>	<p>system to report to parents</p>
3) Focus for development	Action taken	Impact
<p><b>To develop the role of Governors and pupils in evaluating the impact of collective worship and RE on pupils' learning</b></p>	<ul style="list-style-type: none"> <li>• Governors play an active part in the schools collective worship cycle and are involved in school worship</li> <li>• A school folder has been developed to help to stream line</li> <li>• Governors have been involved in selecting the themed approach to collective worship linked to the new Sheffield Diocese project on 'Understanding Christianity'</li> <li>• Governors are updated through the Headteachers report about key changes and developments for collective worship</li> </ul>	<ul style="list-style-type: none"> <li>• The collective worship governor attends school assemblies and worship and supports the headteacher and RE lead in quality worship for all pupils</li> <li>• Governors attend relevant training within the Diocese at Church House and keep up to date with new information</li> <li>• The headteachers report seeks views of the governing body on Collective worship and RE</li> </ul>

**KEY QUESTION 1: How well does the school through its distinctive Christian character meet the needs of all learners? Grade 1**

INSPECTORS MUST EVALUATE	SUPPORTING EVIDENCE	PROVISION	IMPACT AND EVIDENCE
<p><b>How well the Christian character contributes to the academic achievement, personal development and well-being of all learners, regardless of their ability or background</b></p>	<p><b>Learners' achievement</b></p> <p>a. the impact of the school's Christian character on the achievement of individuals and groups and the proportion of learners making expected levels of progress, particularly those that are vulnerable. This should be based on national data and the school's current analysis</p> <p>b. the effectiveness of the school's Christian character in ensuring the highest levels of personal development and well-being</p> <p>c. how effectively the school promotes good attendance and addresses issues relating to poor attendance and exclusion and how strategies reflect its Christian character</p> <p><b>Christian values</b></p> <p>a. the extent to which the school's values are distinctively Christian in character, in addition to being shared human values</p> <p>b. the extent to which all members of the school community and particularly learners, can make links between the values and Biblical teaching</p>	<p>Tankersley St Peters is a Voluntary aided Church school working in the heart of the community. The school has <b>clear and proclaimed Christian values</b> and principles that it bases its work with children upon. These are displayed in school entrances and are found on the website and policies. They inform all that is done.</p> <p>The school is committed to developing <b>'a love of learning within a distinctive Christian environment'</b> as expressed in the school's mission statement. Our 5 key aims of <b>aiming high self-belief, community spirit, enquiry, enterprise and respect for others</b> underpin all our work in school and our curriculum and are deeply embedded. We encourage all our children to believe in themselves helping them to find a place in God's world. We always value the strengths and achievement of our children and provides opportunities to showcase what they can do through an enterprising and inclusive curriculum. Staff at all levels act as positive role models of the Christian values that underpin the life of the school.</p> <p>Learners achievement underpinned by strong Christian Values is demonstrated through:</p> <ul style="list-style-type: none"> <li>• <b>Outstanding teaching, learning and curriculum delivery in RE</b> linked to our 5 core school aims</li> <li>• As a result, our <b>RAISEonline data and assessment data for core subjects shows the standards in achievement in both attainment, progress is also outstanding.</b></li> <li>• <b>The school combined outcomes for KS2 was 81% and was well above the national combined standard in 2016.</b> (See Data Analysis Documents, Raiseonline, School SEF.) Regular and robust tracking of pupil progress across all subjects including all significant groups (e.g. Pupil Premium children / SEND pupils) allowing gaps in learning to close</li> <li>• <b>Our attendance is in line with national and we have no exclusions</b> – incidences of bullying of any form is rare.</li> <li>• <b>A high % of pupils are working at ARE in RE</b> and a robust RE assessment system is in place</li> <li>• <b>Inclusion is strength of our school.</b> The school provides for all needs and abilities. Pupils with learning difficulties or particular needs are fully integrated into the life and work of the school. School actively seeks out specialist support and advice where needed. We have range 5 SEND pupils who receive dedicated 1-1 support and personalised learning help them to succeed in all aspects of the curriculum and strive to ensure they are fully integrated into school life through pursuit of robust ECHP plans. The recent appointment of a Family Support worker has been pivotal in helping to engage our vulnerable learners and hard to reach families. We have an outstanding record of supporting and signposting those families in need and as a result our disadvantaged pupils make excellent progress.</li> <li>• <b>The school strives to maintain excellent 2 way communication</b> via our school newsletter weekly class newsletters, email, website, phone calls, end and start of day interactions. Parents are well informed about the life of the school.</li> <li>• <b>Academic and social achievement are well supported for all learners</b> with small group and individual support via specific interventions e.g. Read Write Inc catch up, Project Code X and 'Welcom' speech and language support All pupils are tracked and those requiring extra supported are targeted – e.g. pupil progress meetings, transition, provision map and IEPs, pupil learning reviews.</li> <li>• <b>Attendance is monitored extremely well</b> and the school has achieved its attendance target, closing the gaps for a small number of persistent absentees The Family Support worker has a close relationship with vulnerable families and first day calls are always followed up if there is an issue. A free rise and shine breakfast club for vulnerable pupils helped enormously to bridge the gap in getting children into school and parent workshops are increasing to encourage hard to reach families to access school.</li> <li>• <b>Our close link with the Diocese and St Peters church strongly support links between our values and Biblical</b></li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of outstanding teaching and learning in core subjects, which motivates, encourages and supports attainment and achievement (<i>Lesson observations, planning for RE, learning walks</i>)</li> <li>• Data and assessments show that pupils make outstanding progress in the core subject including RE as well as the wider curriculum (<i>Pupils books</i>)</li> <li>• Inclusion is a strength of the school -Individual learning and social needs are supported</li> <li>• Pupils, including those with SEN and G&amp;T, make outstanding progress</li> <li>• Diversity is recognised and celebrated</li> <li>• Children enjoy coming to school and are enthusiastic about their learning.</li> <li>• Children's behaviour is outstanding.</li> <li>• Pupils show care and understanding for each other and adults and there are very few incidents of bullying or racist/homophobic behaviour</li> <li>• Pupils adopt healthy lifestyles</li> <li>• Good levels of motivation and enjoyment of learning</li> <li>• Outside achievements celebrated within school</li> <li>• Families feel welcomed and well supported by school</li> <li>• Parent questionnaires which includes responses to the ethos of the school are very positive</li> </ul>

	<p>c. the school's effectiveness in ensuring that Christian values make a significant impact on the lives of all members of the school community</p> <p>d. the extent to which learners are able to recognise that values are important to those of other faith traditions and those of none</p>	<p><b>teaching.</b> Canon Hale visits school every 2 weeks to lead collective worship and children are encouraged to make links between their own values and stories from the Bible with a focus on what Jesus would do. Children also regularly attend church for key Christian festivals and special occasions such as our Fenn Bible presentations. We have regular visits from our director of Education at the Diocese to support our work and he has delivered collective worship in school. <b>A visit from the Bishop of Whitby</b> was a highlight last year in our collective worship and pupils were reflecting about that makes them special in God's presence. Our families attend Collective worship and St Peter's Church regularly for these special services.</p> <ul style="list-style-type: none"> <li>• <b>Celebration of achievement and success in and out of school is supported by our 'Sparkle and Shine' assembly</b> where children receive Sparkle and Shine Certificates, weekly Attendance Certificates, reading token prizes and the weekly team points trophy is presented. Pupils are clear about how working hard and aiming high supports our values and this links strongly to our rewards system</li> <li>• <b>We have a growing school worship council.</b> Our school Worship councillors and Pupil councillors make a significant contribution to shaping the direction of our school values and pupil voice in school is strong. Our children care very much about others and this is very evident in the self-directed fundraising that pupils have initiated. When one of our pupils was diagnosed with Leukaemia last year the pupils were full of ideas about how to support</li> <li>• <b>Christian values are embedded in school life</b> and these can be seen throughout the school. Children receive coloured beads to add to the Christian tribute jars which are displayed on our altar table in the hall when they demonstrate these values and they are able to relate this to their own lives on a daily basis. Our values have a strong link with our behaviour policy and system which is embedded throughout the school.</li> <li>• <b>Families of all faiths and none are welcome and encouraged to participate fully in the life of the school.</b></li> <li>• <b>Global and international dimensions to our Christian character are a strength. Tankersley is a global expert school</b> and has recently received the International schools award and accreditation. Through recent projects such as our exchange with a school in Ghana, Barefoot Billion, Send My Friend To School, Fairtrade Cafe, Easter and Christmas crafts fairs along with many other enterprising activities, e.g. bake sales, school magazine club and educational school trips, learners have a wealth of opportunity to demonstrate their community spirit and a wider sense of community in a global world.</li> <li>• <b>The school makes full use of local partnerships to link its distinctive Christian character with shared human values</b> e.g. work with the Penistone tidy up team project to improve and care for the school grounds, Rockingham Ward Alliance grant to develop our Japanese garden and reflection space; Key visitors have attended school assemblies and collective worship e.g. police, clergy from the Diocese, the Bishop of Whitby, local building companies, charities, RNLI, Barnardo's, shoebox appeal, sign to sing, action aid have all impacted on pupils through high quality</li> <li>• <b>The school encourages the children to think of and respect others</b> and this is seen in the fundraising events linked to our Global schools partnership e.g. Fairtrade and the shoe box charity held at the church each year. The school and church is actively involved in donating goods to a local women's refuge shelter during harvest. Children have also sent materials to our partner school in Ghana to help them with Art projects.</li> </ul>	
<p><b>How effectively the Christian character supports the</b></p>	<p><b>Spiritual, moral, social and cultural development</b></p> <p>a. the breadth of experiences available to all learners through curricular and extra-curricular activities</p>	<ul style="list-style-type: none"> <li>• <b>We have an enterprising curriculum and SMSC includes themed days and weeks</b> e.g. Bible week, Jesse tree day, Healthy lifestyles day, Anti-bullying and Esafety week.</li> <li>• <b>We are a global school expert school centre</b> with 2 international schools awards – we are outward looking</li> <li>• <b>We engage in Wider Opportunities in Music</b> – currently brass, guitar, recorder, ukulele, Choir Teaching and learning that embraces diverse learning styles.</li> <li>• <b>Our Friday enterprise project teams</b> in the Arts, Sport, Outdoor environment, computing and Journalism allow children to flourish and use their own learning styles. As a result, children are passionate about their own learning</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils and staff are self-aware and reflective</li> <li>• Pupils are aware of and can discuss spiritual aspects of their learning</li> <li>• Children are keen to lead prayers e.g. in class assembly</li> <li>• Children know and understand</li> </ul>

<p><b>spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none</b></p>	<p>b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives</p> <p>c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values</p> <p>d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values</p> <p>e. the extent to which the school operates as a distinctively Christian community</p>	<p>and confident to express their thoughts and views in depth – allowing them to interact with wider members of the community</p> <ul style="list-style-type: none"> <li>• <b>Peer support and mentoring provided through a variety of pupil roles</b> (e.g. Our Job shop roles, Maths ambassadors, Peer readers, Playground friend (FOT), Children feel fully involved in the life of the school and make a contribution on an emotional level</li> <li>• <b>Our Pupils are able to discuss the need to keep safe and healthy.</b> All PHSCE policies are effectively put into practice via class assemblies, circle time and discrete teaching. Activities such as the Junior Road Safety ambassadors, Bikeability and Crucial Crew are well embedded in the whole curriculum, . Children are encouraged to fundraise and take part in national charity events, e.g. Red Nose Day, Comic relief, Barnardo’s appeal, NSPCC. Pupils in Year 5 and pupils learn about Sex and Relationships education and our SRE policy clearly outlines the link to Christian Values</li> <li>• School staff liaise very closely with school meals staff to ensure that healthy eating is promoted. Healthy lifestyles week has helped promote the awareness of creating healthy lunchboxes. Lunchtime games leaders promote exercise and enjoyment.</li> <li>• <b>Extra-curricular activities are wide and varied including sports, arts, dance, computing etc</b> giving children children the opportunity to engage in activities to develop their personal spirituality</li> <li>• <b>Opportunities are provided for pupils to experience a sense of awe and wonder,</b> e.g. connecting with nature through outdoor learning and residential visits, Collective Worship, classroom prayer and reflection areas, ‘Sorry, Thank you, Please’ mini prayer drawers in classrooms and our Christian attribute beads jars are used widely.</li> <li>• <b>Time is always given for prayer and reflection throughout the school day.</b> Prayer and reflection spaces are evident and active in all classrooms. Time for prayer and reflection during acts of Collective worship and at special times of the year such as visits to church and Bible Week and prayer labyrinths. Prayer Labyrinths used as part of the Year Six transition. As result, there is a highly developed ethos of spirituality in the school community.</li> <li>• <b>Our Behaviour policy is based on Christian principles of respect, responsibility, reconciliation and forgiveness</b> through a traffic light system where thinking and reflection time is built in</li> <li>• <b>Opportunities provided for pupils to discuss and reflect upon issues which affect them and society as a whole</b> e.g. from the personal nature of friendships and family to the wider ethical aspects of events such as war and adversity</li> <li>• The curriculum reflects the local community and culture and is well supported by trips and visitors. The Bishop of Whitby, local MP Angela Smith and teachers from our partner school in Ghana have visited our school and attended Church Services at St Peters.</li> <li>• The school learning environment strongly reflects the ethos and values of the school, including SMSC. The quality displays have strengthened through regular CPD leading to enquiry based, creative RE displays in both the classroom and shared areas to reflect the range of our RE curriculum. Outside learning environments provide space for the children to explore God’s creation and care for it e.g. digging and planting areas. The school has access to a wildlife area and all children engage in outdoor learning and uses this for all year groups to link with the creative curriculum. The care of the schools outdoor environment is strengthened through the outdoor enterprise groups where caring for God’s wonderful world is evident.</li> </ul>	<p>the difference between right and wrong, are willing to forgive each other and move on quickly from conflict</p> <ul style="list-style-type: none"> <li>• Relationships between children, and between children and staff are excellent</li> <li>• The school has a strong reputation and is seen as working at the heart of the community</li> <li>• Pupils understand and can describe what makes good citizen</li> <li>• Pupils understand and can talk about the teachings of Jesus in relation to their personal growth</li> <li>• High levels of self-discipline amongst pupils</li> <li>• Pupils are trustworthy</li> <li>• Pupils carry out responsibilities within each class, and undertake a range of wider school roles willingly and responsibly</li> <li>• Strong sense of community spirit</li> <li>• Pupils strongly demonstrate care for one another and others</li> <li>• Pupils are able to discuss the need to keep safe and healthy.</li> <li>• Pupils often ask to independently fundraise for a specific charity, e.g., RSPB, NSPCC</li> </ul>
<p><b>How effectively the distinctively Christian</b></p>	<p><b>Relationships</b></p> <p>a. how well the school fosters positive relationships based on distinctively Christian values between all members of the</p>	<ul style="list-style-type: none"> <li>• <b>There is a strong sense of community spirit in our relationships with the wider community - this is extremely explicit and visible as key aim of our community school</b></li> </ul> <p>Relationships between staff, pupils, parents and governors are positive and friendly. Children feel able to talk to staff and parents comment on the schools open approach to listening to parents and pupils. The Head teacher has an open door policy for staff, pupils and parents. As a result, staff are very supportive of one another; curriculum leaders give</p>	<ul style="list-style-type: none"> <li>• Pupils uphold our set of values, as well as their own principles and beliefs, based on the distinctive Christian ethos and their understanding of right and wrong. This results in</li> </ul>

<p><b>character shapes the relationships between all members of the school community</b></p>	<p>school community</p> <p>b. how well members of the school articulate the link between their behaviour and Biblical teaching</p> <p>c. how well the school promotes personal self-esteem, good work attitudes and mutual support based upon its distinctively Christian values</p>	<p>their time willingly to support inexperienced teachers and students as well as experienced teachers in planning, delivery and subject knowledge. NQTS and students often comment how well supported they are by the team. All staff are supported pastorally by a well-defined staffing structure and caring environment. Staff work closely in phase teams, curriculum teams and a robust subject leadership structure through our 'Subject in the Spotlight' Feedback from parents and visitors is extremely positive and prospective parents often comment on the distinctive Christian ethos of the school, the friendly and caring feel as they look round. <b>Parents who completed the online questionnaire, Parent View, held the view that behaviour in school is good and that their children are safe and happy. (OFSTED 2014)</b></p> <ul style="list-style-type: none"> <li>• <b>Governors foster positive relationships with the school and actively come into school</b> to meet with curriculum leaders as well as look at areas of focus such as R.E., Maths, SEND and pupil voice. There are key governors for Safeguarding, Vulnerable pupils through pupil premium and Collective worship. Governors are regularly involved with school life e.g. school trips, classroom talks, visit to school, training. Governors support and challenge the work of the school, within a Christian framework</li> <li>• <b>Family Learning is regularly undertaken</b> and workshops have taken place in themes such as e safety, phonics, and regular reading breakfasts in school to encourage the enjoyment of parent and child reading together. Family Learning workshops are growing in school as the norm and the number of parents expressing an interest in attending workshops is increasing. Consequently workshops are tailored to parent need. Community and parent volunteers support in school on a regular basis. E.g. reading volunteers.</li> <li>• <b>The work around vulnerable families and safeguarding from the inclusion team is exemplary.</b> Team around the child meetings, a comprehensive vulnerable pupil log and signposting that no stone is left unturned when a child and family is vulnerable. Our close links with multi agency teams and relationships with social care, SEND services and the police have ensured a high success rate in making a positive difference to vulnerable families</li> <li>• <b>The school Provides transition, welcome and induction opportunities</b> e.g. EYFS welcome meetings and taster days., New parents meetings, Friends of Tankersley meetings, class assembly, family learning workshops to enhance understanding of the curriculum, Whole school events through Friends of Tankersley - Christmas Craft Evenings, Community music concerts and our famous Tankersley's got Talent event! Our governors and church community are actively involved in these community events. For example through performing a longside the pupils in the Community music concert and singing carols at Christmas to the residents of our Local care home.</li> <li>• <b>There is Strong 2 way communication</b> via letters, weekly class newsletters, class and school blogs, texts, phone calls, end and start of day interactions</li> <li>• <b>Pupils work very well together through well-established collaborative learning</b> (Kagan structures) and their support of each other is evident. No one is left to be passive. Pupils work is highly celebrated at all times and the weekly sparkle and shine assembly and work show subject slots allow pupils to be rewarded with sparkle and shine certificates. Team points linked to key sporting heroes allow the children to work as a school with their peers to</li> </ul>	<p>outstanding behaviour.</p> <ul style="list-style-type: none"> <li>• Parents and visitors feel welcome in school and comment on atmosphere</li> <li>• Excellent relationships between pupils and staff and amongst staff</li> <li>• One Parents questionnaire 2016 stated that <i>"this is an exceptional school" and the "school has gone from strength to strength"</i></li> <li>• Good links with the Church and wider local community</li> <li>• Pupils with SEND make good progress and parents feel that they are well supported by the school</li> <li>• High uptake levels for afterschool activities</li> <li>• Pupil behaviour is outstanding</li> <li>• Cases of bullying are very rare and children feel that when they do occur they are always taken seriously</li> <li>• Pupils feel secure and say they are able to approach adults within school should they need help or advice</li> <li>• Children and adults know the difference between right and wrong and are willing to forgive each other and move on quickly from conflicts</li> <li>• Parents are able to approach the school for advice and help on a wide range of issues</li> <li>• Governors know the school well and attend meetings regularly</li> </ul>
<p><b>How well the Christian character promotes an understanding of and respect</b></p>	<p>Understanding of and respect for diverse communities</p> <p>a. how well learners understand the role of the Christian church, particularly the Anglican/Methodist church, at a local, national and</p>	<ul style="list-style-type: none"> <li>• <b>The school believes that it is a fundamental part of our role to promote our Christian Distinctiveness.</b> <ul style="list-style-type: none"> <li>• <b>The study of Christianity is given priority and 2/3 teaching time</b> is spent on this in the programme of study for RE which is based on the Barnsley Agreed Syllabus and our enquiry approach.</li> <li>• <b>The school has adopted the Understanding Christianity project</b> from the Sheffield Diocese to enhance the Christian distinctiveness of the school and understanding of key Christian themes.</li> </ul> </li> <li>• <b>The school fully subscribes to its role in promoting community cohesion and the understanding of and respect for diverse communities.</b> and value the diversity religions and beliefs, ethnicities and social backgrounds of communities</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of Christian faith, of other faiths and those of no faith acknowledge the impact of the school's Christian character on pupils' learning experience</li> <li>• Children are very tolerant of each other and show high levels of understanding and concern</li> <li>• Children know about and understand the similarities and</li> </ul>

<p><b>for diverse communities</b></p>	<p>international level</p> <p>b. how well learners understand Christianity as a multi-cultural world faith</p> <p>c. to what extent learners understand and respect difference and diversity within local, national and global faith communities</p>	<p>locally, in the UK and globally. Our partnership with the Mfensi Methodist School in Ghana through the British Council's connecting classrooms grant has promoted strong links with another church community. In 2015 we engaged in an exchange where our teachers visited the school and a teacher from the school visited Tankersley. Since then our pupils have regularly written letters to their friends in Ghana and exchanged art work. As a global expert school we are working in partnership with other local schools to lead a programme of global work. We have recently taken part in a <b>joint project called 'Send my Friend to school' and MP Angela Smith visited our school</b> to look at our work</p> <ul style="list-style-type: none"> <li>• <b>Multi-faith festivals are also recognised</b> and learnt about throughout the school year e.g. Chinese New year, Diwali and the Haj</li> <li>• <b>Opportunities to explore different cultures and beliefs provided through curriculum</b>, e.g. International schools carousel day, Send my Friend to School project, Barefoot Billion Project</li> <li>• <b>Strong community links are fostered through our parent Church and Community events</b> e.g. Singing at Glebe court, Tesco farm to Fork, the Lord Major's Parade, family coffee mornings, family learning events, links with Glebe court care home</li> <li>• <b>Links to St Peter's Church and support from the clergy are extremely strong.</b> Our close relationship with the Diocese, St Peters Church and the wider faith community enables us to regularly contribute to key festivals through the liturgical year. The pupils, staff and parents visits St Peter's church, several times throughout the year for worship and to actively participate in key Christian festivals well as using the church a resource for a range of curriculum activities and lessons. Children in Y6 are all presented with a Bible and a memento in their special leavers service at church</li> <li>• <b>Our Canon Hale leads collective worship every 2 weeks in school</b> sharing key themes with our pupils from the Bible and shared prayer. Our Diocese also takes an active part in worship in school with our teachers and support training and planning for the delivery of R.E. lessons to an outstanding level</li> <li>• <b>Pupils often visit Sheffield cathedral</b> and participate in a wide range of educational activities, including recording a hymn within the cathedral which we are proud to have on Youtube</li> <li>• <b>Multicultural activities provided through our curriculum</b> and extended curriculum linked to our international schools work, eg African drumming and mask making, international school day, 'Tankersley's Got Talent' performance</li> <li>• <b>Children participate in many fundraising activities</b> and take part in charity events, e.g. Comic Relief and Sports Relief Day, Christmas Shoebox appeal and Fairtrade week – they are encouraged to reflect on these and understand the impact of charity work and how this links to wider teachings in the Bible</li> </ul>	<p>differences, between and within local, national and global faith communities</p> <ul style="list-style-type: none"> <li>• Pupils understand and can describe what makes a good citizen</li> </ul>
<p><b>The contribution of religious education to the Christian character of the school</b></p>	<p><b>Religious education</b></p> <p>a. the contribution RE makes to the Christian character of the school</p> <p>b. the contribution religious education makes to learners' spiritual, moral, social and cultural development</p> <p>c. how well religious education</p>	<ul style="list-style-type: none"> <li>• <b>RE and Collective worship have a centrally important place in the school curriculum</b>, which is supported and understood by pupils and staff</li> <li>• <b>RE and Collective worship activities encourage children to reflect on their own experiences</b> in the light of Christian belief and practice through a enquiry based planning and teaching approach and involvement in the new Diocese 'Understanding Christianity project'</li> <li>• <b>Children encouraged to respect and care for one another through responsibilities</b> e.g. Playground Pals, Reading partners, Maths ambassadors</li> <li>• <b>Pupils encouraged to care for the environment</b> through engagement in our Enterprise outdoor group e.g. growing their own produce, making wildlife habitats, bird feeders, gardening development work, recycling and litter collection</li> <li>• <b>Engaging with the local community</b> e.g. Church festivals, Community music concert, the Lord Major's Parade, cathedral visit</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy and participate fully in RE and Collective Worship and say that they learn from these aspects of the curriculum</li> <li>• Standard of work in RE is excellent and progress is outstanding</li> <li>• Children say they appreciate the opportunities for quiet reflection, e.g. in RE lessons and assemblies</li> <li>• Children understand the significance of religious artefacts</li> <li>• Children care about the environment, look after the school premises and undertake sustainable activities</li> <li>• Pupils have a sense of their place</li> </ul>

	<p>contributes to learners' understanding of and respect for diverse faiths and cultures</p>	<ul style="list-style-type: none"> <li>• <b>Christian status displayed visually in the school entrance</b> – shoal of St Peters, crucifix, mission statement, reflective posters, prayer corner.</li> <li>• <b>RE features prominently in displays around school</b>, including classrooms and shared spaces e.g. prayer corners. Includes Christian belief of belonging to God's family</li> <li>• <b>At key times in the Liturgical Church year displays used to explain the significance of events</b> e.g. Pentecost, Easter</li> <li>• <b>Children learn about Christianity as a multi-cultural faith</b> and other faiths form part of the RE curriculum and creative curriculum e.g. Islam, iconography</li> <li>• <b>Time is given for children to reflect upon and talk about faith and diversity</b></li> <li>• <b>Children are always eager to support and fundraise</b> for other less fortunate</li> <li>• <b>Planned and spontaneous events are used to promote community cohesion</b> e.g. visitors from Ghana, Switzerland</li> <li>• Circle time is used to support school community cohesion and good behaviour based on core Christian principles that promote respect and care</li> <li>• <b>The school's overall curriculum is diverse</b> and covers many topics of interest to all children including visits to St Peter's Church as part of an evacuee's topic for study A broad, creative and thematic curriculum that delivers the National Curriculum and SMSC. This includes; theme days and weeks such as Bible Week, Hand to Mouth bible transitional work, international schools week, anti-bullying week, safety week, Science week, healthy lifestyles week,</li> </ul>	<p>within creation and how this links to the wider environment</p> <ul style="list-style-type: none"> <li>• Children discuss freely and with confidence their thoughts and feelings on faith and other faith issues e.g. what do we mean by God? What is it like to be Muslim?</li> <li>• Children are very accepting and tolerant of each other and the diverse views people can have</li> <li>• Children listen to and support each other</li> <li>• Children enjoy and value visiting speakers</li> </ul>
<p><b>Identified areas for development 2015 - 2018</b></p> <ul style="list-style-type: none"> <li>• Develop learners understanding of the role of the Christian Church, particularly the Anglican Church, at a local, national and international level</li> <li>• Develop learners understanding of Christianity as a multi-cultural world faith <ul style="list-style-type: none"> <li>• Develop quiet reflection areas outside school</li> </ul> </li> </ul>			

**KEY QUESTION 2: What is the impact of collective worship on the school community? Grade 1**

INSPECTORS MUST EVALUATE	SUPPORTING EVIDENCE	PROVISION	IMPACT AND EVIDENCE
<p><b>The extent to which learners and adults engage with collective worship; its relevance and the way it makes a difference to the lives of members of the school community</b></p>	<p>The impact of collective worship and to the extent to which it:</p> <p>a. is engaging, inspiring and transformational</p> <p>b. informs behaviour, attitudes, relationships and school life</p> <p>c. includes a range of creative opportunities e.g. music, silence, symbols, drama</p>	<p><i>'A tree is known by it's fruit.'</i> Matthew 12:33</p> <ul style="list-style-type: none"> <li>• <b>There is a daily act of collective worship.</b> Worship is distinctively Christian and through the planned themes and reflection allows children to begin to develop an understanding of Jesus Christ and of the Christian understanding of God as Father, Son and Holy Spirit.</li> <li>• <b>Weekly themes for worship are created annually</b> and chosen to promote core Christian values, spiritual growth and understanding of faith as a core element of other religions – <b>The Roots and Fruits is used as a guide to plan themes.</b></li> <li>• <b>Worship also forms an important part of the school day including classroom worship</b> acts such as whole class and teaspoon prayers – see TSP drawers in prayer corners.</li> <li>• <b>There is a collective worship policy</b> and a bi annual programme of themes for worship in place through 'Roots and Fruits'. This is an opportunity for teachers and pupils to confidently deliver and experience worship. Roots and Fruits takes account of all learning styles so all are inspired and transformed through a developing understanding of the school's Christian vision, values and ethos.</li> <li>• <b>A Variety of worship leaders</b>, including staff, pupils (e.g. worship council) Canon Hale and other Diocesan, church and Christian theatre group visitors (e.g. Hand to Mouth, Footprints and Saltmine company.) are involved in leading Collective worship.</li> <li>• <b>Alter colours changed in connection with the liturgical year.</b> A Candle is lit on the Altar for worship and is used as a focus for reflection.</li> <li>• <b>Bible week is an annual event in our school calendar.</b> This inspires and engages pupils and raises the profile of prayer and reflection linked to Biblical learning.</li> <li>• <b>Visit to the local churches as a community</b> (e.g. parents, governors, church members, staff and pupils) for key Christian festivals and special events are planned into the liturgical year</li> <li>• <b>Local Church visits linked to curriculum work.</b> Pupils have the opportunity to visit the Sheffield Cathedral during Year 4 / Year 6 visit St Peters in connection with evacuee work</li> <li>• <b>Our collective worship governors plays an active role in the school worship</b> – attending school worship and church services / the headteachers report also reports on the quality of worship and the themes covered in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Children tell us that they appreciate time for reflection "relaxing and thinking about things".</li> <li>• Parents appreciate the Christian values that are promoted as part of worship as well as RE</li> <li>• Parents attend any assemblies and services in good numbers eg Easter Service in church and school – over 150 parents, family, community and the Mayor of Barnsley</li> <li>• Children say they like assemblies especially when they are interactive.</li> <li>• Children appreciate the different visitors who lead assemblies</li> <li>• Key concepts about behaviour taught/ reinforced. Makes children think about how they treat one another.</li> <li>• How we relate to each other</li> <li>• Context through worship is given to the Christian values</li> <li>• Worship always enables children and adults to ask questions</li> <li>• Links RE learning to worship of what it means to be a Christian.</li> <li>• Children contribute thoughtfully to discussion in class and whole school worship.</li> <li>• Candles support reflection and calmness</li> <li>• Children experience a wide variety of worship leaders encourages engagement, reflection and understanding of key themes.</li> </ul>
<p><b>The extent to which collective worship is distinctively</b></p>	<p>The central attributes of collective worship and the extent to which they:</p> <p>a. develop the Christian vision, values and ethos of the school and contribute to the spiritual, moral, social and</p>	<ul style="list-style-type: none"> <li>• <b>Canon Hale uses major Christian feasts to introduce appropriate liturgy</b> and symbolism e.g. Ash Wednesday, Palm Sunday, Christmas during collective worship</li> <li>• <b>Where appropriate weekly themes from Roots and Fruits are adapted should events of note occur</b> either in school, locally, nationally or internationally and include a Christian response to these events.</li> <li>• Collective worship is organised into weekly themes and Bible stories that take account of: <ul style="list-style-type: none"> <li>Christian festivals Church calendar Y4 undertake work on Pentecost. With the new project through the Diocese, 'Understanding Christianity', this will form a strong basis for teachers children to begin to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Children realise that St Peters is the Church associated with school even if they are not from worshipping families</li> <li>• Children attend the school church services and worship in school along with many of their parents and carers</li> </ul>

<p><b>Christian, setting out the values of the school in their Christian context</b></p>	<p>cultural development of participants  b. provide opportunities for participants to gather, engage and respond in a variety of ways, grounded in distinctively Christian teaching  c. provide opportunities to understand and celebrate festivals in the Church's year and reflect local Anglican/Methodist practice, including the Eucharist/Communion where appropriate</p>	<p>understand about the complexities of the Trinity in Years 5 and 6</p> <ul style="list-style-type: none"> <li>• <b>The Church used regularly for study and worship.</b> Children view it as an exciting place where they can share praise, prayer and work with the whole school community</li> <li>• <b>School plays a large part in life of the parish</b> e.g. Autumn and Christmas festivities, Easter activities and service, Leaver's service.</li> <li>• <b>Clergy play an active role in school</b> attending events and concerts and the</li> <li>• <b>Pupils attend church several times a year</b>, at Harvest, Christingle, Christmas, and Easter and also for special occasions such as the for the Y6 Leaver's service, the Clyppings service and Fenn Bible presentations.</li> <li>• Lord's prayer, The Grace and the School prayers regularly used in our acts of worship along with Anglican biddings which change to reflect the season.</li> <li>• <b>SMSC is also developed through our Global Schools Partnership</b> and Tankersley as a Global expert lead school</li> <li>• <b>Class worship, prayer and reflection corners (TSP, STOP) support regular worship and personal reflection</b> during the school day</li> <li>• Liturgical cloths and backdrops, a advent candle, hunger cloth. Prayer corner church year canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Children show understanding of Church festivals, and the Church calendar</li> <li>• Christian symbolism is seen and familiar around school or in worship</li> <li>• Children lead simple liturgy and know the prayers and relevant responses.</li> <li>• Pride when receiving their Bibles in the Leaver's Service</li> <li>• Children have an awareness of and pray for children in a link school in Ghana.</li> <li>• Collective worship as a springboard for Christian actions</li> <li>• Children have empathy for others with each other, in the community and in the global community</li> <li>• The children have a strong sense of right and wrong.</li> </ul>
<p><b>How well collective worship develops personal spirituality within the school community through a range of experiences, including a focus on prayer</b></p>	<p>The centrality of prayer and reflection and the extent to which:  a. learners understand the nature and purpose of prayer and reflection  b. learners understand the part this may play within an individual's life and in the life of the worshipping community  c. prayer contributes to the spiritual development of the whole school community  d. appropriate opportunities provided for prayer and other worship activities -Christian reflection, outside collective worship</p>	<ul style="list-style-type: none"> <li>• <b>Calm music is used at the entry and exit of assembly</b> to allow a quiet and reflective atmosphere to prevail.</li> <li>• The importance of Music, candles and symbols is promoted to support learners in their participation and reflection</li> <li>• <b>Class worship provides opportunity for safe and secure sharing of issues</b>, feelings and emotions that are important to class members</li> <li>• <b>Collective Worship is inclusive and appropriate for all pupils</b> - supporting and challenging to stimulate progress and develop understanding of Christian values.</li> <li>• Children respond well to Collective Worship and talk about it outside of collective worship times</li> <li>• We are hoping to develop Adult and Community prayer group – to develop this year.</li> <li>• <b>Variety of opportunities for children to pray:</b> <i>In whole school worship / In class - TSP/STOP – (including the pudding bowl prayers.) in the prayer tent in Bible week /Y6 prayer labyrinth</i></li> <li>• The importance of prayer and how Christians pray is taught through the RE curriculum and part of key learning in RE.</li> </ul>	<ul style="list-style-type: none"> <li>• Children behave well and contribute thoughtfully and reflect in worship in both class or in whole school assembly</li> <li>• Children are willing to reflect and share feelings and thoughts</li> <li>• Children understand the importance of values and they appreciate that stories in assembly have moral and social meaning</li> <li>• Children can make links from what they have heard in prayer to everyday life</li> <li>• Children know that prayer is not limited to assembly</li> <li>• Children recognise that different leaders of worship approach themes from varied points of view</li> <li>• Pupils are keen to lead prayer in class assembly</li> </ul>

<p><b>How well collective worship enables participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit</b></p>	<p>The theological basis of collective worship and the extent to which it:</p> <p>a. contributes to learners' understanding of Christian theological concepts and beliefs at an appropriate level</p> <p>b. reflects the Trinitarian nature of Christianity</p> <p>c. gives the Bible a significant place in worship</p>	<ul style="list-style-type: none"> <li>• Collective worship is planned through themes from the Roots and Fruits and events in the Christian Calendar. <b>(The sections on Trinity supports early understanding.)</b></li> <li>• <b>The school is currently undertaking a new project with the Diocese called 'Understanding Christianity'</b>. The project aims to enable pupils to know about and understand Christianity as a living world faith by exploring key theological concepts (Including Trinity). The RE leader and headteacher will be trained to deliver this to staff in school and improve teacher knowledge.</li> <li>• <b>All teachers use their own Bible</b> as part of collective worship modelling to children a relevance of how the Bible transcends to everyday life and situations. The Bible is shared regularly in Collective worship and the gospels are shared as part of class worship on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Worship has an important place in the life of the school</li> <li>• Worship is relevant and interesting to children and adults</li> <li>• Children are engaged and active – as appropriate</li> <li>• Children say they realise the importance of worship "its important because it is about God".</li> </ul>
<p><b>How effectively the school community is involved in the planning, leadership and evaluation of collective worship</b></p>	<p>The leadership and management of collective worship and the extent to which:</p> <p>a. learners regularly encounter a range of worship leaders, including learners themselves, who ensure that worship is creative, alive, inclusive and accessible</p> <p>b. worship is planned systematically so that there is continuity, cohesion, variety and a clear focus on Christian beliefs and festivals</p> <p>c. planning, monitoring and evaluation involve the whole school community and result in improvement</p>	<ul style="list-style-type: none"> <li>• Worship built around key Christian themes through Roots and Fruits – linked to school attributes</li> <li>• <b>Reflective opportunities are a central aspect of Collective Worship</b> with use of music, artefacts and the candle flame to support children in this aspect. Time is given for prayer throughout the school day</li> <li>• <b>Quiet areas provided in each classroom for reflection and contemplation</b></li> <li>• <b>Worship Council lead the strategic direction of Collective worship</b> in school through pupils voice</li> <li>• <b>Year 6 Worship leaders provide structure</b> to worship time each day</li> <li>• A range of leaders have the opportunity to lead worship – Canon Hale, Diocesan Director of Education, Bishop of Whitby, Hand to Mouth Christian group, Saltmine and Footlights theatre companies</li> <li>• <b>Key Christian themes are unpicked</b> - Pentecost – learning in both class and collective worship</li> <li>• Father, Son and Holy Spirit – bidding. We talk to the children about what does this mean?</li> <li>• Symbols regularly used to support worship and context through artefacts and technology – candle light of the world / cross / Bible readings / Video clips and drama are a regular part of Worship and assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Insightful, balanced and structured Collective worship themes support the worship across school</li> <li>• Worship council and pupil leaders of assembly are providing pupil voice and are helping to lead the direction of worship in school</li> <li>• A variety of leaders of worship lead our assemblies and provide insightful experiences and knowledge for pupils on Christian themes</li> <li>• Links to learning in RE are made regularly</li> <li>• Key symbols and use of technology are widely used to add meaning and context</li> <li>• Reflection opportunities are regularly built in</li> </ul>

**Identified areas for development 2015-2018:**

- Develop a thematic approach to collective worship linked to Christian Values and Liturgical year through 'Roots and Fruits' themes
- Ensure that more time is given for deeper reflection through use of the Candle and symbolism
- Continue to develop the worship council to lead aspects of school worship

## How effective is the Religious Education? *Within the context of a distinctively Christian character:* **GRADE 1**

INSPECTORS MUST EVALUATE	SUPPORTING EVIDENCE	PROVISION	IMPACT AND EVIDENCE
<p><b>The achievement of learners in religious education</b></p>	<p>Progress and standards based upon the school's performance data</p> <p>a. standards attained by learners at the end of each key stage</p> <p>b. progress for individuals and groups of learners, considering their starting points</p> <p>c. how well gaps in performance are narrowing for different groups of learners (where information is available)</p>	<ul style="list-style-type: none"> <li>• <b>By the end of each key stage children are achieving age related standards in RE</b> at least in line with national expectations and a significant number attaining higher, within the RE Curriculum. Coverage and gaps in learning are identified through a comprehensive tracking system which organised into AT1 and AT2 learning outcomes. Assessment opportunities are identified in planning.</li> <li>• <b>Pupils are encouraged to self-assess their own learning through child friendly RE target bubbles in their books.</b></li> <li>• The first lesson of each unit is the chance for <b>children to consider a 'what if' overarching question</b> to be explored in the unit. The last lesson of every unit is an assessment lesson where progress is assessed against the unit question e.g. <i>'I wonder how the disciple's lives were affected by the events of Pentecost?'</i> This allowing every child the opportunity to reflect on their learning.</li> <li>• Teachers evaluate all their lessons as part of a assessment for learning with the outcome of the final lesson being recorded in 2 ways:             <ol style="list-style-type: none"> <li>1. <b>The children use self-assessment bubbles for their learning in RE.</b> These are at the front of their books and are to enable the children to monitor and assess their own progress.</li> <li>2. <b>Through use of a multifaceted tracking /assessing system,</b> staff demonstrate excellent understanding of all pupils in their class and the next steps. The teacher will complete an excel grid and grade against the assessment criteria as; Emerging, Developing or Secure against AT 1 and 2 in RE</li> </ol> </li> <li>• <b>Teachers use AFL and assessment activities to support pupil achievement</b> in RE and identify gaps in learning and understanding which is reported to parents using key assessment statements.</li> <li>• <b>Regular work scrutiny and lesson observations undertaken by the RE co-ordinator</b> allowing for adaptations to be made to planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of a comprehensive assessment system, pupils make excellent progress in RE and a high percentage are working at or above age related expectations their love of learning within a Christian environment.</li> <li>• A robust tracking system ensures that there is coverage across AT1 and AT2 at each key stage.</li> <li>• Pupils make a significant contribution to their own RE learning and assessment and are able to identify gaps in their own knowledge and learning.</li> <li>• The RE Assessment grid with built in progression at each stage supports teachers in identify and narrow gaps in learning and for different groups of learners.</li> <li>• Through the enquiry approach, groups of learners generally attaining below national standards, eg SEND and disadvantaged pupils, are able to make rapid progress in RE and are closing the gap between themselves and their peers. Demonstrating the school value of aiming high and self-belief.</li> </ul>
<p><b>The quality of teaching and learning in religious education</b></p>	<p>a. teachers' understanding and implementation of high quality religious education teaching over time as evidenced by observation of lessons, the school's own monitoring, other learning activities, discussion with learners</p>	<ul style="list-style-type: none"> <li>• <b>The quality of teaching and learning is a strength</b> and at least good or outstanding in all lessons which has been evidenced during our <b>SIAMS development day</b>, coordinator monitoring of lessons and work &amp; planning scrutinies</li> <li>• Our RE planning follows the Barnsley Agreed Syllabus and we are beginning to combine this through participation in the Diocese '<b>Understanding Christianity project</b>' and <b>enquiry based Learning</b>. The teachers have recently had training to support the move in 2016 to enquiry based teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All RE lessons observed were found to be at least good with the majority graded as outstanding</li> <li>• Children are able to speak knowledgeably and with deep understanding of the faiths and characters they have studied.</li> <li>• Children are demonstrating that the enquiry approach is broadening the range of skills they bring to new areas of learning e.g. empathy, experience</li> </ul>

	<p>and scrutiny of their work</p> <p>b. the extent to which learning activities address both learning about and learning from religion and enable learners to acquire and apply knowledge and skills set out in the syllabus for religious education</p> <p>c. the extent to which religious education makes a contribution to the distinctively Christian values of the school and to the spiritual, moral, social and cultural development of learners</p> <p>d. the extent to which learners enjoy religious education and are enabled to speak about religious ideas and faith</p>	<ul style="list-style-type: none"> <li>• Medium term Planning in RE has been enhanced with the <b>use of open ended/deeper enquiry questions</b> encompassing AT1 and AT2 to develop children's knowledge, skills and understanding of RE.</li> <li>• Lesson introductions/plenaries often include 'what if' or 'I wonder' questions where children are able to express their own thoughts about what they have learnt or their perception of the application/meaning of what they have learnt in all their RE learning.</li> <li>• <b>Creative Planning in RE and use of different media</b> allows for pupils to show their understanding of different concepts in a variety of ways through different mediums e.g. poetry, pictures, drama, art etc.</li> <li>• <b>Visits and visitors to school are a strength</b> - e.g. visits to places of worship, visiting preachers such as the our own Canon and the Bishop of Whitby, the Hand to Mouth group, The Saltmine theatre company and the Footprints theatre company, are built into the units of work as are events in the annual bible week, for instance in 2016 Bible week the children concentrated on the bible's patriarchs as we built a Jesse tree.</li> <li>• <b>Planning for RE is reviewed year on year</b> to ensure that it remains challenging and, in particular, allows children to develop and apply their learning through AT2. Planning and teaching is monitored during the year by the RE subject leader. Learning walks, work scrutiny and lesson observations undertaken regularly by RE co-ordinator (as part of the schools subject in the spotlight approach) to monitor quality of teaching, pupil progression, standards and provide feedback for improvement and development of shared good practice- this includes works scrutiny and lesson observations by RE co-ordinator to monitor quality of teaching and learning. The pupils worship council used to assess children's response to RE and pupil voice in RE.</li> </ul>	<p>giving them opportunities to think more deeply about their learning and make connections between common human experience and Religious Education.</p> <ul style="list-style-type: none"> <li>• All learners are included and can access the learning through different approaches eg drama, art, DT, sculpture, film making, writing, poetry and presentation of learning to other groups of learners.</li> <li>• Children enjoy and engage in different types of RE activities</li> <li>• Children have opportunities to learn about religion from many different faith leaders and visitors</li> <li>• Learners talk knowledgeably about the faiths studied and apply their learning -there is evidence of progression in the empathy and maturity of understanding of the lives of key religious figures and members of different faiths</li> <li>• Progression in concepts taught and skills applied evident in RE books</li> <li>• Children enjoy RE lessons and responses are thoughtful and considered.</li> </ul>
<p><b>The effectiveness of the curriculum in religious education and especially the teaching of Christianity</b></p>	<p>a. extent to which the school's syllabus reflects <b>the National Society Statement of Entitlement for Religious Education</b> and in particular, whether Christianity is the majority study: <i>-in Key Stages 1 – 3: at least ⅔ Christianity</i></p> <p>b. the proportion of curriculum time dedicated to meeting religious education objectives (5% - 10%)</p> <p>c. the extent to which pupil achievement in religious education is equal or better than comparable subjects</p>	<ul style="list-style-type: none"> <li>• <b>RE is taught weekly</b> in class by teaching staff through a <b>strong enquiry approach</b>.</li> <li>• Different teaching methods employed to engage different learning styles and also enable children to present their learning in different creative ways – visual, Auditory and Kinesthetic</li> <li>• RE Curriculum is enhanced by specific annual opportunities e.g. <b>Bible Week; Hand to Mouth – themed days and Y6 prayer labyrinth / Godly Play/ Jesse tree day</b> and historical links to religion through drama (e.g. Tudor and Romans class assemblies)</li> <li>• <b>RE planning provides pupils with the opportunity to learn about other faiths</b> as well as deepening their understanding of core Christian principles.</li> <li>• <b>Learning in RE is enabled through a range of visits to other places of worship</b> and inviting visitors from all faiths into school. Canon Hale has supported RE teaching and visited classes to share artefacts.</li> <li>• Children are encouraged to respect the faith of others. Curriculum is planned over the Key Stages so that it takes into account a predominately Christian teaching, but also includes other faiths (Hinduism / Islam / Judaism).</li> <li>• <b>Global Schools partnership work and our status as a Global lead school</b> has established links to schools in the wider world and community e.g. Mfensi School link in Ghana through the British Council and Connecting Classrooms – this has included engagement in project such as Barefoot Billion and Fairtrade week and Send my friend to school</li> </ul>	<ul style="list-style-type: none"> <li>• As a result, pupils show high levels of empathy and understanding of religious beliefs, development of this evident throughout school.</li> <li>• Pupils show that they are comfortable exploring faith and belief. (Bible week evidence, class portfolios and curriculum leader portfolios)</li> <li>• Through an enhanced curriculum opportunities pupils demonstrate that they are highly engaged and this has an impact on their learning (see curriculum leader/ class portfolios)</li> <li>• Children often make connections in Collective Worship about similar values /traditions held by other faiths and are able to reflect on their own behaviour and values.</li> <li>• Pupils and teachers critically reflect on, evaluate and apply their learning to their growing understanding of Christianity.</li> <li>• Monitoring demonstrates that children demonstrate a clearer understanding of the faiths' of others.</li> <li>• Awareness raised of similarities and differences of places of worship, reverence of things that are</li> </ul>

		<ul style="list-style-type: none"> <li>• In 2016. We will be working towards embedding the <b>Diocese initiative ‘Understanding Christianity Project’</b> to support and develop our curriculum.</li> <li>• Book Week further explore multicultural links and faiths.</li> <li>• <b>No children are currently withdrawn from RE lessons</b> and there is a tolerant and accepting attitude to all faiths.</li> <li>• <b>Parent and pupil questionnaires</b> include positive responses to our school values of Community spirit, Enterprise and enquiry and Respect</li> </ul>	<p>sacred to others; appreciation of other points of view; affirmation of the distinctiveness of Christianity.</p> <ul style="list-style-type: none"> <li>• Teaching and learning in RE has a high profile in the life of the school</li> <li>• Standards are in line with other core subjects</li> <li>• RE is well resourced and resourcing needs are addressed annually, or when they arise throughout the school year.</li> <li>• Children enjoy RE and have a well developed understanding in this area</li> <li>• Staff show increasing confidence in RE</li> <li>• Pupils show good understanding of Christianity and different faiths</li> <li>• Enjoyment of the curriculum</li> </ul>
<p><b>The effectiveness of the leadership and management of religious education.</b></p>	<p>a. extent to which monitoring of the quality of teaching, learning and assessment leads to an improvement in the performance of learners across the school</p> <p>b. the extent to which RE works with and informs effective teaching and learning across the curriculum</p>	<ul style="list-style-type: none"> <li>• <b>RE development is strategically planned by the RE coordinator and is RAG rated</b> during the school year. This is then fed to the school action plan linked to the School Development plan on an annual basis.</li> <li>• Information is fed back to the H.T. and the Governors through curriculum reports and evaluation of the subject action planning.</li> <li>• <b>RE subject leader and the HT undertake learning walks, work scrutiny and lesson observations</b> to monitor quality of teaching, pupil progression, standards and provide feedback for improvement and development of shared good practice- this includes work scrutiny and lesson observations</li> <li>• <b>Actions from monitoring inform future planning training and support</b> which is fed back to the whole school staff.</li> <li>• <b>Progression in RE is tracked throughout school using RE class tracker.</b> The data is analysed and evaluated by the RE subject leader to support school improvement</li> <li>• <b>RE always has a section in the School Development Plan</b> to ensure continuous improvement and high standards are maintained</li> <li>• The introduction of the Subject in the Spotlight ensures RE is given a clear whole school focus (In 2016 through creative display using the Picturing Jesus pack) giving it equal importance as a core subject. This enables the subject leader to share expertise and lead the other staff with vision setting high standards.</li> <li>• <b>RE subject leader and Headteacher attends relevant training regularly</b> through the Diocese plans and delivers Inset to ensure high levels of subject expertise, confidence and standards in RE across school – <b>Recent training has included ‘What if Learning’ Enquiry based planning and Assessment’ and the new ‘Understanding Christianity Project’</b></li> <li>• Pupil behaviour and school ethos is linked to distinctive nature of the school and learning in RE – school aims, school behaviour policy, links to mission statement is all policies</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning in RE demonstrates that it is good or outstanding – see last learning walk July 2016</li> <li>• Stakeholders are kept informed about learning in RE</li> <li>• The impact of high quality RE leading develops subject knowledge and confidence in teaching and learning. (lesson observation/ learning walk feedback)</li> <li>• Subject leader is well informed and works hard to ensure a continuous focus on improvement in RE, ensuring that staff are kept well informed</li> <li>• Staff show increasing confidence in teaching RE and ask for support when needed</li> <li>• Teaching and learning in RE has a high profile in the the school improvement plan</li> <li>• Regular training in Christian distinctiveness, RE and Collective worship is highly valued</li> <li>• Clear links between RE, school ethos and vision</li> </ul>
<p><b>Identified areas for development 2015-2018:</b></p> <ul style="list-style-type: none"> <li>• Increased opportunities for experiential learning in RE outside the local faith community, e.g. Faith Centres, invite visitors from other faiths</li> <li>• Further inset on RE and embedding enquiry based planning and learning</li> <li>• Further development of RE self-assessment through pupil bubbles</li> </ul>			

## How effective are the leadership and management of the school as a church school? GRADE 1

INSPECTORS MUST EVALUATE	SUPPORTING EVIDENCE	PROVISION	IMPACT AND EVIDENCE
<p><b>The extent to which leaders articulate an explicit Christian vision that has an impact on:</b></p> <ul style="list-style-type: none"> <li>• Standards of achievement</li> <li>• The distinctively Christian character of the school</li> <li>• The well-being of all the whole school community</li> </ul>	<p>a. how well an explicit Christian vision is articulated and implemented</p> <p>b. the impact of the Christian vision on the achievement of all learners including the effectiveness of leaders in helping learners to overcome educational, social and economic disadvantage</p> <p>c. how well leaders promote the well-being of all learners, particularly their spiritual, moral, social and cultural development, through a broad and distinctive curriculum in addition to worship and religious education</p>	<ul style="list-style-type: none"> <li>• <b>HT and senior leadership clearly articulate and exemplify the vision in practice at a day to day level</b></li> <li>• Staff, governors and pupils have been involved in the development of a <b>shared Christian vision</b> for the future of the school – Dedicated Collective worship governor</li> <li>• <b>Vision statement and school aims reflect the core Christian values</b> at the heart of the school</li> <li>• The vision statement is prominent and shown on the website, prospectus, the school signage, all policies and correspondence</li> <li>• Standards of achievement in RE and generally are outstanding</li> <li>• All staff lead worship</li> <li>• Key leaders in school work in cohesive and effective manner to drive forward the school and ensure that its Christian character is maintained and enhanced</li> <li>• <b>The Collective worship and Foundation Governors are particularly supportive- they visit school regularly, support staff appointments, trips, festivals, celebrations and CW</b></li> <li>• Governors attend RE and distinctiveness CPD led by HT and RE subject leader as well as Diocesan training</li> <li>• <b>Inset days for RE, Worship and team building</b> are undertaken every year</li> <li>• Welcome meetings for new families</li> <li>• <b>Pupils are given opportunities to reflect on and immerse themselves in school's aims and values through the creative curriculum</b>, worship, circle time, prayer, celebration assemblies, theme days, events, school visitors e.g. theatres and community support assemblies, Sparkle and shine assembly and reflection time</li> <li>• <b>Opportunities for pupils to take responsibility</b> e.g. Playground buddies, maths ambassadors, monitors, sports leaders, school council, fundraising</li> <li>• staff express these values in their life in school and dealings with outside agencies and people</li> </ul>	<ul style="list-style-type: none"> <li>• There is a strong Christian ethos that permeates the school life and work, commented upon by parents and visitors to school</li> <li>• Christian values underpin the work of everyone in the school.</li> <li>• The Christian vision for the school is shared by all in a very practical and tangible way</li> <li>• Adults and pupils can articulate what it means to be a member of the school family</li> <li>• Parents say that they value the Christian distinctiveness of the school</li> <li>• Pupil behaviour is outstanding</li> <li>• Staff willingness to “go the extra mile” eg 1 to 1 tuition, phone calls home</li> </ul> <ul style="list-style-type: none"> <li>• Good pupil behaviour and relationships</li> <li>• Adult relationships excellent</li> <li>• Good attendance</li> <li>• No exclusions in the last 3 years</li> <li>• Parents feel children thrive</li> <li>• Agencies say that they find working with the school effective and productive eg PRU, school nurse, social services</li> <li>• Children care about each other and the school</li> </ul>
<p><b>Do arrangements for RE and CW meet statutory requirements?</b></p>		<p><b>YES</b></p>	
<p><b>The extent to which school leaders secure the impact of this vision through evaluation and strategic planning</b></p>	<p>a. the impact of monitoring and evaluation on the school's Christian character</p> <p>b. how well governors hold leaders to account for the school's effectiveness as a church school</p> <p>c. the extent to which leaders enable all members of the school community to contribute to and understand the development and</p>	<ul style="list-style-type: none"> <li>• <b>The SIAMS toolkit is undertaken and jointly completed with key staff</b> and shared with all</li> <li>• <b>Governors are involved in self-evaluation of the SIAMS evaluation document</b></li> <li>• <b>Head and RE lead commit to attending training</b> through the Diocese</li> <li>• Leaders live the vision and express the core values of the school in their everyday work and relationships within and without school</li> <li>• <b>Advice is given and sought in the area of Christian character</b> and ethos both within and outside of school eg attendance at co-ordinator meetings, Church Headteacher meeting, links with other Church School RE coordinators, Diocesan training</li> <li>• <b>All staff are asked at interview about their commitment to the Christian ethos</b></li> <li>• New staff are inducted well</li> <li>• Opportunities are given to discuss and develop personally, professionally and spiritually</li> </ul>	<ul style="list-style-type: none"> <li>• The school is very well led and managed at all levels</li> <li>• The school has improved significantly since the last Ofsted and SIAS inspections and has demonstrated the capacity to improve further</li> <li>• The team is never complacent and staff and governors seek ways in which to improve further</li> <li>• New staff and children say they feel welcome and at ease</li> <li>• There is an ethos of asking for and giving support</li> <li>• There is a willingness to take calculated risks</li> </ul>

	<p>implementation of the school's distinctively Christian vision</p> <p>d. the implementation and effectiveness of improvement plans related to the distinctive Christian characteristics of the school</p> <p>e. the extent to which the issues in 'Focus for development' from the last inspection have been addressed and in a manner that has brought about positive outcomes for the learners</p>		<p>and try new initiatives from within and without eg Easter business and enterprise week, Churches Together Pentecostal Service, Creative Partnerships, creative deployment of staff</p> <ul style="list-style-type: none"> <li>• RE has become more exciting, interesting and relevant</li> <li>• There is an atmosphere of trust that allows discussion of things that could be better as well as celebration of success</li> </ul>
<p><b>How well leaders prepare for future leadership across church schools</b></p>	<p>a. the effectiveness of professional development in enhancing the Christian character of the school</p> <p>b. the effectiveness of preparation for the future leadership of church schools by the implementation of an appropriate programme of staff development</p> <p>c. the extent to which the National Society Statement of Entitlement for Religious Education is implemented, in particular priority given to staff expertise and specialist qualifications in religious education/priority given to professional development in religious education</p> <p>d. the level of resourcing for religious education</p>	<ul style="list-style-type: none"> <li>• <b>Performance management of all staff is well embedded</b> and supports professional development of all staff within their role or to take next steps for promotion</li> <li>• HT is a member of the Local alliance board for school improvement</li> <li>• CPD is discussed by Governors at strategic and practical levels</li> <li>• CPD given a high priority</li> <li>• There is a good history of development and promotion within school</li> <li>• All adults undertake CPD (in-house, LA and external)</li> <li>• All staff are supportive of each other socially and emotionally as well as academically</li> <li>• RE is well resourced and resources are being built up for the new enquiry approach to RE</li> <li>• RE is given a high priority in terms of CPD at a subject leader and whole school level through the 3 Year subject in the spotlight planning</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are well trained, effective and motivated</li> <li>• Staff are happy and satisfied within their work</li> <li>• The school leaders have developed newly appointed members of staff at all levels including SLT and driven the school forward in terms of pupil achievement without compromising the things that are held dear, including Christian ethos and pupil care and guidance</li> <li>• Staff are well motivated and give generously of themselves</li> <li>• There is a calm, cooperative and productive atmosphere in school even at busy times and during difficult periods</li> <li>• There is good prevailing team spirit</li> <li>• Standards are high and pupils benefit from excellent staff who are dedicated</li> <li>• Subject leader attends regular RE coordinator meetings</li> <li>• HT attends regular local meetings of Church Heads</li> <li>• HT attends regular meetings at the Diocese</li> </ul>
<p><b>The effectiveness of partnerships with the local church, the</b></p>	<p>a. the extent to which leaders and managers form partnerships and engage with the Church in parish, diocesan/district, national and global communities in a way that enriches the lives of</p>	<ul style="list-style-type: none"> <li>• The school is a strategic partner with a number of Local networks – Diocesan Heads group, Hoyle and Pyramid, Global partnership group, Tykes TSA, Mfensi school in Ghana</li> <li>• The school has worked hard to ensure partnership with parents is good.</li> <li>• Communication is good and there are many examples of how this works eg meetings, newsletters, family learning events, curriculum meetings.</li> <li>• The school has strong relationships with the Church and Diocese</li> <li>• The school values its links with Diocese and other Church schools by attending meetings and</li> </ul>	<ul style="list-style-type: none"> <li>• The school is outward looking and is involved in local and global partnerships</li> <li>• Parents say they feel welcome in school and can approach any member of staff</li> <li>• Parents say they value the Christian ethos and core values underpinning this</li> <li>• The school uses the Diocesan expertise and</li> </ul>

<p><b>deaneries, the diocese/district and the wider community, including the parents and carers</b></p>	<p>b. learners the effectiveness of the incumbent/minister/chaplain/youth worker in supporting individuals and developing the distinctive Christian character of the school</p> <p>c. the effectiveness of parental engagement and contribution to school life</p>	<p>providing mutual support</p> <ul style="list-style-type: none"> <li>• Clergy regularly attend school to meet with staff, and children, support learning opportunities e.g. wedding and baptism role play/Q&amp;A on faith in lessons/ The Bishop of Whitby has visited as has the Diocesan Director for Education</li> <li>• Proactive Parents and Friends Group that fundraise and organise activities on a school, local and international basis</li> <li>• Core of parent and grandparent helpers e.g. gardening KS1 and KS2, reading partners, classrooms support</li> <li>• Whole school community - parents, Governors, clergy, staff and learners take part in church services and festivals.</li> <li>• Links with schools overseas through global schools and connecting classrooms</li> <li>• Creative curriculum enables pupils to learn about their role within the community and world and ask questions about their impact e.g. faith, recycling, saving energy, conservation, politics</li> </ul>	<p>sees itself as a “Church school working at the heart of the community”.</p> <ul style="list-style-type: none"> <li>• This view is reflected by parents and the wider community who are regularly involved in school life</li> <li>• There are good links with the local church and other churches</li> <li>• Strong community ethos and aims</li> </ul>
<p><b>Identified areas for development 2015-2018:</b></p> <ul style="list-style-type: none"> <li>• To develop strategic partnership with local Denary schools</li> </ul>			

## Summary

### Summary judgement:

#### GRADE 1

##### Areas in which the school feels it does well:

- Across all Year groups RE curriculum is well planned using an enquiry approach. Activities are often challenging thus developing the children's thoughts and ideas
- Curriculum is linked to the School's Christian vision and values.
- Reflection and prayer is highly evident through school. Children in every class can access supportive models such as the TSP and STOP prayers in reflection areas.
- A wide variety of visitors to school promote Christian Values and membership to a larger Christian community.
- Leaders have attended and disseminated Diocesan CPD to improve RE engagement among staff.
- Links with the local church are strong.
- Children show a strong understanding of the RE curriculum and Christian ethos.

##### Areas which the school feels it should develop further:

- Plan new themes in advance from new 'Roots and Fruits' and link them to Christian values/Bible accounts and messages.
  - Ensure all leaders follow/link into these themes to ensure children and adults understand the themes and how they link to daily life. Consider continuity and progression within planning, particularly for difficult concepts such as the Trinitarian nature of worship.
  - Set in place a planned programme of monitoring and evaluation of Collective worship which includes children, adults and governors.