

Ongoing SIAMS Self-Evaluation – Elsworth C of E Primary School

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](https://www.churchofengland.org/siams).

School's theologically-rooted Christian Vision



'...act justly, love mercy and walk humbly with your God' **Micah 6:8(b)**

Vision

Our vision at Elsworth C of E Primary School is to develop motivated, aspirational and courageous learners. Through embracing the Christian values of honesty, happiness and compassion, we lay the foundations as a community to love and serve one another and to make a difference.

At Elsworth C of E Primary School all are welcomed, listened to, celebrated and respected for who they are and who they may become. Our dedicated and enthusiastic team lead learning through a bespoke, ambitious curriculum, which promotes natural curiosity. We encourage and support everyone to be reflective and take responsibility in all aspects of school life. In our small rural community, every individual is inspired to pursue their own personal interests, find joy in the little things, express their creativity and care for one another.

Inspection Conversations: Context

Who are we?

Elsworth C of E Primary School is a Church of England, Voluntary Aided, Primary School and a Local Authority Maintained School. We have strong links with the Diocese of Ely and Holy Trinity Church, led by Reverend Nigel.

Elsworth is a smaller than average primary school with 131 pupils on roll, capacity 140, arranged in 5 classes of mixed ages (Rec/Y1, Y1/2, Y3/4, Y4/5 and Y5/6). The largest ethnic group is white - British (82.4%) and 7 out of the possible 17 ethnic groups are represented within the school, including other white, mixed, Asian, Afro Caribbean and Chinese backgrounds.

The leadership structure is: Headteacher and Deputy Head. All teachers are Subject Leaders in one or more subjects e.g. our RE leader is a full-time class teacher, SENCo and Collective Worship Leader.

Due to our staff team being relatively small, we make decisions about how to develop the school together and these feed into the School Development Plan (SDP). Our SDP also includes 'Section 5 Christian ethos'.

We have 19 children on the SEND register. 3 of these pupils have an EHCP. In addition, we have 9 children who are Pupil Premium (7%).

Reverend Mattat Holy Trinity Church supports our school through leading Collective Worship (CW) for the whole school on a Thursday. He follows our half termly CW plans created by our RE Leader. We have half termly visits from GENR8 who lead whole school CW. Songs are chosen each week to link with the bible story.

GENR8 also lead workshops for our children based Making Choices, transition, etc.

We have partnerships with Frank's Farm. Anthony (farmer) comes into school to promote and encourage children to eat local, fresh produce. He works with our school community to educate the children in growing their own produce as well as taste testing. We work closely with Elsworth Pre-School and our Early Years leader and Year 1 class teacher leads training for the staff focusing on Phonics and Maths. Pre School children visit Sapphire class (Reception/Year 1) regularly during the Summer term. These visits prepare the children for when they start school in September.

We send articles about our learning, key events and occasions to our local village magazine the Elsworth Times. Some of the articles detail key events in the Christian calendar e.g. our Harvest Service, Christingle Service and share with local residents the strong links we have with Holy Trinity Church in Elsworth.

Our local Octagon Cluster group, consists of 7 local primary schools and the feeder secondary school. In the Octagon Cluster group we have Headteacher and Deputy Head cluster group meetings, these support senior leaders mental health and well-being. The group works closely to organise subject leader cluster group sessions and writing moderation. The impact is that we learn from other schools and ensure our assessment is externally moderated.

Other partnerships include our Local Village Shop, Fardell's Lane Nature Reserve, Elsworth Parish Council, Access 4 all charity (raising funds for Holy Trinity Church), The Lisa Kent Trust, Elsworth Show organising committee, magazine, Christ Church Cambridge and The Faculty of Education – Homerton College.

What are we doing here?

Vision

Our vision at Elsworth C of E Primary School is to develop motivated, aspirational and courageous learners. Through embracing the Christian values of honesty, happiness and compassion, we lay the foundations as a community to love and serve one another and to make a difference.

The starting point for our school vision is the bible verse ‘...act justly, love mercy and walk humbly with your God’ Micah 6:8(b).

Leaders are keen to ensure that Elsworth C of E Primary School is a nurturing, safe and ambitious place where children can develop into well rounded, kind and compassionate individuals. The school attracts many families who live out of catchment (72% of children come from villages out of our catchment area). Parents and carers choose our school because of its reputation, and they are keen for their children to be taught in a setting where the Christian values are part of everyday school life.

The children care for each other and are proud to come to Elsworth C of E Primary School, they respect each other and staff to the act justly, love mercy and walk humbly and this starts from day one. The children listen to each other, celebrate each other’s achievements and deal with conflict and resolution through the restorative conversations.

Our school bible verse is deeply rooted in all that we do at Elsworth.

The pupils act justly by standing up for what’s right and they are keen to make a difference in the world. For example, we have an active Eco Council who work hard to ensure they make a difference by looking after and protecting the environment. The children regularly go on litter picks around our school site and local village. The three focuses for Eco Council this year are: Global Citizenship, Marine life and Energy. Eco Council have introduced a recycling basket in the dining hall, designed small reminder signs to tell people to switch off the lights and have supported the introduction of the new food waste bin. The group are keen to spread the word about saving the planet and looking after our environment, they have created presentations to the whole school and our governing body to share their targets.

The children and staff love mercy by taking the time to think about others and following our ‘Golden Rules’ they treat people how they want to be treated. When children make mistakes our peer mediators and staff use the restorative conversation to find a solution to problems and children are able to have the time to reflect on their actions or words and forgive one another.

Children and staff walk humbly with their God by caring for each other. The staff and governors are positive and professional. The headteacher feels privileged to work with such a committed and enthusiastic group of people. Governors care and are keen for the school to do well. They do this effectively through challenge and monitoring. All stakeholders have the children’s best interests at the heart of everything they do. We have strong links with a local farmer who leads our Big Barn project. We are keen for children to live a sustainable life by encouraging them and families to grow their own vegetables, plant trees, etc and walk humbly by regularly checking on plant growth and watering.

Governors and staff agree that we should be a maintained school. We have a variety of partnerships with Ely Diocese, Reverend Mattand educational specialists and charities, see above. These partnerships enhance our school strategic development. Leaders and governors are keen to keep improving the school and create a School Development Plan (SDP) each year. This steers school improvement and enables our children to flourish.

Reverend Mattinvests and supports us by leading Collective Worship attending our Year 6 Leaver's Service, saying a few words and giving a blessing. He enjoys coming to watch our Reception/KS1 Nativity and KS2 performances. He has organised funding our new bibles in KS2 as well as funded the bibles for each child who starts at our school.

We have created a bespoke curriculum that inspires all our children. We make links with our local community and all children engage enthusiastically with their learning. Children enjoy coming to school they say 'lessons and teachers are fun', 'we respect each other'.

Collective worship is strongly Bible based and gives pupils a depth of knowledge and understanding of God's character. We started with the story of Creation in January 2024. Children reflect on the key message in the bible story by answering the following questions: How might this change the way I choose to act? What does this teach me about God? What does this teach me about people? How does this change the way I think? How does this change the way I feel? Is there something that surprises me? Do I have any questions? How does this link to our verse and our values?

We are currently using the Emmanuel Project. From September 2025 we will teaching using Understanding Christianity. Teaching staff are booked on training for Understanding Christianity in June. Our RE Lead, is highly trained with a degree in Theology, which covered all religions. She is passionate about RE and her drive is to give pupils a solid understanding of Christianity and other religions. There is a 4-year rolling programme for KS2, as devised by the Diocese back in 2021, using the Emmanuel Project for all religions, including Christianity and a 2 year rolling programme in KS1.

The decision has been made to teach using the Understanding Christianity resources to develop children's deeper thinking and give children learning opportunities to explore theology, philosophy, human and social sciences in RE teaching and learning.

We have strong relationships with our local church, Claire Brocklesby and the Ely Diocese. The Headteacher was asked by the Diocese to be an Ely Diocese Regional Advisor in May 2025 and has attended training. She attends Headteacher conferences led by the Ely Diocese to enhance our Christian ethos and values. During the time of the 70th school anniversary (October 2024), Bishop Dagmar helped launch our vision with theologically rooted verse from Micah 6:8 (b) in a special 70th anniversary church service. This verse was chosen as it reflected our school setting and vision. Bishop Dagmar a child-centred sermon about Micah 6:8(b) and what it meant to the school. A sung version of the verse has been learnt by pupils.

Our RE Lead attends high quality, purposeful training led by Jemma Coulson (RE and SIAMS Officer) who is part of the Ely Diocese Education Team.

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

Our vision and mission is expressed through our chosen bible verse:

'...act justly, love mercy and walk humbly with your God'

Micah 6:8(b)

Christian spirituality and Christian values and principles are explored in all curriculum areas, especially in RE and Collective Worship, and the integrity and spirituality of pupils from other faith backgrounds is respected and explored by asking children and parents to share their own culture.

Pupils are given access to alternative views through reflection and questioning techniques e.g.

- ◆ What have we learnt about God, people and the world?
- ◆ How might this story change the way I: think, feel and act?
- ◆ Which of the Christian values are most relevant?

Senior leaders and governors have high expectations of learners and staff. Appraisals encourage teachers to flourish and are driven to achieve the next stage in their professional development. Appraisal targets are drawn from the School Development Plan (SDP) and monitored by senior leaders and governors.

Staff are given the opportunity to decide on a personal target they would like to focus on as part of the appraisal process.

We have a bespoke curriculum that is challenging, resulting in pupils becoming critical thinkers.

Pupils are celebrated as individuals they are encouraged to take responsibility in school, home and their local communities enabling them to flourish. We do this through Celebration assembly, Sports competitions, Music concerts, Dance performances, local writing competitions. Pupils and staff are proud and reflective of their achievements, they acknowledge each other's achievements, resulting in a sense of mutual respect for everyone across the school.

Learning walk, drop ins, governor monitoring reports, pupil voice, book looks, observing children's behaviour, observations of CW, comments in school book form visitors and external providers,

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

Our theological rooted Christian vision shapes our bespoke curriculum that we have focused on since September 2023. We are keen to develop all our children and staff into motivated, aspirational and courageous learners through embracing the Christian values.

Subject leaders have high aspirations for our children and have worked hard to ensure the progression maps for their subjects enthuse, motivate and inspire our school community to be courageous thinkers. Our curriculum focuses on children's interests, fascinations and curiosities. We enhance the curriculum further by offering enrichment days e.g. History off the Page, Residentials, etc. and themed days- World Book Day, Number Day. Children relish and enjoy these days. Strong links between curriculum areas such RE/Science/PSHE support children to become deep thinkers. SEND children are able to aspire to be

the best they can be with support available and are fully included in our curriculum. We encourage all our children to be reflective and celebrate their achievements.

Our extra curriculum offer is varied and gives children opportunities to be courageous and have a go at new enrichment opportunities. Our extra-curricular club offer covers sport, music, theatre and computing. Children also plan clubs for our school community during lunchtimes. These include: Comic club, Scratch club, Leaf club (leaf sculptures), theatre club, etc.

Outdoor learning is a key strength of the school. Great imagination, time and effort has been put into the outdoor space, which is located at the back of the playground – it includes a forest area, a polytunnel, raised beds, an enclosed pond area.

All pupils have access to outdoor learning during the week and really enjoy these sessions. Children have opportunities to meditate during the session outdoors. They have quiet time to listen to the sounds around them. During one session each pupil produced a poem about silence and sound, displaying their reflectiveness and creativity. Poems were shared in our Celebration Assembly.

We have a reflective area in the corridor. It was simple and had a bowl of stones which pupils could handle if they felt they had a problem and needed to pray. Our reflective area is provided by GENR8 and they are refreshed every half term.

Leaders and governors know whether the curriculum is having the intended impact for all our children using a range of monitoring approaches. Local authority advisors visit the school on a termly basis to assess the impact of our teaching and learning in our core subjects: English and Maths. They identify strengths and agree next steps with subject leaders. The information is shared with our Learning and Standards committee. Staff have termly Subject Leader Monitoring and Assessment (SLAM) when they visit class teachers and complete a subject leader evaluation; celebrating strengths and next steps. Next steps are incorporated into Subject leader action plans. Other monitoring strategies are: book looks, drop-ins, pupil voice and moderation (internal and external). Governor monitoring focuses on priorities in the School Development Plan and how the school is working toward the targets they have set. Governor monitoring visits have a safeguarding question that governors take from a bank of suggested safeguarding questions. Safeguarding questions cover all aspects of school life and are monitored by the governor responsible for safeguarding. This links with our vision, ensuring our whole school community is safe and everyone is cared for and respected for who they are and who they may become.

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

Collective worship is shaped by working through stories in the Bible starting with the Old Testament. The children are given spiritual opportunities to allow them to think about the story in relation to themselves, to God and to ask questions or comment on 'wow!' moments, or how the story made them feel.

Our whole school community can take key messages from each Bible story. The questions are inclusive and the same every time.

- What does this story tell us about Christians?
- What does this tell me about the world?

We decided to do this to encourage the children to reflect and think more deeply about key messages from the bible stories rather than linking a theme to a story in the bible e.g. the theme of kindness would link to The Good Samaritan. Therefore, our starting point is the Bible, to identify the threads and themes within the stories. Children make links that show how people may stray away from God but then soon return. Children are inspired by these stories through a range of media during collective worship. Our weekly Celebration assembly celebrates our children's achievement and follows the same format as our collective worship with a 'Good morning' welcome, gather, song, prayer and send.

Each class has a class candle (colour-coded to their particular gem stone), which are lit at the start of every collective worship. This represents the 'light of Jesus' in our Gather. This inspires us and is an inclusive act, which unites us as a school family.

Collective worship begins with our Gather, *'Jesus Christ is the light of the world, the light no darkness can quench'*.

They are concluded with our Send, *'We are sent out to love and serve one another and to make a difference in the world'*.

Children are inspired to make a difference in the world. Examples of this are the school being part of the Walking Tall Mini G project 'Giraffes around Cambridge'. All the children in school helped decorate a giraffe sculpture that was displayed as part of the giraffe trail in Cambridge, Junior Travel Ambassadors promote and inspire children and families to walk, cycle or scooter to school by planning focused Walk to School fortnight and Big Wheel weeks. Our whole school community are always keen to get involved.

Classes make a difference by planting seeds and in our school grounds and get involved with projects in our local community. They bring joy to parents and friends in their Nativity performance and KS2 Summer production.

Act justly, love mercy and walk humbly with your God Micah 6:8 (b)

Our faith-based bible verse (above) is reflected through our whole-school Golden Rules, which links to our high expectations of how all members of our school community conduct themselves. The Golden Rules guide children and staff to listen to one another and treat each other how we want to be treated. Following the Golden Rules and living out our school vision and bible verse encourages our whole school community and all stakeholders to flourish.

Our school prayer has been written by all of the children in school and it links with our bible verse. This enhances and enriches Collective Worship as this gives children ownership of their spiritual development. It is also used in staff and governor meetings and shared on the school newsletter. Children create individual prayers connected to a variety of different themes. This creates a bank of children's prayers, emanating from the school Bible verse and vision. These are shared by the children with the whole school community during Collective Worship.

Prayer spaces including outdoor prayer area and prayer time create a culture gives children time to be still, reflective and develops their spirituality. Resources are provided by GENR8 every half term.

In addition, from staff to governor meetings, collective prayer and reflection is an integral part of the Elsworth C of E Primary School experience for all members of our community.

We hold church services at Holy Trinity Church, where parents and friends are welcome. As such, services are well attended. Recent services include: Harvest Festival, 70th Anniversary, Outdoor Remembrance reflection service led by Year 6 pupils, Christingle service and Easter service. Team captains and Vice captains additionally lead collective worship in their colour team groups, based on the school Bible verse.

Reverend Matt supports our school through leading Collective Worship (CW) for the whole school on a Thursday. He follows our half termly CW plans created by our RE Leader. We have half termly visits from GENR8 who lead whole school CW. Songs are chosen each week to link with the bible story. GENR8 also lead workshops for our children based Making Choices, transition, etc.

Our Reception and KS1 children perform the Nativity play to our whole school community, parents and we invite the young children at Elsworth Pre-School to watch the dress rehearsal.

Celebration assemblies celebrate children's achievement in our school and children share what they have achieved in clubs and groups outside of school. They express their creativity and our school community shows their care for one another by listening and clapping as a sign of congratulations.

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

Our theologically rooted Christian vision enables all to live well together in an inclusive, dignifying, and equitable culture by everyone feeling they are all welcome and respected at Elsworth C of E Primary; the best way to experience this is by visiting our school.

Children speak positively about our school to governors and visitors. They share how teachers and children care for one another, feel safe and make sure everyone is included in lessons and games at break and lunchtime. Children say that teachers care about them and they make lessons fun.

Our policies and procedures support and guide the school to develop a culture where everyone's well-being is nurtured and enhanced. We have Betty our therapy dog who is currently going through her therapy dog training with her owner our school SENCo and class teacher. Our allotment and pond spiritually connects adults and children with the outdoor environment and encourages peace and tranquilly.

Outdoor Learning for all children stimulates positive mental health experiences and teamwork.

At lunchtime and playtime, we have different activities the children can get involved in and a range of play equipment. Our Year 5 playleaders, supported by our midday supervisors, set up activities each day. We have a local farmer who encourages and inspires children to grow their own fruit and vegetables. He also brings different food recipes for the children to try encouraging children to explore new taste and have a balanced diet.

SEND is a strength of the school. Recent examples: a permanently excluded child from another setting joined the school and was successful; a school refuser joined the school but settled here – good examples of the vision being lived out and all pupils flourishing.

We have a Safeguarding culture in which people's wellbeing is enhanced and supported at all times. Governor monitoring checks that safeguarding is rigorous and that all staff are professionally curious when it comes to keeping children safe.

Mutual support in the staff room and appraisal. Staff workload and staff well-being are discussed during senior leader meeting and governor's challenge at Full Governing Body meetings and during Learning and Standards and Finance, Personnel, Health and Safety meetings.

Staff are willing to increase their hours on termly basis to support teachers with interventions because they feel valued, listened to and cared for. A supply TA said "I have worked in many settings and have honestly found this to be the most welcoming and friendly school I have ever experienced."

Staff are encouraged to develop themselves through CPD- Mental health training, NPQSL, Network meetings, etc.

Children are included in all lessons and enable through support and questioning to reflect at their own level. Teaching is adapted so children can make progress in each lesson and feel good about themselves.

The headteacher or another staff member is on the gate every morning to meet and greet families to provide a daily offer of welcome support and contact point for any communications about children or their family. Parents and carers can chat with the Headteacher and pass on information about their child. This information is shared with the relevant class teacher and office manager. The headteacher knows all the families and children.

'Child spot' is a weekly agenda item in teacher and TA meetings. We discuss children who might be vulnerable or going through a difficult time at home. In Pupil Progress meetings we focus our discussion on vulnerable children and disadvantaged and discuss ways to support them. Agreed actions and strategies from the meetings are listed and the impact of these are reviewed in the next meeting. Strategies could be Play therapy sessions with a trained counsellor, regularly check-ins with named children by the Headteacher or Deputy Head or an intervention to develop children's knowledge and understanding.

Staff have the support from Senior leaders, they understand the business of the job and therefore timetable in subject release time, SLT support staff during meetings with parents.

'Pupils are proud to attend this school. They speak positively about being part of a small school where everyone is known, accepted and cared for. Pupils are motivated by the work set for them by staff. They know adults want them to be successful.' OFSTED May 2023.

Policies: Collective Worship, RE, Behaviour, Equality and Diversity

IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

Act justly, love mercy and walk humbly Christian vision, creating an active culture of justice and responsibility.

Our Christian vision and bible verse are the foundations for our positive school culture and environment. Children are encouraged to share their views on what they enjoy about learning at Elsworth C of E Primary and ways we can improve the school moving forward. Children's ideas and views are listened to and respected encouraging courageous advocacy and enabling them to make ethical choices and be agents of change. An example of this is when the children worked with the RE lead to develop our school prayer (2023/2024). Year 6 lead the 'gather' and 'send' at the start and end of each collective worship.

The send (We are sent out to love and serve one another and make a difference in the world) features in the school's vision. These are golden threads throughout many areas of the curriculum e.g. RE/PSHE. Children are also inspired to be active volunteers and take on different roles and responsibilities within our school community (e.g. Eco-Council, JTA, Peer Mediators, Big Barn Project, Play Leaders, Year 6 specifics – such as buddies) and beyond, living and breathing the Christian values love mercy and humbly by building full-filling relationships, caring for the environment and each other.

All staff are trained to facilitate restorative conversations, which fosters a culture of justice and responsibility. In September 2024 our PHSE leader introduced Peer mediation and trained up our Year 6 pupils to support midday supervisors with any conflict that happens during lunchtime. Through following our Golden Rules, Peer mediators listen to children and aim to resolve the conflict by allowing the children to express how they feeling and agree what should happen next to make things better or right. It encourages children to take responsibility and seek justice through respectful conflict resolution practice.

JTA and Eco council – responsibility to make ethical choices and make a change to the school and wider environment. They take their roles seriously and have a positive impact on people's lives and well-being.

Our PHSE curriculum facilitates learning about and respecting difference. It also celebrates the different cultures we have within school. Children and staff embrace the difference between different cultures and faiths. Through a bespoke curriculum they are given opportunities to appreciate and understand differences in other cultures and faiths. This is particularly important to our school because we have a small percentage of practising Christian families, the majority of our families are agnostic. They have chosen a church school for their children because they want their child/ren to learn in caring and nurturing environment based on the Christian values and the bible. We live out the Christian values of which are reflected in our policies.

Our Behaviour policy and Golden Rules were guided by our Christian values and consulted with all stakeholders. The impact of this was that children and staff feel ownership and value the importance of creating personal responsibility. Our Golden Rules have been in place for 4 years and are at the heart of our school vision. They are the same for every class and help to create a harmonious community within this vision.

Across the curriculum the golden thread of the school vision and Christian values enable children share inclusive and diverse views about the world. This results in children being agents of change because they want to make a difference in the world e.g. fund raise for a charity, take their responsibilities around school seriously, etc. Children know that the school will support them if they come forward with an idea to make a difference. As a school we are keen to develop well rounded children, who enjoy learning, take risks by following our Golden Rules; treat people how you want to be treated.

Our PCC partnership with our local churches who are in our school catchment are key to ensure we work together to live out our Christian values and Vision. As well as our continued partnership with the Ely Diocese and the Christian group GENR8.

Our School Games Platinum Award shows our partnership with Cambridge School Sports Partnership has enhanced our PE teaching by receiving high quality training to enhance our PE curriculum. This partnership also gives children a range of sports and physical opportunities to have a positive impact on their lives by being fair, responsible citizens as they grow.

Our partnership with Cambridgeshire Music and Sara Honey encourages children to be agents of change by performing and bringing joy to an audience. A recent example of this was our school choir working with conductor, Douglas Coombes MBE to perform at Homerton College with the Homerton Singers. The children were praised and complimented on their wonderful singing and exemplary behaviour.

IQ6 [Is the religious education curriculum effective \(with reference to the expectations set out in the \[Church of England's Statement of Entitlement for Religious Education\]\(#\)\)?](#)

School leaders and governors ensure that religious education is at the heart of our flourishing school. We introduced Understanding Christianity in September 2025 following advice from the Diocese of Ely. This has a positive impact on ensuring our religious education is challenging and well-sequenced, to provide children with the opportunities to reflect deeply on their learning and ask big questions. Leaders are strongly committed to professional development and effective stewardship of the school's Church school identity. Leaders have reviewed and refined the RE curriculum.

Understanding Christianity is a priority on our School Development Plan (SDP). As a small school, all our teachers are given release time to plan together with our RE Leader who has a degree in Theology to ensure our RE curriculum is accurate and well-balanced. Teachers and leaders have attended three twilight training sessions to understand how the sequence of lessons and themes link as part of the children's RE learning journey. We had an audit of all the RE resources in the Autumn term 2025 to decide what resources we needed to order. Leaders allocated school funds to ensure we had relevant resources that engaged children in their learning.

We have termly RE Enrichment days and in the Spring term our focus was 'Easter Around the World'. Our children learned about the ways different countries celebrate Easter. In the Summer term 2026, our Enrichment Day focused on each child in school creating a piece of Artwork for the Spirited Arts Award which is a national competition. The day gave the children an opportunity to articulate their thoughts and opinions about religion and worldviews through the arts. Our RE Leader planned the day and invited a resident artist to come in and teach the children techniques to compose a piece of artwork that expresses 'Faith in our Future, Hope in our Future.'

As part of our Governor Monitoring, Governors completed two Governor visits (2025-2026). The first visit in the Autumn term 2025 gathered 'Staff voice' and the second monitoring visit focused on 'Pupil Voice' and a Book look to see how the implementation of Understanding Christianity planning, teaching and learning was progressing. Governors and leaders have had termly SIAMS work parties to meet and write SIAMS SEF together. The SIAMS SEF is completed using evidence gathered from SIAMS Readiness Visits (led by a member of the Ely Diocese team), Governor monitoring reports, Pupil voice, Book looks with external experts.

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

The implementation of Understanding Christianity has had a positive impact on the quality of learning across the school. In the RE learning walk (March 2026), leaders identified the following strengths: Children are more engaged in RE, children were able to talk about what they had been learning in RE, they referred back to prior learning during small group and class discussions, evidence of spiritual questioning and reflection particularly in Upper KS2. RE books reflect high quality discussions and deep thought. Our Ely Diocese RE and SIAMS Officer visited our school as an external advisor and commented that 'Leaders recognised the opportunity to strengthen provision and have taken positive, strategic action. The increased and consistent use of Understanding Christianity has led to a noticeable improvement in the quality of teaching and learning in Christianity.'

In June 2026, Governors met with 2 groups of children for 'Pupil voice' as part of their Governor monitoring visit linking with School Development priorities. they met with Year 3 and 4 and Year 5 and 6. The purpose of the monitoring visit was to gather evidence from pupils (the groups represented children from Year 3, 4, 5 and 6). Governor monitoring found that groups were enthusiastic and positive about their learning in RE lessons. Their knowledge demonstrated strong ability to recall the new knowledge they had learnt – they spoke at length about Christianity as well as Judaism, Sikhism and Hinduism. They gave examples of how religious practices help people with their daily lives, such as Buddhism giving an understanding of others' views and a respect for same. They discussed the development of their understanding from previous years, linked aspects of RE into other areas of curriculum e.g. English, Art and PSHE and able to identify subjects where they could not e.g. Maths. This reflects an understanding of meaningful connections and being honest where links are less clear to them. Pupils are clearly flourishing as the enthusiasm for religious education was seen, they cross referenced some learning such as forgiveness with the Lord's Prayer and referenced the school's own Bible quotation '...act justly, love mercy and walk humbly with your God.' thus demonstrating a deep understanding of Christianity and the school vision.

A book look was completed in May 2026 with school leaders and a RESO. RE books, chosen at random from across the school, showed high quality, well presented RE learning. The use of the shared floor books showed photos, snap shots of learning, pupil voice and some examples of work. Both the individual and floor books showed:

- Range of learning activities across the school – engaging, enriching and creative approaches to teaching and learning
- Clear evidence of consistent Understanding Christianity use
- Separate objectives for learning in each year group (the school has mixed year groups in each class)
- Various responses to grappling with big questions
- Variety of different responses to the same activities
- RE happening weekly

Formative assessment, during RE lessons, and learning outcomes, inform teachers planning for the next lesson. End of Understanding Christianity unit assessments inform teachers about what the children have understood and the knowledge they have developed. Any gaps in knowledge and understanding are addressed in lessons and during Enrichment days.