

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): Vision Provision Impact

## Vision: Who we are as a Church school? Why we are here?

**Name of School: Fawkham CEP School**

**URN: 118592**

**Date and grade of last SIAMS inspection: 4<sup>th</sup> December 2015 Outstanding**

**Date and grade of last Ofsted Inspection: 4<sup>th</sup> July 2018 Good**

### **School context**

- Fawkham CE Primary School is a small idyllic village school surrounded by countryside, with 105 children on roll and four vertically grouped classes. We have strong links with our local church St Mary's. The school is very popular, but with an intake of only 15 each year, many parents are disappointed, there are waiting lists for all year groups.
- Teacher assessment and transfer documents demonstrate that children upon entry are broadly average, but with a cohort of only 15 differences are varied. As Fawkham is a small village with only 23% of children coming from the village, we take children from a wide catchment area, with pupils coming from a diverse socio-economic mix.
- Children with SEN slightly are below national average with 6.3% on our SEN register with 5 children receiving SEN support and one child with physical disabilities. Boys outnumber girls in the school - [Boys: 59 (56%) Girls: 46 (43%)] 20% of our children come from one parent families and 4.8% come from ethnic minority groups, 3 pupils ( 2.8%) of our children are in receipt of the Pupil premium.
- We are passionate about securing academic achievement for responsible citizens. Our school is extremely well regarded in the local community. Parent feedback, including surveys, is extremely positive.
- Our unique organisation: Year R/1, Yr 1/2, Yr3/4 and Yr5/6 classes ensure outstanding transition between years, classes and key stages, as well as distributive leadership; provide supportive arenas focussed on raising standards.
- Our school consistently exceeds the Government's floor standards, with achievement improving yearly.
- Staff and governors are totally committed and dedicated to the children's development, well-being and the school.
- Our SENCo is dedicated to ensuring positive learning impact for vulnerable pupils and groups through timed interventions and provision maps.
- CPD is very important at all levels with our Deputy Headteacher developing our TA expertise, as well as strong teacher and office staff development opportunities. All CPD is related and interlinked with the school's SEF, SDP and individual staff appraisals. In house NQT, RQT training, student training, new Subject Leadership Training also takes place.
- We are a leading school helping to form student teachers into becoming future teachers. We are passionate to improve and provide students with as much guidance from our knowledgeable staff members.
- Attendance is moving towards excellent. Our attendance figure for 2017 – 2018 was 96.5% showing improved levels of attendance although family holidays were still an issue. 2018 – 2019 saw an attendance rate of 97.1% with fewer families taking term time holidays.
- Fawkham has a clear focus on basic skills embedded in a topic-based curriculum. Consequently, English and maths skills are applied in a wide range of contexts.

## Some additional information

<p>Local church/parish involvement: Involvement of clergy</p>	<ul style="list-style-type: none"> <li>• Clergy lead worship on a weekly basis</li> <li>• Clergy and school have 3 Family Services in school linked to Advent, Lent and Pentecost</li> <li>• Church services – Harvest, Christmas, Easter, Leavers</li> <li>• We receive the advent travellers each December, shelter them and then pass them on to their next home</li> <li>• We have a joint schools’ Christmas 9 Carols and Lessons service hosted at Milestone Academy with clergy leading the service</li> <li>• Our Headboy and Headboy read for the St Mary’s 9 Lessons and Carols Service on the 4<sup>th</sup> Sunday of Advent.</li> <li>• We attend and take part in the Rochester Cathedral special service for leavers each July – including a morning of worship activities</li> <li>• Clergy are on our FGB</li> <li>• Dormice Reception class visit St Mary’s Church, to explore first-hand knowledge and understanding about churches.</li> </ul>
<p>What charities does the school currently support?</p>	<ul style="list-style-type: none"> <li>• Children in Need</li> <li>• Gravesham and West Kingsdown Foodbanks</li> <li>• Sports Relief</li> <li>• Comic Relief</li> <li>• Macmillan cancer support</li> <li>• The Samaritans Christmas Shoebox Appeal</li> <li>• The Royal British Legion Poppy Appeal</li> <li>• Children’s own choice of charities (e.g. table top toy sale for RSPCA in 2018)</li> </ul>
<p>Do you have links with other schools e.g. abroad?</p>	<p>Fawkham is an active member of The Dartford Schools Consortium. DASCO which is a highly successful collaboration of 42 Dartford primary, secondary and special schools, we are also part of the Longfield Collaboration of schools that includes 2 special schools and 8 primary schools, we actively engage in lots of sports through our Dartford Sports Association membership and our Dartford District FA affiliation with 25 other local schools. Finally we collaborate and belong to GRASP’D which is a collaboration of 10 local Church schools including a secondary school. In September 2017 we embarked on a soft federation agreement with 2 local schools that we work closely with, shared thinking and SDP focus areas are a focus for our together and the first year of our work showed immense impact on standards across our schools. One of these schools is a CEP and the other a community school.</p> <p>Other schools come to learn off of us – Headteacher and Deputy Headteacher visits to see how we do things- especially with regard to our learning environment, Headteacher delivering an effective marking meeting to all DASCO Headteachers.</p> <p>Working with other Leading Lights Teams – teams visiting our school</p>
<p>What RE syllabus do you use? Key support resources used for example Understanding Christianity</p>	<p>Our RE follows the React Kent Agreed Syllabus 2018, as required by law. This focuses mainly on Christianity, with Islam and Judaism at Key Stage 1 and Judaism, Hinduism, Islam and Sikhism at Key Stage 2. We use the materials produced by the Diocese of Rochester to support our teaching of the locally agreed syllabus; we also use the ‘Understanding Christianity’ resources. RE Today Units of work – KS1 Judaism, Islam, Hinduism Canterbury and Rochester Diocesan Units of work – KS2 Judaism, Sikhism + 3 EYFS units (2 X Christian, 1 x different faiths)</p> <p>For all year groups -yearly school visits to places of worship or visiting speakers from different faiths (E.g. Mrs Al Rawai gave a talk to the Y5/6 children about being a Muslim) We plan that visits to non- Christian places of worship happen in the summer term.</p>
<p>Accreditation, awards and quality marks?</p>	<ul style="list-style-type: none"> <li>• Healthy Schools</li> <li>• School Games Bronze Award</li> <li>• Eco-Schools Silver Award</li> <li>• International School Award</li> </ul>
<p>Links with diocese for example service level agreements, secondments</p>	<ul style="list-style-type: none"> <li>• We have a Service Level Agreement with the Diocese of Rochester.</li> <li>• The governors have support of a diocesan advisor to help them complete the yearly Headteacher Appraisal process.</li> <li>• The headteacher and Chair of Governors attend the RDBE (Rochester Diocese Board of Education) meetings thrice yearly – led by the Director of the RDBE – John Constanti.</li> <li>• The RE leader attends the RE Support Leader Meetings – thrice yearly – led by the Deputy Director of the RDBE – Virginia Corbyn.</li> <li>• Teachers attend various diocesan training during the year including – ‘New to a Church School’ training for new members of staff and ‘Developing Spirituality’ RE leader.</li> </ul>

## The vision of the school

### John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness

Our Fawkham Family helps everyone to:-

- Follow in the footsteps of God, with God's love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

## Data box:

Outline briefly headline data for all key stages.

Early Years Foundation Stage 2019						No in Cohort: 15			
% achieving a good level of development									
School		National (2019 data)							
80		72							
Year 1 Phonics 2019						No in Cohort: 15			
% Passing the Phonics Screening Test									
School		National (2019 data)							
80		82							
Key Stage 1						No in Cohort: 15			
% achieving the expected standard or above									
Reading		Writing				Maths			
School	National (2019 data)	School	National (2019 data)	School	National (2019 data)	School	National (2019 data)	School	National (2019 data)
87	75	87	70	100	76				
% achieving greater depth									
Reading		Writing				Maths			
School	National (2019 data)	School	National (2019 data)	School	National (2019 data)	School	National (2019 data)	School	National (2019 data)
47	25	27	16	40	22				
Key Stage 2						No in Cohort: 15			
% achieving the expected standard or above									
Reading		Writing		Maths		r/w/m combined		SPaG	
School	National (2019 interim data)	School	National (2019 interim data)	School	National (2019 interim data)	School	National (2019 interim data)	School	National (2019 interim data)
93	73	100	78	100	79	93	65	87	78
% achieving greater depth									
Reading		Writing		Maths		r/w/m combined		SPaG	
School	National (2019 interim data)	School	National (2019 interim data)	School	National (2019 interim data)	School	National (2018 data)	School	National (2019 interim data)
53	27	47	20	67	27	27	10	47	36
Average scaled score									
Reading		Maths				SPaG			
School	National	School	National (2019 interim data)	School	National (2019 interim data)	School	National (2019 interim data)	School	National (2019 interim data)

	(2019 interim data)				
109.4	104	111.2	105	110.2	106
Progress Measures					
Reading		Writing		Maths	
2018	2019	2018	2019	2018	2019
3.8	3.7	1.5	3.8	3.0	4.9
It would be helpful if you could attach your IDSR - <b>attached</b>					
<p>Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?</p> <ul style="list-style-type: none"> <li>• SEN – as with all children we nurture and support the individual needs of these children, working closely with all stake holders and outside agencies.</li> <li>• FSM – we currently have</li> <li>• Disadvantaged groups</li> <li>• Removing barriers to learning</li> </ul>					
It would be helpful if you could attach your School Development Plan. <b>attached</b>					

### Policy checker:

The list below are policies that, if you have them, are likely to be relevant at a SIAMS. The list is not exhaustive.

- Assessment and marking
- Behaviour/Anti-bullying
- Collective worship
- Equality and inclusion
- Mental health and wellbeing
- Religious education
- Relationships and Sex Education policy
- SEND
- SMSC and spiritual development

## Provision and Impact: How then do we live?

Provision: What do you do because of your Christian vision? (Actions taken)	Impact: How do you know it is working?
<b>Strand 1: Vision and Leadership</b>	
Actions taken	Impact
<ul style="list-style-type: none"> <li>• All stakeholders involved in identifying and helping formulate our vision and our SIAMS SEF for our school</li> <li>• Our Christian vision (life in all its forms) shapes the way all decisions are made regarding the curriculum (e.g. creative curriculum – all subjects given high importance, opportunities for trips, House Teams Days, specialist PE teachers, after school clubs, working with the community)</li> <li>• Leaders at all level incorporate life in all its forms in their work – e.g. middle leaders through subject leadership and student leaders.</li> <li>• Behaviour policy – living by core Christian values</li> <li>• Collect worship daily- all school community attend</li> <li>• RE predominantly Christian focus</li> <li>• RE core lesson – priority given to this subject</li> <li>• Clergy lead weekly worship</li> <li>• Attendance at church services for Harvest, Christmas, Easter, Pentecost and Leaver’s Service.</li> <li>• Christian focus at gov meetings - prayer&amp; life in all its fullness discussed through all the different areas in a gov meeting</li> <li>• Leadership training/meetings – e.g. DHT/HT DASCO meetings, Subject leader training</li> <li>• Governors involved in worship monitoring – incumbent and CoG</li> <li>• Governors invited into school to attend worship</li> <li>• Incumbent vicar as a Governor</li> <li>• Training/learning on the job, multiple opportunities for DHT to lead the school, attendance at DHT meetings, DHT a staff governor, bottom up leadership means all staff have input/ownership of school policy</li> <li>• New staff asked at interview about how they might promote Christian values of the school</li> <li>• New staff attend ‘New to a Church School’ training/CPD led by the local diocese.</li> <li>• RE leader and Collective Worship leader regularly attend training and relay information back within staff meetings. For example, following training, our Collective Worship lead informed us of the importance of</li> <li>• Continuous and robust self-evaluation takes place in the form of annual worship monitoring (carried out by SLT, governors and our child-led Leading Lights group)</li> <li>• Frequent discussions about our role as a Church School. For example, we have discussed our past SIAMS inspection report within staff meetings as well as the worship monitoring reports and reflected on our next steps as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders live our lives through our vision and core Christian values</li> <li>• Vision permeates our Christian ethos and the Christian values that are embedded in our daily lives. Our vision reflects the school’s inclusive and welcoming nature. All staff are then fully involved in putting our distinctive Christian vision into practice.</li> <li>• The vision of our school underpins all that we do, including our SDP which has a strong emphasis on maximising the impact on children’s learning, therefore ensuring all children be the best that they can be and reaching their full potential.</li> <li>• All staff have a shared drive and ambition to enable our pupils to succeed and live life in all its fullness.</li> <li>• The language that we use when leading worship ensures all everyone is able to access and take part in spiritual development through worship.</li> <li>• Children/adults within the school look out for children/adults in our community applying our Christian vision and core Christian values within daily school life, identifying these examples shows how we live our lives through our vision and core values.</li> <li>• Our Core Christian Values underpin our Christian vision and are regularly referred to by all members of our school throughout the day (such as within worship, lunch times and all lessons)</li> <li>• Appraisal systems for all staff supports and furthers the development of all staff insuring we too can reach our full potential and feel valued.</li> <li>• Through Collective Worship, we stimulate children’s and adult’s minds through theology from the Bible.</li> <li>• Children have ownership of the prayers that we say in class reflecting what they want to say to God and they then engage even more fully in speaking with God</li> <li>• Staff feel totally supported by RE and Worship leaders which results in increased confidence of staff.</li> <li>• New staff are confident with the opportunities and challenges within a Church school as the CPD gives clear guidance on visions, values, worship and the teaching of RE in a Church schools.</li> <li>• The Prayer Club ensures every single child has the opportunity to participate.</li> <li>• Leading Lights, from their monitoring of Worship come up with ways to improve how worship is delivered. The teaching staff then use these ideas to take worship further in ways that have been suggested from the children’s point of view. We take this feedback seriously because we need to make the most out of our worship time and by using the feedback from the children, it allows us to make worship as impactful as it can be.</li> <li>• All members of staff are efficient in delivering worship and ensuring that our Christian vision is central to teaching and learning.</li> </ul>

- Building on from our most recent SIAMS Inspection, the Leading Lights play a fantastic role in the school. They meet regularly to discuss ideas and ways they can lead and improve worship. The group help to carry out our school's Christian vision, shaping the way in which our school runs. For example, they regularly lead Collective Worship, contribute to our annual worship monitoring and lead a lunch time prayer club.
- Our six Core Christian Values are displayed within every class room and the school hall.
- Robust appraisal process
- During class time and lunchtime prayer club, we ask children to create prayers for lunchtime and at the end of the day.
- New staff are sent on 'New to a Church School' CPD delivered by our Diocese.
- We dedicate some of our weekly staff meetings to discussing the planning and teaching of RE, as well as collective worship. This is especially following on from Leadership of RE and Leadership of Collective Worship. This gives all members of staff the opportunity to discuss the training and how we are embedding or are going to embed this in our school. We are very lucky to have flexible staff who are open to changing ideas and we are very supportive of each other in terms of giving ideas. Furthermore, the RE lead and the Collective Worship lead are both happy to sit and discuss ideas and support members of staff in areas they are less confident in.

- All staff members are supported in their understanding of the school as a Church school and constantly reflect on and improve practice. For example, following feedback from our Collective Worship lead, we now carefully consider our language and approach to leading worship and ensure all members of our school are invited to take part.
- Priority is given to collective worship and Religious Education within the school and therefore all members of our school have a good understanding of our Christian vision and how this shapes our school community. Children have a good understanding of our Core Christian Values and can explain the impact of Christianity within our school.
- Children have the opportunity to experience Church and therefore strengthen/deepen their knowledge of Christianity. It allows children to apply their learning within Worship and RE lessons to their own lives. It also provides a sense of community for our children and secures links with other members of our school community.
- We are constantly improving our practice as a Church School. As a result, everyone in our Fawkham Family has increasing opportunities to learn and grow through a shared understanding of the guidance of God.
- All members of our Fawkham Family are involved in developing and deepening our practice as a Church school. The leading lights resonate with other children within the school and often encourage strong levels of engagement with their peers. Therefore, the children have a stronger understanding of our Core Christian Values which underpin our Christian vision.
- All members of our Fawkham Family have a strong understanding of our Christian Values and these permeate and shape the way that our school is run. Children can confidently refer to these values and reflect on their importance within their own lives.
- Behaviour of children is outstanding.
- There are strong, solid relationships between all members of our Fawkham Family and respect is deeply embedded within these relationships. Core Christian values being modelled by all.
- Many children are able to talk about how they live their lives how God would want them to and show how our Christian values and vision has an impact on their daily lives. Our values guide our school community in making the right decisions, therefore following in the footsteps of Christ.
- Results and progress made by children indicates that they are being encouraged and supported to reach their full potential, no matter what their ability.
- Even after a few hours, or days children can remember quotes from collective worship and have linked them to their play. This was seen at Christmas time and two children from Dormice class reenacted one of the scenes and based their play on the nativity scene.
- Pupil voice – Children are confidently able to provide a prayer in front of other children.

**Next steps:**

- **Governors complete annual SIAMS questionnaires and are more actively engaged in our robust and continuous self-evaluation process of ourselves as a Church school by working with school leaders to analyse, in detail the findings of questionnaires in order to identify strengths of our distinctive Church school nature and to identify areas for further development, to then outline detailed plans to ensure ongoing development and improvement.**

## Strand 2: Wisdom, Knowledge and Skills

Actions taken	Impact
<ul style="list-style-type: none"> <li>• Termly assessments that are analysed, whole school pupil progress meetings, amount of support given to children varied to achieve mastery level</li> <li>• Personalised plans for SEN, provision maps.</li> <li>• Extra focus on vulnerable pupils which is frequently reviewed and discussed as a staff, identify those who have additional learning and personal needs and considering ways to support them.</li> <li>• Daily worship</li> <li>• Prayer opportunities during the day – worship, lunchtime, end of school plus prayer station in classes</li> <li>• Thought for the day from worship</li> <li>• Pupil voice/thoughts collected from worships and added to main worship display</li> <li>• Wonder walls in all classrooms</li> <li>• Use of outdoors – camp night, forest, outdoor learning day</li> <li>• Mindfulness activities in PSHE (as part of healthy living unit)</li> <li>• Silent reflection time given in daily worship</li> <li>• Throughout the school, we use the Understanding Christianity scheme of learning .</li> <li>• Recently evaluated and renewed our wider curriculum focusing on knowledge and skill progression.</li> <li>• Activity Passports</li> <li>• Use of our Spiritual Garden at play times.</li> <li>• Mindfulness club is offered to KS2 each week.</li> <li>• All staff worked together to devise a bold and creative curriculum taught in topics with cross-curricular links.</li> <li>• In RE, a ‘big question’ is introduced each term.</li> <li>• Within all lessons, we have a focus on ‘challenge for all’,</li> <li>• Teachers use instant impact interventions to address any issues/misconceptions within lessons immediately,</li> <li>• SENCo works with outside agencies such as STLS and SALT</li> </ul>	<ul style="list-style-type: none"> <li>• Top 5% schools nationwide for end of KS2 for the last 3 years running</li> <li>• Working with the vision statement permeating all areas of school life – e.g. uniqueness celebrated and reaching full potential</li> <li>• Children make good and outstanding progress, securing knowledge and skills in all areas.</li> <li>• Accessible learning opportunities for all children while ensuring that they secure a deeper knowledge of Christianity as they progress from year to year.</li> <li>• We give a fantastic well-rounded education to all children, including morally, socially, emotionally, culturally and spiritually, as well as academically.</li> <li>• Children are exposed to a wide range of extra curricular activities/life experiences developing a sense of awe and wonder about the wonderful world that God has given us</li> <li>• Children work in teams with others in the school and develop a range of skills.</li> <li>• Children/Adults engage in deeper thinking and exploration and engage in enquiry.</li> <li>• All children are extended and stretched in their learning and have opportunities to reach their full potential and live life in all its fullness.</li> <li>• Interventions and support for vulnerable children ensure good levels of progress with children using methods such as, symbols, to understand the content of the lesson.</li> <li>• We are providing the best possible education for all learners, enabling each and every child to succeed</li> <li>• Children are receiving any additional support that they might need from external agencies.</li> <li>• All children inspired, motivated and stimulated all learners.</li> <li>• Children openly talk about their feelings knowing that they can do this openly and their opinions are valued as unique individuals.</li> <li>• Children have the opportunity to flourish in different areas and all strengths are celebrated within our school community.</li> <li>• Children are happy and enjoy coming to school. This is evident within our annual questionnaire carried out by all children.</li> <li>• Children talk excitedly about their learning</li> <li>• Children develop their confidence and flourish</li> </ul>

### Next steps:

- **Ensure that all classes are implementing the use of Activity Passport activities in each class so that children have opportunities to explore their world and in order to further support spiritual development – see our spirituality statement of what spirituality looks like here at Fawkham.**

### Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

Actions taken	Impact
<ul style="list-style-type: none"> <li>• Growth mindset embedded</li> <li>• Mastery approach used</li> <li>• Co-operative learning styles embedded – Kagan, talk partners</li> <li>• Weekly PSHE lessons with themes such as mindfulness, e-safety, etc</li> <li>• Clear behaviour policy in place</li> <li>• Many rewards available – effort cups, HT tea party, house points with golden time rewards.</li> <li>• Prayer stations on the reflection tables in class</li> <li>• Links to everyday life in all worships</li> <li>• Weekly prayer club</li> <li>• Wonder walls in all classrooms</li> <li>• RE – answer a big question</li> <li>• Global links made in all subjects</li> <li>• Links made in some worships – especially PSHE themed ones</li> <li>• Local food banks, raising money for charities</li> <li>• Charity work</li> <li>• We celebrated Martin Luther King Day,</li> <li>• Took part in the Samaritans Shoe Box Appeal</li> <li>• Consider big questions about disadvantage in our world.</li> <li>• Every term, EYFS visit Russell Court Home to visit the elderly</li> <li>• Engage in social action and consider ways to challenge injustice.</li> </ul>	<ul style="list-style-type: none"> <li>• All will achieve attitude</li> <li>• All children have high levels of scaffold in their learning.</li> <li>• Children make the correct choices</li> <li>• Children/adults have time to reflect how to apply the Christian themes they have learnt into their own life – dedicated reflection time</li> <li>• e.g. English - rainforest deforestation, littering- plastic pollution in the sea etc</li> <li>• Children remain resilient, persevere to overcome barriers to their own learning and make positive choices.</li> <li>• Children take responsibility for their own learning and forgive themselves when they make mistakes, choosing to learn from these instead. When in discussions about various topics, we regularly refer back to our values and consider how these are relevant throughout our day.</li> <li>• Children ask thought-provoking questions, children research these questions.</li> <li>• Children consider the importance of equality within the world. Making links with the Core Christian Value ‘Respect’ and reflected on the importance of respecting all people, regardless of differences and everyone having the right to live life in all its fullness</li> <li>• Our Fawkham Family are motivated to support others and can explain the importance of this in connection with our Christian vision and Core Christian Values.</li> <li>• Children regularly refer to our Christian vision and consider how we can help others to 'live life in all its fullness’.</li> <li>• Children show care, friendship and responsibility</li> <li>• know that it is important that we support others to do the same, when we are able to do that.</li> <li>• Local elderly people together with our EYFS children experience life in all its fullness through collaboration</li> <li>• The children recognise how we can be empowered in our lives (and our learning) through the love of God.</li> <li>• The children are inquisitive and recognise the value of knowledge and the importance of looking beyond themselves and their own lives.</li> <li>• Develop an understanding of disadvantage and deprivation within the world and how it is our responsibility to look beyond ourselves and our own lives and make a change, just as Jesus did.</li> <li>• Children see the importance of following in the footsteps of God.</li> <li>• Verbalise the importance of helping others and battling injustice.</li> <li>• Think about their ideas globally rather than in the isolation of the lesson.</li> <li>• Children can participate in complex conversations about an RE unit and secure their own understanding by making links between what they have learned and how this is represented in the images. This has been picked up during RE leader observations as an effective method in getting the children to make links.</li> <li>• Acts of selflessness</li> </ul>
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Engage more fully in diocesan and other global companion/world church links by actively seeking out opportunities to make links with churches across the world, attending any relevant training offered by the diocese and speaking to other Church schools about their links.</li> </ul>	

## Strand 4: Community and Living Well Together

Actions taken	Impact
<ul style="list-style-type: none"> <li>• Positive life skills specifically taught during PSHE lesson and in Collective Daily Worship</li> <li>• Adults good role models within school</li> <li>• Exclusion Policy, Attendance Policy and Behaviour Policy</li> <li>• Weekly PSHE lessons</li> <li>• School nurse following up any issues found on Y6 mental health questionnaires</li> <li>• Outside agencies used as needed – e.g. Early Help</li> <li>• Mental Health for teachers – working from home, collaborative leadership style, well-being days, minimal but highly effective marking system.</li> <li>• Working with other schools incl Milestone Academy for SEN&amp;D children</li> <li>• Everyone in our Fawkham Family promotes and models our Core Christian Values as they underpin relationships at all levels within the community.</li> <li>• Children regularly encouraged to share their views and opinions with others.</li> <li>• Speaking frames in all classes.</li> <li>• Lessons always have discussion elements</li> <li>• As part of our Christian vision, we regularly discuss the important of forgiveness in our lives and consider what the world would be like if we did not forgive. E</li> <li>• Celebration assemblies 3 times a year</li> <li>• Effort cups</li> <li>• House points</li> <li>• Headteacher Tea Parties</li> <li>• Buddy system in place within our school</li> <li>• Circle time</li> <li>• The presence of staff including the Head Teacher at the start of the school day and the end</li> <li>• Often, we will refer to our vision and our core Christian values when addressing a child’s behaviour by pointing out which value they are failing to follow and ways they can improve this.</li> </ul>	<ul style="list-style-type: none"> <li>• Children know they are forgiven for any wrong doing and that they have a fresh start each day</li> <li>• Core Christian Values followed by all</li> <li>• Children feel supported in their mental health and identify in questionnaires that they are happy to talk to a trusted adult about any issues that they may have.</li> <li>• Evident in the way that we communicate with each other and show respect for each other and our school environment.</li> <li>• Consistently see vision and values reflected in everyday life around the school.</li> <li>• Showing respect to others by remembering our manners, taking responsibility for our belongings by keeping the classroom tidy, and showing care by looking after each other</li> <li>• Children know how to respectfully convey their point of view and reflect on the opinions of others. “In my opinion...”, “Further to ___ point” and “That’s an interesting point but....”</li> <li>• Children know that school provides a safe space for them to talk and be honest about their views, encouraging them to extend their learning further and deepen their understanding.</li> <li>• Children to reflect on their behaviour and consider their actions.</li> <li>• Children are honest about their actions and know why it is important that they tell the truth when they have made a mistake.</li> <li>• There is a sense of belonging and differences are celebrated.</li> <li>• Children know all of their efforts and achievements are celebrated.</li> <li>• Children refer to our Christian vision and the importance of friendship and care when celebrating their own and other people’s achievements.</li> <li>• Children all feel nurtured and cared for by their buddy</li> <li>• Children think of others and develop a sense of community . One topic covered in PSHE was entitled ‘Celebrating Differences’. The children had the opportunity to learn about people in different communities.</li> <li>• Children reflect on their own qualities and what makes them different from others.</li> <li>• Relationships between all members of the school community are excellent</li> <li>• Parents know that they can approach us if they need to</li> <li>• Questionnaires indicate that families all feel that there is a wonderful sense of community and we are a Fawkham Family</li> <li>• Children understand that they have the right to voice their own opinions, while keeping our vision and values in mind and respecting the ideas of others.</li> <li>• Our children’s excellent behaviour within school reflects the impact of consistently modelling and promoting our Christian vision.</li> <li>• Children are very polite, conscientious and caring.</li> <li>• They know that God will forgive them and continue to love them.</li> <li>• Stakeholders feel as though they are part of a wider ‘family’ and feel safe within our school, allowing everyone to flourish and live life in all its fullness, evident in the annual questionnaires</li> <li>• Parents are extremely positive about the school this is reflected in feedback such as parent questionnaires and emails received from parents.</li> <li>• Children are able to identify the positive relationships between parents and staff and know that we all strive to work together.</li> <li>• Children are happy and feel that they are listened to.</li> </ul>

### Next Steps:

- **To provide opportunities to explicitly discuss and review mental health in children, to do this by having weekly PSHE lessons where children are given opportunities to discuss and explore issues, share their own experiences in a safe/trusted environment and use the terminology of ‘mental health’ raising children’s knowledge and understanding of what this is and what they can do to improve their own mental health as well as know where to seek support with their mental health so that mental health is good for all of the children in our Fawkham Family.**

<b>Strand 5: Dignity and Respect</b>	
<b>Actions taken</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• 4 Designated Safeguarding Leads</li> <li>• Policies – whistle blowing, complaints, bullying etc</li> <li>• Behaviour Policy</li> <li>• Some information given out on a ‘need to know’ basis.</li> <li>• Long term curriculum plans focus on multicultural texts/authors/scientists/artists etc also focus on balance of male/female authors/scientists/artists etc</li> <li>• Multicultural week</li> <li>• Visits to non-Christian places of worship</li> <li>• Attended 4 courses on preparing for the RSE curriculum</li> <li>• Membership of the PSHE Association</li> <li>• We have been visited by an organisation named ‘Just Different’</li> <li>• Our RE curriculum map includes learning about world faiths,</li> <li>• The same policies and procedures are in place for all children</li> <li>• Trips, clubs, and sporting events.</li> <li>• Collective Worship - Dedicated reflection time allows children to ponder their thoughts.</li> <li>• EYFS practice</li> </ul>	<ul style="list-style-type: none"> <li>• Fully inclusive to all</li> <li>• Excellent/effective safeguarding measure in place</li> <li>• Skills and knowledge progressions for PSHE/SRE ensure that all pupils understand, respect and celebrate difference and diversity</li> <li>• In lessons children are always pointing out what is special about other children</li> <li>• Children can verbalise that they are all unique as God intended them to be and that God loves each and every one of us.</li> <li>• Children are able to talk about individuals in detail and consider their impact on people’s lives.</li> <li>• We celebrate global events taking place within the world and discuss the impact of these. For example, we learned about International Braille Day.</li> <li>• Children know about the wonderful achievements of people with disabilities and marvel at their gifts and talents.</li> <li>• Children to have a deeper understanding of how other people worship. S</li> <li>• All stakeholders know that policies ensure fairness and equality.</li> <li>• Plenty of opportunities for children to consider their differences and reflect upon their lives and compare to the lives of others.</li> <li>• Children develop an understanding and respect of themselves, others and of different cultures.</li> <li>• Through this regular exposure, children have a developed understanding and respect of a range of cultures.</li> <li>• Children are able to explain the importance of respect and how they apply this to their own lives.</li> <li>• Having a strong understanding of diversity empowers the children to gain respect for others.</li> <li>• The respect, courtesy and good behaviour of our children is often recognised and commented on by staff and visitors to the school.</li> <li>• Our children are very accepting and respectful of each member of our Fawkham Family</li> <li>• One EYFS child commented: “My family is different as I have 2 families and 2 mummies”.</li> </ul>
<b>Next Steps</b> <ul style="list-style-type: none"> <li>• <b>As the new RSE curriculum is implemented children will have a broader and deeper understanding of how to cherish themselves and others as unique and wonderfully made, and to strengthen their healthy relationships where they respect and dignify others.</b></li> </ul>	

## Strand 6: The impact of collective worship:

Actions taken	Impact
<ul style="list-style-type: none"> <li>• Everyone is invited to worship every day</li> <li>• A varied range of worship styles/strategies are used in the different worships that the teachers/clergy/children plan and run.</li> <li>• A comprehensive worship Long Term Plan is followed, links are made to real life in all worships</li> <li>• Worship training by Rebecca Swansbury – Canterbury Diocese given to HT who then trained all the teachers in the school.</li> <li>• Clergy leading worship once a week</li> <li>• Church services attended</li> <li>• Carols and readings at Milestone School led by clergy – Y5/6</li> <li>• Rochester Cathedral leavers service – Y6</li> <li>• Worship is distinctively Christian.</li> <li>• Prayer stations in classes</li> <li>• Prayer club</li> <li>• Leading lights take an active role in planning, leading, supporting and evaluating our collective worships.</li> <li>• Our Collective Worships regularly involve a combination of prayer, stillness, music, silence, story and reflection.</li> <li>• Family Trust often lead Collective Worship within our school. They build on a key theme throughout the year and offer many opportunities for children to participate.</li> <li>• Each worship is centred on a particular Bible story which links with our Core Christian Values and Christian vision.</li> <li>• Collective Worship is monitored and evaluated annually. Monitoring is carried out by SLT, governors and the Leading Lights.</li> <li>• The Collective Worship Leader regularly attends training/CPD and shares information with staff in staff meetings.</li> <li>• Child led leadership groups (including the Leading Lights) often lead Collective Worships and consider how our Christian Vision and Core Christian Values relate to their messages</li> <li>• Lighting the candle to show that our Worship has begun.</li> <li>• Spiritual garden</li> <li>• We include a wide range of learning styles in every worship, through the use of videos, responding, quiet time, words to read etc.</li> <li>• Worship has a clear structure - We begin every collective worship with a gather, to welcome everyone in to worship daily. We engage during every worship. There are many opportunities to respond. Finally, we end with a send.</li> <li>• Family Trust also lead other extracurricular sessions for the older children, such as Money Awareness courses.</li> <li>• During Church services, the children take a huge lead through singing, reading Bible passages, saying the prayers etc. Our recorder group play the majority of the hymns.</li> <li>• Some of our children go to the local elderly people home Russell Court to sing Christmas hymns with them.</li> <li>• Headboy and Headgirl along with others in Years 5 and 6 accompany the Headteacher in helping the Church wardens to sort and deliver Harvest parcels to local residents .</li> <li>• Children are given a pivotal role in collective worships</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s Worship questionnaires they say they love Singing and listening to music, Everyone active, Talking partners, Family Trust, Praying, Learning/Thinking about God, Being calm and reflective, Stories about God and respecting him, Leading Lights Worship, When we learn about what’s right and wrong, Worshipping together, Leadership groups leading worship</li> <li>• Changes/improvements were made to worship immediately – all staff are fully on board and enthusiastic.</li> <li>• Jesus Christ is central to teaching and reflection during worship</li> <li>• Children have many opportunities to reflect further on the theme and content of our collective worships.</li> <li>• children and adults to recognise that Christians worship in different ways.</li> <li>• Adults and children engage in rich discussions within talk partner asking questions, sharing their ideas, singing, praying and reflecting in silence. At the end of each Worship, we take time to reflect on the Bible story of the day and consider how it can impact our own lives.</li> <li>• Adults and children comment they like moments of still reflection</li> <li>• , giving them their own opportunity to privately talk with God.</li> <li>• All children and adults are able to access worship and this means that everyone is engaged in worship.</li> <li>• Child led leadership groups take real ownership of the worship by planning the purpose and aims of the worship and how they will fulfill these. They are all aware of the structure of collective worship and what needs to be including. After guidance, the children are able to do this very well with little support</li> <li>• In our school, children of other faiths or no faith all willingly participate in our collective worships.</li> <li>• Children discuss how much they enjoy Collective Worship as it is a time where our community joins together.</li> <li>• Our children have a good understanding of the Bible and the teachings of Christ. They can regularly refer back to this information and reflect on this from their own perspective.</li> <li>• By implementing a range of approaches to worship, children and adults gain a greater understanding of how Christians worship. This ensures that all children and adults have the opportunity to participate and worship in a way that they prefer and are able to access worship in a range of ways</li> <li>• Children and adults develop a stronger understanding of our vision and can relate this to their own lives. This ensures that they are promoting and modelling these values and follow in the footsteps of God.</li> <li>• Monitoring worships frequently ensures that practice is constantly improved and all members of our community have the opportunity to contribute to this. We are constantly reflecting on our choices within worship and how we can best portray our Christian vision and Christian Values with our community. Feedback from our Collective Worship lead supports us in developing our practice too.</li> <li>• Children recognise and understand the importance of Collective Worship in fulfilling our Christian vision.</li> <li>• Children and adults have opportunities to grow spiritually through their experiences and appreciate the relevance of faith in today’s world.</li> <li>• Good choices are made by all who follow in the footsteps of God.</li> <li>• This encourages connections with our local church community partnerships and allows us to effectively develop our provision for collective worship.</li> <li>• Children can talk at different levels, about the trinity</li> <li>• Through their leadership groups, they understand the importance of worship and show the other children of its importance. In addition, they have a way of being able to engage the other children at their level which they seem to respond greatly to.</li> </ul>

### Next Steps:

- Continue to implement strategies gleaned from training, namely that every worship is inspiring, invitational and inclusive, using strategies that gather, engage, respond and send, ensuring that we address the spiritual styles of Action/Word/Emotion/Symbol during the week. For all planning worship to use the same Think/Pair/Share symbols in slides shown to the children and have the liturgical colours of the Christian calendar on slides seen by children. All of this so that every child and adult engages fully in worship.

Do you think the impact of collective worship at Fawkham Church of England Primary School is good	Yes
<b>Strand 7: The effectiveness of religious education</b>	
<b>Actions taken</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>Understanding Christianity material used. <i>Understanding Christianity's</i> approach to teaching about Christianity builds up pupils' encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements of: making sense of the text, understanding the impact and making connections.</li> </ul> <p>The three elements in more detail:</p> <ul style="list-style-type: none"> <li><b>Making sense of the text:</b> developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.</li> <li><b>Understanding the impact:</b> examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</li> <li><b>Making connections:</b> evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</li> <li>Rigorous systems of assessment for RE are in place that included knowledge and skills</li> <li>Practice shared at RE support network meeting 3 x per year.</li> <li>RE has a strong focus within our school and has a strong presence on our monitoring schedule, with the RE leader strongly supporting staff in delivering and assessing the RE curriculum.</li> <li>Within each lesson, we refer to our 'Bible Timeline' and discuss where our current learning fits within the timeline.</li> <li>The Understanding Christianity unit also involves learning about other world faiths each year, including visiting a range of places of worship..</li> <li>RE monitoring takes place each year and detailed, effective feedback is provided to all teaching staff.</li> <li>Each term, children are introduced to 'Big Questions' within RE lessons</li> <li>Throughout the school, strategies for delivering effective RE lessons are shared between all of the teaching staff. We regularly discuss what works well and what could be improved, we are extremely reflective. We have also had detailed staff meetings regarding RE</li> <li>Interactive RE displays</li> <li>Planning we use across the school is consistent so we have continuity across the school where there is a clear progression.</li> </ul>	<p>Children say they love the following about their RE lessons (from Children's questionnaires) Learning about other faiths/religion, Debates and discussions, Sharing and celebrating everyone's views ,Reading the Bible because it's got fun stories in it, Learning about Muslims and how they pray, When we learn that everyone is different, makes everyone feel so amazing about their religion, Respecting decisions, The extend and stretch are difficult</p> <p>The approach offers coherence and progression in terms of pupils' knowledge, skills and understanding. It supports pupils' abilities to handle texts, as well as understanding how and why Christians interpret biblical texts differently. It takes seriously the role of the pupil as reader, bringing their own world to the text whilst giving them the opportunity to follow the text to enlarge their understanding of the world. The children have the freedom to express their own personal opinions and are given a safe space to do this.</p> <ul style="list-style-type: none"> <li>We regularly refer to and celebrate world faiths, making comparisons to the views of Christians. By making these connections, our children are encouraged to be respectful to those of different beliefs and to be honest about their own views</li> <li>Assessments allow us to identify children that may need additional support. We strive to help every learner regardless of their starting points. This is reflected within our Christian Vision and chosen Bible stories. Just as Jesus supported Zacchaeus regardless of his starting point (Luke 19:1-10), we strive to help our children reach their full potential.</li> <li>All teachers have a consistent approach to teaching RE throughout the school.</li> <li>Children encouraged to generate a range of questions stemming from their Big Question. For example, in a year 5/6 class, the children considered the big question: "Was Jesus the Messiah?"</li> <li>We spend time reflecting on our own teaching practice and the practice of others – during this time we also discussed what elements we should be including on our displays and thus how to improve them. Subsequently, our approach across the school is very consistent, so even when children transition to a different class, the structure of RE remains very similar.</li> <li>Children respond to the interactive displays and can use these as the silent teacher in different lessons, as well as adding their own ideas to the displays through pupil voice.</li> <li>Children make connections between those ideas and their own lives including their understanding of the world. This is particularly important because even if the children do not necessarily believe in or agree with these concepts, they can still think about how they can link to their own lives.</li> <li>All children know about and understand world faiths. This is evident within books and in verbal responses from children within lessons and around the school.</li> <li>Children reflect on their own religious views and consider how religion impacts people across the world.</li> <li>While using an open language approach, we are including everyone and through experience, this sparks deeper thinking and higher levels of questioning.</li> </ul>
<b>Next Steps</b> <ul style="list-style-type: none"> <li>➤ Continue to implement the 'Understanding' materials for all faiths in RE in order that children's knowledge and understanding of all world faiths is very good and that they have a balanced and broad knowledge of Faith and what that means to everyone in the world, thus developing children's tolerance for others of faith and of no faith.</li> </ul>	
Do you think you have the evidence to demonstrate that Fawkham Church of England Primary School is a good church school?	Yes

## Making a case for overall excellence

### Present this information in any way which makes your case including diagrams, mind maps, etc.

- Fawkham Family – opportunities for children to work/play together from other classes – playtimes, dining hall, buddy system, House Teams Day, Outdoor Learning Day, clubs, Camp Night etc
- Children achieve their full potential – very close tracking of every individual child by whole staff, we know our children exceedingly well. Top 5% attainment nationally for the last 3 years.
- Active student leadership teams that make a real difference to leading the school – Leading Lights, School Council, Eco-Team, Reading Ambassadors, Play Leaders E-Safety Ambassadors Our leadership teams play a crucial role within our school and provide a safe space for our children to confidently and honestly share their thoughts in a respectful manner. This encourages our children to feel confident when contributing their ideas and sharing their opinions with others.
- Inspiring, enriching creative curriculum which is right for the children of Fawkham – e.g. focus on multicultural, focus of resilience and growth mindset, giving children a range of learning opportunities in all subjects ensuring life in all its fullness as highlighted in our Christian vision, which is at the heart of every decision that we make.
- Collaborative leadership – all teachers involved in decision making/policies/curriculum design and intent etc
- We have strong links with our wider community. For example, we regularly visit Russell Court Nursing home and have developed wonderful relationships with those living there, demonstrating a love and friendship for others as highlighted in our Christian vision (Ruth 1:16-17).
- We regularly celebrate the achievements of the children within our Fawkham Family through achievement assemblies, weekly effort cups and termly headteacher tea parties. This encourages children to show respect for each other and support each other on their learning journeys.
- We take pride in ensuring that all children and adults within our Fawkham Family are cared for and looked after. For example, staff wellbeing is discussed within all staff meetings and all members of staff have the opportunity to celebrate something positive they have experienced within the past week. This helps to develop individuals spiritually and maintains a happy and caring environment for us to work in.
- Quality First Teaching is provided within an exciting environment and enables all children within our school to make excellent progress and have the opportunity to flourish academically, morally, socially, culturally and spiritually.
- Our Collective Worship and RE lead are very enthusiastic about their roles and work hard to ensure that all members of staff feel supported and confident in delivering Collective Worship and RE lessons. They regularly attend training/CPD and report this information to other members of staff within frequent staff meetings, ensuring that our practice is consistently evaluated and improved.
- We regularly visit our local church St Mary's in order to celebrate key events in the Christian Calendar
- Our behaviour policy is derived from our Christian vision and encourages children to be honest about their behaviour, providing them with several opportunities to reflect on their actions. The behaviour of children within our school is generally very good as they have a good understanding of our Core Christian Values and ensure that they promote and model these in their daily lives. This behaviour, is constantly modelled by members of our Fawkham Family, resulting in a welcoming and caring environment where people can flourish and 'live life in all its fullness'.
- We have a consistent approach to leading worship and teaching RE, ensuring that all children in our school are engaged and provided with the opportunity to freely share their opinions and contribute their ideas in a safe, honest environment.
- Throughout the year, all members of our Fawkham Family come together to organise and run exciting events for our children to take part in. For example, in the summer term we hold a camp night and a sports day in which children work with their House Teams to complete various tasks and activities. These events allow our Fawkham Family to take on great responsibility, show care and respect for each other and provide our children with the chance to flourish and thrive in learning outside of the classroom.
- NQTs, PGCE students are given amazing support from SLT regarding RE and collective worship.
- We celebrate children's achievements and behaviours in schools every day
- All new members of staff are given exemplary support from SLT regarding RE and collective worship. They are also sent on 'New to a Church School' training to ensure they are equipped with the information that is going to enhance their practice in our school.
- We regularly celebrate the achievements of the children in our school and recognise fantastic behaviour in rewarding an Effort Cup weekly within each class, motivating and challenging them to follow our Core Christian Values and thus our mission statement. As well as this, we award a prestigious Beacon Cup and a truly deserving pupil who strive to 'live life in all its fullness' throughout every day and is a true role model of our mission statement.
- We really listen to the voice of the children in our school, through our leadership groups who are a real driving force in coming up with innovative ways to flourish in our school.
- Our RE Lead has a fantastic and supportive approach for members of staff. She takes time to ensure all staff are aware of the planning, delivering and assessment of RE and monitors the consistency of RE throughout the school, informally (during staff meetings) and formally where feedback is given to teaching staff.