

Ongoing SIAMS Self-Evaluation Template

Introduction

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

School's theologically-rooted Christian Vision

Be the Best You Can Be;

Living 'life in all its fullness' (John 10:10)

Our vision is: In our Church of England Federation, we take strength in collaboration, yet celebrate uniqueness. As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our Federation as we follow in Jesus' example.

Inspection Conversations: Context

Who are we?

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

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

Name of School: Framfield C of E Primary School

URN:

Date and grade of last SIAMS inspection: 4.7.2017 Good

Date and grade of last Ofsted Inspection: 10 and 11/12/2025

The quality of education: Requires Improvement

Behaviour and attitudes: Requires Improvement

Personal development: Good

Leadership and management: Requires improvement

Early Years Provision: Good

Framfield VA CEP School is situated in the centre of the small rural village of Framfield, and the school is seen very much as part of the community. The pupils come from Framfield and the surrounding villages, some from the nearest town of Uckfield. Most of our pupils are white British. The parish church is situated a short walk from the school.

The current structure is Owls Class: Reception, Yr 1 and 2, Puffins Class: Yr 3 and 4 and Eagles Class: Yr 5 and 6.

March 2025

Number of pupils on role 81

SEN pupils: 10 (12.3%), 0 pupils have an EHCP - national Av 14.9% and 3.1%

PP or FSM which includes 2 previously LAC pupils: 7 pupils (12.3%) compare to national 14.2%.

SEN and PP: 0 pupils (PP and EHCP)

EAL 10 pupils 12.3% compared to national 19.5%

The school is part of a Federation with Blackboys Church of England School which has a shared governing board. Both schools in the Federation have a headteacher with subject leaders working across both schools. Framfield currently has an

<p>is the community? And, what are the educational needs of pupils?</p> <ul style="list-style-type: none"> • What church and DBE/MAST partnerships does the school have? • Does the school have any other links or partnerships? 	<p>interim headteacher following the departure of the recently appointed headteacher. Framfield Pre-School is attached but separate to the school and a number of our pupils come from the pre-school. The school collaborates in the local EIP. <i>“We take strength in collaboration.”</i></p> <p>The school has achieved and maintained over 4 years, the Gold Sports Mark. <i>“[The children] are ready to make their mark on the world.”</i></p> <p>Parents and visitors frequently remark upon the warm friendly atmosphere and we are blessed with a large number of volunteers including grandparents, ex-governors, retired members of the village who help our pupils, mainly with reading and Forest School. Framfield has a reputation for being a caring and supportive school where the wellbeing of pupils is paramount.</p> <p><i>‘Nurturing, calm, happy and peaceful environment for learning. Varied and interesting activities for the children to participate in. Additional support for the children when the teacher has identified a need.’ Parent Survey spring 2024</i> <i>“We welcome the child yet embrace the whole family.”</i></p> <p>We have a thriving PTFA who help bring the community together through well planned and popular events. They raise a great deal of money each year which they are very happy to use to support the school development priorities including interactive white board screens for each of the classes and more pupil laptops and money for books this year. Last year, they invested £4000 a trolley of I pads to enable the full computing curriculum to be taught, enhance the learning of times tables and give more options for learning. This year they have supported the cost of the introduction of a new phonics scheme as well as a</p>
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	<p>refresh of more modern reading books summing to a £3500 donation.</p> <p>The school has a close relationship with Parish church, St Thomas a Becket, in Framfield. Clergy: Rev James Vine. During a recent period of interregnum, we were visited by Bishop Will. Our strongest link is with Blackboys Primary School with whom we are federated.</p> <p>Our RE curriculum has a strong element of Understanding Christianity, supplemented by World Religions and thematic studies. We teach our units through “big questions”.</p> <p>In 2023/24 we welcomed a group from Uckfield Kings Church to lead Open the Book assemblies fortnightly. The pupils are fully engaged in this lively representation of the stories of the Bible. <i>“We gratefully accept opportunities that come our way.”</i></p> <p>We hold a Service Level agreement with Diocese.</p>
<p>What are we doing here? <i>(This information enables the inspector to understand the theological underpinning of the school’s Christian vision, the school/trust’s governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a) Considering the answers under ‘Who are we? What is the vision of the school and of the trust?’</p>	<p>In July 2021, the school vision was created in collaboration with all staff and governors across the Federation. Our vision is rooted in John 10:10, which provides the golden thread through everything we do at Framfield. Our vision includes a strapline in a language which is accessible and memorable for our pupils. School staff and local clergy focus on this vision at the start of each school year and then the vision, with a termly values focus, run like a golden thread through our school. <i>“We all take pride in our Federation as we follow in Jesus’ example.”</i></p>

- b) How is the school’s vision a clearly-articulated theologically rooted Christian vision? How does the trust’s vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school’s context, and do they know how to respond to it theologically?
- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?
- e) As a result of the school’s Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?
- g) What are the school’s arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?

The governing board has an Ethos working party on which all foundation governors sit plus the headteachers and Federation RE Leader. Minutes of all Ethos meetings are shared at full governing board meetings.

Collective Worship is organised through a rota of staff and visitors who facilitate the spirituality of the pupils to enable their spiritual flourishing. We welcome denominational visitors into school to broaden the pupils’ experiences of Christian life. In 2023/24 Open the Book was led by visitors from Uckfield Kings Church and it helped to bring the Bible alive by enabling the pupils to dramatise the stories and reflect on their relevance to their own lives. It was an opportunity for the whole school community to come together in fellowship, as families were welcomed into one of our acts of worship each week. **“We welcome the child yet embrace the whole family.”**

Framfield is a maintained school. The governing board have explored the option of academisation. We will not be joining a MAT at present, the options available to a small Church of England school are limited. In autumn 2024, the governing board undertook a vision session with the local authority and diocese support to consider options for future leadership of Framfield. **“We take strength in collaboration, yet celebrate uniqueness.”**

RE is taught once a week in classes. At the St Thomas a Becket C of E Federation, we aim to develop reflective, discerning and caring pupils who are able to develop their own beliefs and a sense of identity, while also respecting and understanding people of all faiths. Our aim is that every pupil will learn about and develop respect for the main world religions as due to

- i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?
- j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

significant global events, there is an increased need for all our pupils to receive high quality RE teaching. We aim to deepen the pupils' understanding of the Christian faith through the use of the Understanding Christianity scheme whilst also exploring Bible stories through our Collective Worship, local clergy and our Open the Book team. By re-visiting key RE concepts through a carefully designed sequence of learning and by creating a safe environment to ask questions in, we are enabling our pupils to develop a lifelong love of learning. Our unique settings and Christian values support the spiritual and personal development of our pupils. **"We may be small but we encourage children to be the best they can be."** We use windows, mirrors and doors to support the teaching of spirituality.

Each class leads three worship sessions a year to which families are invited. **"We welcome the child yet embrace the whole family."**

Pupils attend Framfield Parish Church at key Christian celebrations across the year including Christmas and Easter. Pupils lead these services and Rev Vine participates. All families are welcomed to join. The school choir participates in the church carol service, attended by local families and presided over by the vicar. This deepens the link between school and the church and encourages families to visit the church for services beyond school services.

We see evidence of our children flourishing through the wider curricular clubs they undertake. A further example is that recently play leaders visited from UCC with their PE lead to teach sports to our children. 4 out of 5 of the students were

	former Framfield pupils. This shows their confidence and their passion for learning.
<p>Inspection Questions (IQ)</p> <p>How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
Inspection Question (IQ)	Impact of provision and sources of evidence
<p>IQ1 How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school’s theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p>The school worked with its federation partner and stakeholders to create an agreed Christian Vision that is rooted in Christian theology. The vision is underpinned by six Christian values. (July 2021) “We take strength in collaboration, yet celebrate uniqueness.”</p> <p>The schools’ agreed Christian Vision and Values drive the federation improvement plan (FIP) and everything we do. For the autumn term 2024, Framfield has a rapid improvement plan within the FIP to reflect the 2023 and 2024 Key Stage 2 outcomes, turbulent staffing and leadership and need to focus on key aspects of teaching and learning. The vision reflects the nature of the two unique schools and the vision for the partnership. It offers clear direction for the school.</p> <p>The school’s Christian vision and ethos is clearly communicated to members of the community and visitors. This is done by sharing the termly value on a noticeboard at the end to the playground, In addition, there is a quote relating to the Christian value of the term. This changes weekly and gives a talking point for families and pupils alike.</p> <p>Also, as a federation, there are selected pieces of scripture to match each value, which are shared through the newsletter and on the Church Life tab on the website. Again this is to allow for conversations at home about the value and its meaning. The</p>

vision and six values are clearly displayed within the school, in classrooms, at the front of school policies and the FIP. Pupils, staff and governors have a good understanding of the school's Christian Vision. The school's Christian values are revisited regularly in collective worship, giving pupils the opportunity to learn about what the Bible has to say and how the Christian values can impact upon their own lives and the lives of others. Pupils are able to talk about how what they learn in collective worship from the Bible guides them to reflect on and improve their own behaviour. Understanding the Christian values leads pupils and staff to behave in ways that strengthen relationships and develop good behaviour in the school. *'A good Church of England school. Very encouraging teachers and a lovely setting.'* Parent Survey spring 2024 *"We welcome the child yet embrace the whole family."*

The governing board has an Ethos working party on which all foundation governors sit plus the headteachers and Federation RE Leader. Some of the members of the committee have a very strong Christian faith of their own and a deep knowledge of scripture. They support the headteacher in developing and evaluating the school's Christian vision. The headteacher and governors engage in training and reading of key current documents which ensures they are up to date with the Church of England's vision for schools and key priorities. *"We look beyond our boundaries."*

The school works hard to express the vision of the Church of England in its own vision for the school. For example, the school's policies, such as the admissions policy reflects the clear guidance in 'Valuing All God's Children' that we should offer a 'safe and welcoming place for all God's children.' The

headteacher is working to strengthen even further other policies and practices (Positive Relationships and Behaviour) to ensure that every pupil is valued and respected and given a safe and happy place to play and learn- the positive relationships and behaviour policy was updated in Autumn 2024. The ethos working party serve to support and, where necessary, challenge; this ensures that progress is kept on track. [“We all take pride in our Federation as we follow in Jesus’ example.”](#)

A reflection area is cited in each classroom with opportunities for pupils and staff to reflect across the day. Meditation is undertaken after lunch each day to help all ground and reflect on our many blessings.

RE learning is displayed on learning walls in each classroom where “the big question” is displayed. The big frieze is aligned to current RE teaching and is used in worship to illustrate seven of eight of the core concepts explored in the Understanding Christianity materials. This enables pupils to develop an understanding of the relationship between the core concepts.

The leaders are determined that pupils and adults flourish through the vision, so the use of pupil voice, staff and parent questionnaires to ascertain each member’s views is taken seriously. The results of these questionnaires informs the improvement of the school. Analysing academic data enables leaders to see development of the pupils in all areas of their learning and to inform subject leaders of future needs within their subjects. [“We encourage children to be the best they can be so they are ready to make their mark on the world.”](#)

The school makes the use of its environment and the expertise of visitors to enhance the opportunities and spirituality of all pupils. In 2023/24 we welcomed leaders for our ‘Woodland Wonder’ sessions which encouraged pupils to celebrate their rural environment and to find peace within nature. “We celebrate our rural environment yet aspire to look beyond our boundaries.” We have a forest school running from term 3, 2025.

We were involved in Project Touchline, which blended sport coaching with an opportunity for reflection on the values of respect and fellowship. It looks towards God to help us to live life in all its fullness. Through sport, the pupils have many opportunities to work with and play against schools in the Uckfield area at a wide variety of sports. We ensure that pupils of all abilities have these same opportunities to be involved. “We take strength in collaboration, yet celebrate our uniqueness.”

The Federation took part in an INSET day in July 2024, led by a consultant from the Diocese of Chichester. This enabled staff in both schools to further develop an understanding of what spirituality means and how it can look in the classroom. Embedding spirituality in the classroom is a priority in the current FIP. “We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness.”

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

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

We have chosen to support Savannah Education Trust. We are working with the trust to identify how, through opening the 'door' we can best support this charity.

Providing further opportunities for spiritual development is a priority in the Federation FIP and the school is addressing the areas for development following the previous SIAMS inspection. The Federation RE Lead, Mrs Sullivan, has revised the long term RE curriculum map in line with the recently agreed syllabus for East Sussex, making use of what was working well in the Federation already. Teachers are using 'Understanding Christianity' materials in their teaching. The Federation has a 'fit for purpose' [curriculum map](#) which ensures coverage, depth and progression in the study of Christianity and other main world faiths. The map sets out the wider curriculum progression, linked to our vision. Clear curriculum intent is in place, both overall and for individual subjects. RE is a core subject which is prioritised by teachers. Mrs Sullivan leads developments, monitors regularly and collects assessment data. Assessment data shows that most pupils are at least meeting the expected standards (See data for 2023/4) **"We encourage children to be the best they can be so they are ready to make their mark on the world."**

Where pupils have found particular aspects of the RE curriculum more difficult, Mrs Sullivan has responded by providing further CPD for staff. 'Salvation Day' was a resounding success both in terms of pupil engagement but also in how the pupils could verbalise their knowledge and understanding of what salvation is. This area was identified as a weaker area in RE.

	<p>Although the proportion of pupils with SEND and in receipt of Pupil Premium is lower than national averages, all barriers are regularly reviewed and support put in place to help overcome these. This could be additional support to increase cultural capital experiences or opportunities for our pupils previously looked after to further support their enrichment.</p>
<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>The headteacher prioritises creating a termly collective worship plan which supports the pupils in understanding the Christian faith and allows pupils to relate scripture to their own lives. Collective worship allows pupils to understand events and peoples beyond their immediate environment or experience and develop greater understanding, tolerance and empathy for others. They have greater understanding of the uniqueness of people including special educational needs. "We follow in Jesus' example."</p> <p>Our Collective Worship is based around the six Christian values. We have a value per term, being the focus for our worship. The values feed into every part of school life. Worship is invitational, inclusive and inspirational.</p> <p>Collective Worship is regularly monitored and reported on by members of the Ethos working party. Our school prayer club, supported by our Leading Lights regularly discuss worship and are encouraged to write their own prayers and reflections to share in worship. Our Leading Lights lead worship at least once a term.</p> <p>The pupils worship in the church at Harvest, Christmas and Easter. These services are often supported by local clergy. "We</p>

accept opportunities that come our way to enable us to live life in all its fullness.”

We invite speakers and local clergy to help us flourish as Christians and reflect further on our spirituality as we aspire to be courageous advocates for our world. Since September 2024 we have had service with a Food Bank speaker and our local Reverend. “We look beyond our boundaries.” Pupils interact well in worship with visitors, school staff and pupils alike.

Some pupils took part in the choir, singing at the Carol Service and many took part at the late night shopping event at Uckfield High Street. “We accept opportunities that come our way to enable us to live life in all its fullness.”

Classes take responsibility for an act of worship three times a year. These acts of worship are well supported by families.

We light a candle at the opening of our worship to create a moment of calm, giving all the opportunity to reflect on how light drives out the darkness and create the space for all to talk privately with God. “We enable children to live life in all its fullness.”

We subscribe to Picture News to add to our programme of Collective Worship, staff use the worship slides to bring a biblical understanding to national and international events.

Pupils welcome the school community to worship and close the worship. Pupils often take part in the worship both through

	<p>sharing reflections and inputting. “We all take a pride in our Federation as we follow in Jesus’ example.”</p> <p>Pupils are encouraged to reflect as part of the invitation to prayer - what will they do/think differently when they leave the worship? This reinforces our windows, mirrors and doors.</p>
<p>IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people’s wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school’s work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>Clarity of vision by leadership provides support for ALL learners, an INCLUSIVE environment dedicated to improving the performance of all groups. The vision forms a basis for the FIP and is included in all federation policies. The FIP outlines the provision of personalised support for SEN pupils and vulnerable groups to ensure visible progress also the monitoring of child mental health. We have now embedded the ‘Jigsaw’ programme via PSHE.</p> <p>The Federation PSHE Lead has undertaken MHEW training. They have established mental health working party across the federation. One of the governors has attended a MHEW governor training session and has taken on the role of MHEW link governor. They also work alongside the link governor for SEND pupils.</p> <p>The Christian ethos of the school is shown by carefully prepared and engaging displays throughout the school and termly Christian value is displayed in the reception area and in classrooms. The termly value is in the fortnightly newsletter and thus the ethos feeds into all aspects of school life and also sometimes into discussions at home. Reflective spaces in classrooms, the Big Frieze displayed in the corridor, a Prayer</p>

Journal in the reception area and regular Christian meditation in all classes after lunch enables pupils to flourish spiritually.

Christian character permeates the school. The buddy system between Year 6 and Reception pupils is set up on the transitional day and pupils are naturally kind to one another. One of their roles is to help the Reception pupils to walk to the church. The family ethos and inter class connections are strong and entrenched. [“We take strength in collaboration.”](#)

The positive impact of Christian values on behaviour shines through and education is seen as the promotion of ‘life in all its fullness’. Governors routinely undertake visits to monitor and evaluate the impact of the FIP which is analysed rigorously. The FIP includes action plans for further developing the Christian distinctiveness of the federation including, pupil voice and pupil leadership and learning to learn agenda linked to Christian values. Through succession planning the school has a clear understanding of future development needs of the school and of church education more widely. [“We take pride in our Federation as we follow in Jesus’ example.”](#)

All staff benefit from personal and spiritual development as well as continuing professional development particularly in the context of the federation.

The school community has recently reviewed and made significant changes to the ‘Positive behaviour and relationships policy’. The policy includes the ‘Framfield 5 Rs’ which establish

	<p>a clear code of conduct to support pupils in living and learning within a supportive school community. The behaviour policy details very clear rewards to encourage as well as sanctions to support good behaviour. The policy is explicit in its expectation that staff encourage reconciliation and forgiveness where conflicts arise.</p> <p>Classes regularly engage in Christian meditation after lunch. The Jigsaw PSHE scheme introduced 2017-18 promotes health and wellbeing and has become truly embedded as a part of our PSHE lessons.</p> <p>External agencies, such as Your Space and a play therapist, are employed to offer talking therapies to individual pupils identified as needing additional emotional support.</p> <p>The school house system promotes community through regular house group collective worship and meetings and through house point achievement.</p> <p>The revised Church Life pages on our website demonstrate the dignity and respect shown by all staff, pupils and their families. We have a strong Christian ethos which impacts on all areas of our school life and teaches respect and care for others across all year groups. Lessons often involve positive discussions about differences and pupils show respect for all. “We celebrate uniqueness.”</p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>Learners relate well to one another and work cooperatively. They can relate their behaviour to Christian Values which are shared with families in the fortnightly newsletter.</p>

- a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
- b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?
- c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives?
- d) How does the trust make a positive impact on the culture of the school?

The school’s identified Christian values clearly influence relationships between learners and adults, between staff and between staff and parents.

The school’s distinctive Christian character is clearly demonstrated in behaviour and inclusion policies.

Conflict and complaints are resolved speedily, compassionately and in a spirit of reconciliation and justice.

Foundation governors provide regular evaluation feedback with a specific focus on the impact of the Christian values/Christian ethos.

When pupils leave the school community to begin secondary education they are presented with a Leavers’ Bible.

There are excellent links between staff/governors/parents/community.

Over the past couple of years, pupils wrote Christmas cards to residents of the Copper Beech Nursing Home in Uckfield; the school’s art exhibition was also taken to the nursing home as some of the residents could not venture off site to visit the work. Pupils also take part on the Christmas tree festival at Holy Cross in Uckfield.

A charity is chosen by the pupils each year, either connected to their topics or a charity of specific interest and fundraising activities/collections are initiated and organised by the pupils themselves. Previously, pupils show great compassion for those worse off than themselves and go the extra mile to try to support them. This year school council members have chosen to support the Savannah Education Charity - building schools for disadvantaged children in Ghana (as our global link.)

“We celebrate our rural environment yet aspire to look beyond our boundaries.”

	<p>Families are highly supportive of all school church services and collective worship and they are invited to join the pupils in collective worship led by the vicar of St Thomas a Becket.</p> <p>Communication with families is regular and detailed. There is a fortnightly newsletter including diary dates, Christian Values and topics. There is also ParentMail and an active PTFA who raises funds and supports school events (quiz night, Summer Fayre and Winter Fayre, and discos).</p> <p>Feedback is gained from Parent questionnaires which praise the school as giving opportunities for parents to get involved. School is open, warm and welcoming. “We welcome the child yet embrace the whole family.”</p>
<p><u>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)?</u></p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional</p>	<p>We have an enthusiastic leader for RE who has a strong subject knowledge. Our RE leader leads across the Federation. She is able to support colleagues with planning of high quality RE. She has integrated the recently agreed syllabus for East Sussex with our current long term plan and trialled some of the units before rolling out across the Federation.</p> <p>The RE lead has taken part in training including a national conference in London, which focused on progression of RE teaching through the age groups and also meeting the needs of the more able. She has also actively participated in county-run and Diocese-run RE Network meetings.</p> <p>CPD for staff to embed the curriculum map took place- Rev Chris and a foundation governor supported planning and delivery in effective RE lessons each term with a subject knowledge enhancement session for teachers. The RE Leader is looking to</p>

development for staff has an impact on the effectiveness of the curriculum?

provide CPD for world faiths to enable staff to increase their subject knowledge in these areas as well.

The use of RE books is improving and the quality of work in these books shows improvement. In EYFS there is a collective 'floor book', which all pupils within the class contribute to.

The pupils' verbal responses to RE teaching are strong. Pupils often provide such profound questions or answers in lessons, collective worship or in group discussions that it never ceases to amaze! Learners are effectively able to explain what it means to belong to a church school, their understanding of God and what it means to be Christian.

The RE curriculum map is now complete using Understanding Christianity supplemented by world religions and thematic studies. The Agreed Syllabus for East Sussex 'Faith and Belief in the 21st Century' has been woven into the curriculum map and was introduced in September 2023.

Pupils show a good understanding of the Christian faith and of other world religions. (see gov reports)

Each unit of work in RE is titled in the form of a big question which the pupils discover as they work through the unit. The learning objectives for each lesson within a unit are also framed as questions, guiding the pupils to be able to answer the 'big' question by the end of the unit. These encourage pupils to question for themselves and promotes deeper discussion.

We make a written comment on the pupil's RE attainment in the annual school report.

The pupils' verbal responses to RE teaching are strong. Pupils often provide profound questions or answers in class. Learners understand what it means to belong to a church school and a

Christian community. They understand that our vision helps them to flourish, as God intended. *“As schools we may be small but together we encourage pupils to be the best they can be.”*

The governors have formed an ethos working party who meet regularly to support the headteachers with working on church life, the SIAMS schedule and SEF. From the schedule, governors cover and monitor impact during school visits.

RE governor visits to monitor effectiveness of RE via learning walks, conversations with pupils and book scrutiny. Adaptations were evident in book scrutiny across the year groups.

Governor visits also evidence very deep thoughts and discussions regarding the importance pupils attach to RE and prayer, how they felt about the Remembrance Service and the importance of Fellowship throughout school. Impact of collective worship was seen to link into RE lessons and pupils showed excellent understanding.

We have developed a way of assessing RE through knowledge picked out from each unit of learning. *“RE assessment over time has not been sufficiently robust to accurately inform pupil progress and future planning. The new subject leader introduced a fresh system for RE assessment in September 2019.” (Blackboy SIAMS 2019)*

The assessments undertaken each term by class teachers are analysed by the RE Leader, who identifies areas of strength and weakness that are shared with the governor Ethos working party. The areas of weakness that are a common thread across the Federation form the focus of CPD and monitoring for the next academic year. For example, it was noted in July 2022 that the concept of Salvation was an area of weakness in many of the classes as there were less pupils working at or above the expected

	<p>standard. From this a session with our retired vicar, Chris Lawrence, was arranged during a Federation INSET day, where all staff (teachers and TAs/INAs) were given background information about the concept of Salvation and a chance for Chris to try to answer the “big” question of each unit of Understanding Christianity that would be taught on Salvation. Staff were encouraged to ask questions and seek clarity to help improve their own understanding. This knowledge was deepened and shared with pupils when we held a “Salvation Day” across the federation in 2023. Pupils worked in house groups and looked at the story of Noah’s Ark.</p> <p>We have made use of the Big Frieze from Understanding Christianity by holding a “Big Frieze Day” in house groups. The pupils studied the frieze, asking questions and pointing out what they could see before recreating panels of the frieze to form a display in the corridor.</p> <p>“As schools, we may be small but together we encourage children to be the best they can be so they are ready to make their mark on the world.”</p>
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p> <p><i>Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.</i></p> <p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former</p>	<p>Subject Strengths</p> <p>RE is monitored by the Federation RE leader and by the governing body’s ethos working party.</p> <p>The RE subject lead has regular monitoring and evaluation time timetabled into the schools monitoring schedule.</p> <p>A book scrutiny by the subject leader noted that less worksheets are now being used and the pupils’ deeper thinking is being evidenced in their RE writing. There is also more evidence of teachers taking a creative approach to RE and including more Artwork, Drama and Music into their lessons.</p>

<p>voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p> <p>b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p>	<p>We are developing the percentage of teaching of RE which is rated as good or better.</p> <p>Class led assemblies take place, there is a prayer club and a prayer book where pupils compose their own prayers and then these are shared in assemblies.</p> <p>We have monitored the use of “Big Questions” during units of work and all teachers are now doing this.</p> <p>We have ensured we have useful and informative assessment procedures, which are analysed to help inform the areas of RE which need further staff subject knowledge or development of the medium term planning. <i>“Complete the implementation of the new system of assessment for RE. Securely embed it, so that the effectiveness of teaching and learning is monitored over time and informs future planning.” (Blackboys SIAMS 2019) See also FIP.</i></p> <p>The RE Leader has reported to the governing body’s Ethos working party on the data formed from the assessment system and has used her analysis of this to inform her action planning for the next academic year.</p> <p><i>“We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness.”</i></p>
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