

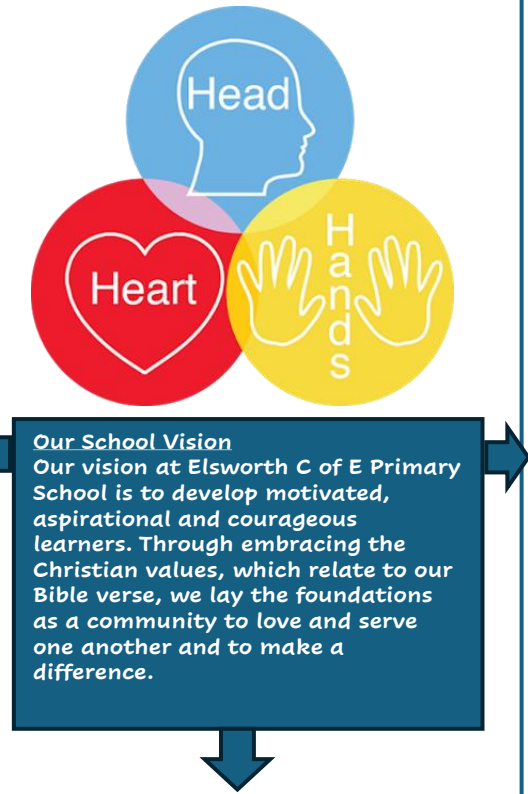


'...act justly, love mercy and walk humbly with your God' Micah 6:8(b)

Church of England, Voluntary Aided, Primary School and a Local Authority Maintained School with strong links with the Diocese of Ely, Papworth Team Ministry and Holy Trinity Church. Elsworth is a smaller than average primary school with 135 pupils on roll and a 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%) with 9 out of 17 other ethnic groups represented within the school.

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

- Our vision focuses on the Christian values of compassion, courage, community, thankfulness, kindness and respect. These values affirm the intrinsic value of every individual and enable everyone to flourish.
- These values are the foundation of our decision making and are interwoven through our school vision, bible verse, Golden rules, policies and school prayer.
- Governors ensure these values are running through all these areas and that they are being embodied fully within the school through a process of triangulation.
- Integrity and spirituality of individuals from other faith backgrounds is respected and explored through these values and through cultural sharing.
- Reflection and questioning techniques facilitate access to alternative views and deeper understanding
- Appraisals encourage teachers to flourish and are driven to achieve the next stage in their professional development.
- Pupils are celebrated as individuals leading then to be motivated to take responsibility in school, home and their local communities through courageous advocacy
- Pupils and staff are proud and reflective of their own achievements and they acknowledge each other's achievements, resulting in a sense of mutual respect for everyone across the school.
- We know this through evidence in learning walk, drop ins, governor monitoring reports, pupil voice, book looks, observing children's behaviour, observations of CW, comments recorded from visitors and external providers.
- In a recent parents survey, 94% agreed that the school lives up to its Christian ethos and vision.
- Our Head Teacher is an Ely Diocese Regional Advisor sharing our expertise with other Christian Schools through collaboration clusters helping our wider area flourish.



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

- Bespoke curriculum focuses on children's interests, fascinations and curiosities and develops all our children and staff into motivated, aspirational and courageous learners.
- 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. Senior leaders and governors have high expectations of learners and staff.
- 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 as RE/Science/PSHE support children to become deep thinkers.
- All children including SEND and disadvantaged children 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.
- 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 lunchtime clubs for our school community. These include: Comic club, Scratch club and Art club.
- Outdoor learning including regular Forest School sessions for all years 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.
- Opportunities to meditate and engage spiritually during the session outdoors are promoted with stillness and quiet time offered to connect with the natural world.
- Reflective area in the corridor provided by GENR8, supports ongoing spiritual development.
- Range of monitoring approaches book looks, drop-ins, pupil voice and moderation (internal and external) . Local authority advisors visit on a termly basis to assess the impact of our teaching and learning in our core subjects: English and Maths. 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.
- Governor monitoring focuses on priorities in the School Development Plan and how the school's vision flows through all we do. Governor monitoring visits include a safeguarding question to cover all aspects of school life, ensuring our whole school community is safe and everyone is cared for and respected for who they are and who they may become.

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

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

- Collective worship begins with a range of spiritual music and our new call and response Gather "Based on the teaching of the Bible, at Elsworth, we act justly; *And do what is right*; Love Mercy; *By being kind and forgiving*; Walk Humbly with your God; *Today and every Day*". Each class has a class candle (colour-coded to their particular gemstone), which are lit at the start of every collective worship. This inspires us and is an inclusive act, which unites us as a school family.
- Collective worship is shaped by our Christian Values linking with stories in the Bible through a range of media. The children are given spiritual opportunities to allow them to think about the story in relation to our spirituality language of Head (thoughts), Heart (feelings) and Hands (actions).
- Inclusive questions are used to encourage children to reflect and think more deeply about our Christian values and key messages from the Bible stories enables individuals to engage spiritually.
- School prayer written by all of the children in school links with our bible verse. This enhances and enriches Collective Worship as this gives children ownership of their spiritual development.
- Well attended church services at Holy Trinity Church, where parents and friends worship together including Harvest Festival, 70th Anniversary, Outdoor Remembrance reflection, Christingle service and Easter service.
- Team captains and Vice captains lead collective worship in their colour team groups, based on the school Bible verse.
- Reverend Matt leads Collective Worship (CW) for the whole school on a weekly basis. He follows our half termly CW plans created by our RE Leader. We have half termly visits from GENR8 who lead whole school CW.
- Celebration assemblies highlight children's achievement in our school where 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. This inspires children to make a difference and celebrates their contributions e.g. Eco-Council, Junior Travel Ambassadors, year 6 responsibilities, play leaders and peer mediators.
- Collective Worship ends with our Send, *'We are sent out to love and serve one another and to make a difference in the world'*.

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

- Everyone at Elsworth C of E Primary is **welcomed** and respected within an inclusive, dignifying and equitable culture.
- Children report feeling safe, cared for and included in lessons and play; they say teachers care about them and make learning fun.
- School policies and procedures are designed to nurture and enhance well-being. We have a therapy dog Betty, an allotment and a pond that promote spiritual connection, peace and tranquillity. Nurture groups and targeted interventions support our more vulnerable and disadvantaged pupils.
- Outdoor learning is provided for all children to support positive mental health and teamwork.
- Lunchtime and playtime offer varied activities and equipment, led in part by Year 5 playleaders; a local farmer supports children to grow food and try new, healthy recipes.
- Provision for SEND is a strength, with successful inclusion of pupils previously permanently excluded or refusing school, demonstrating the vision of helping all pupils flourish.
- Safeguarding is strong, with governors monitoring that systems are rigorous and that staff are professionally curious in keeping children safe.
- Staff support one another through a positive staffroom culture and appraisal; workload and wellbeing are regularly discussed by senior leaders and governors.
- Staff voluntarily increase their hours to support interventions because they feel valued and cared for; visiting staff describe the school as especially welcoming and friendly.
- Ongoing CPD is encouraged, including mental health training, NPQSL and network meetings. Governor's monitor staff wellbeing in FGB and use staff wellbeing surveys.
- Teaching is adapted so all children are included, supported and questioned at an appropriate level, enabling progress in each lesson and supporting self-esteem.
- The headteacher or another staff member greets families at the gate each morning, providing a daily, personal point of contact and ensuring information about pupils is shared with relevant staff.
- A weekly 'Child spot' in teacher/TA meetings and a focus on vulnerable and disadvantaged pupils in Pupil Progress meetings ensure targeted support, with actions reviewed for impact.
- Senior leaders provide practical support such as subject release time and attendance at parent meetings to assist staff.
- OFSTED (May 2023) noted that pupils are proud of the school, feel known, accepted and cared for, and are motivated by staff who want them to succeed.
- Key policies underpinning this culture include Collective Worship, RE, Behaviour, and Equality and Diversity Policies.

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)

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

- Children's voices are valued; pupils help improve the school, develop the school prayer, and lead parts of collective worship (especially Year 6).
- Christian values are woven through RE, PSHE and wider curriculum as "golden threads," inspiring pupils to be ethical, courageous advocates and agents of change.
- Pupils take on many leadership and volunteering roles (Eco-Council, JTA, Peer Mediators, Play Leaders, Big Barn Project, Year 6 buddies) to serve the community.
- Staff use restorative approaches to build a culture of justice and responsibility, supported by trained Year 6 peer mediators resolving lunchtime conflict living the values of respect and compassion.
- JTA and Eco-Council promote ethical choices and environmental responsibility, positively impacting school and wider community well-being.
- PSHE curriculum promotes respect for difference, celebrates diverse cultures and faiths including a kindness week with a focus on conflict resolution.
- Behaviour policy and shared Golden Rules, shaped by Christian values and all stakeholders, create ownership, harmony and consistent expectations across the school.
- Vision and values encourage children to be inclusive, socially responsible and proactive, for example fundraising and leading change projects.
- The school aims to develop well-rounded, risk-taking learners who "treat people how you want to be treated" enabling pupils to make ethical choice and be agents of change.
- Living out our Christian vision through strong partnerships with local PCCs, Ely Diocese, GENR8 support and the Papworth Team Ministry with the Growing Faith Learning Hub.
- Sports partnership (School Games Platinum Award, Cambridge School Sports Partnership) enhances PE, fairness and responsible citizenship through rich sporting opportunities.
- Music partnerships (Cambridgeshire Music, O2 Young Voices and Sara Honey musical theatre) give pupils platforms to bring joy through performance and model exemplary behaviour.
- Our wider world impact includes pupils' charitable fundraising and donations to the Lisa Kent Trust in Gambia, WWF, Rainforest Alliance and Dog's Trust.

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)?

- Understanding Christianity was introduced in September 2025 following Diocese of Ely advice and is a priority on the School Development Plan. This has a positive impact on ensuring our religious education is challenging and well-sequenced to provide children the opportunities to reflect deeply on the learning and ask big questions
- The RE Lead holds a Theology degree and teachers are given release time to plan together. 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.
- Three twilight training sessions have been held for staff.
- Termly RE Enrichment days: the Spring focus was 'Easter Around the World', and the Summer 2026 focus was the Spirited Arts Award with a resident artist.
- Governor visits in 2025–2026 have included staff voice (Autumn 2025) and pupil voice with a RE book look.
- Termly SIAMS work parties with governors and leaders sustain ongoing self-evaluation.
- The Ely Diocese RE and SIAMS Officer confirmed: "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."



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? What is the quality of teaching?

- An RE learning walk in March 2026 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.
- A book look in May 2026, conducted by school leaders and a RESO, identified high-quality, well-presented work from quality discussions and deep thought; floor books with photos and pupil voice; consistent Understanding Christianity use; separate objectives for mixed-year classes; and evidence of big questions with a variety of responses.
- June 2026 governor pupil voice (Years 3–6) showed pupils were enthusiastic, with strong recall of Christianity, Judaism, Sikhism and Hinduism.
- Pupils gave examples of religious practices helping daily life, made cross-curricular links (English, Art, PSHE) and identified where links were less clear (Maths), and referenced the school's Bible quotation without prompting.
- Formative and end-of-unit assessments inform planning, with gaps addressed in lessons and enrichment days.