

# St. Matthews C.E.(aided) Primary School and Nursery Centre

## SIAMs Self-Evaluation 2023-2024

### School's theologically-rooted Christian Vision

#### St. Matthew's C E (Aided) Primary School Our Vision and Values.

##### Our Vision

Rooted in our Christian values and **TEAM** spirit we will aspire to be an **innovative and inspiring community** where every individual is provided with the opportunity to **flourish spiritually, morally, emotionally, physically and intellectually.**

We are '**Individuals working together to potential with God**' so  
*"I can do all things because Christ gives me strength"*  
*Philippians 4:13*

##### Our Values

We respect and model the core values of the school with our staff and children:



THANKFULNESS    ENJOYMENT    AMBITION    MISSION

We promise to **RESPECT** one another  
Be **RESILIENT** when faced with challenge and  
Acknowledge our **RESPONSIBILITY** to be advocates of change.

#### Our Vision

#### At St Matthew's (Aided) Primary School

We will:

- Encourage everyone, of all backgrounds and abilities, **to flourish spiritually, morally, emotionally, physically and intellectually** thereby fulfilling their God-given potential.
- Have collective worship as a central part of our **community**, encompassing the spiritual development of both children and adults.
- Promote the practice of the school's **TEAM** (Thankfulness, Enjoyment, Ambition and Mission) core values with all who work in our school.
- Provide high quality religious education that encourages children to **persevere** in developing religious literacy.
- Provide a framework of both core and foundation subjects which enables and enhances purposeful learning across the curriculum, giving depth, breadth, balance and progression.
- Help pupils to develop the **resilience to persevere** in their learning with a curriculum designed to allow children to investigate, reason and reflect within a Christian **community** that encourages taking risks and making decisions.
- Provide support for good mental health and wellbeing of our children and staff so that all feel **respected** and valued.
- Help our children to develop lifelong values so that they can contribute successfully to their increasingly complex local, national and global **community**.
- Promote a **respect** for difference and diversity that exist in our modern world.
- Provide a Christian **community** where there are strong caring relationships based on mutual **respect**, demonstrated through courtesy, forgiveness and reconciliation.

Our TEAM values are at the heart of everything we do at St Matthew's as we are  
**Individuals working together to potential with God so**  
*"I can do all things because Christ gives me strength."* *Philippians 4:13*

## Inspection Conversations: Context

### Who are we?

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 is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?


St Matthew's Church of England Voluntary Aided Primary school is a Church of England Aided School which serves the community of Donnington in Telford. It is a maintained school which has a nursery for 2-4 year olds as well as the Primary School for 4-11 year olds (Reception to Year 6).

**Context of our school** (data taken from May Census 2024).

Our school community embodies a diverse range of economic and cultural backgrounds.

St. Matthew's:

- has 312 pupils on roll, including nursery children.
- has 10 class bases, including nursery. Some classes are mixed age classes and some are single cohort.
- has pupil deprivation well above average (highest 20% compared to all schools).
- is well above average for the percentage of children eligible for FSM (highest 20% compared to all schools). 44% of the school population.
- is above average for the percentage of children who have EAL (21%-40% of schools in the category). 18% of children. 258 children have English as their first language (83%), with other children stated as having one of 20 languages. Other languages include Akan-Twi/Asante, Akan Twi-Fante, Bulgarian, Chinese (Cantonese), Fijian, Hausa, Hindi, Hungarian, Igbo, Lithuanian, Malayalam, Panjabi, Polish, Portuguese, Romanian, Slovak, Spanish, Ukrainian, Urdu and Yoruba.
- 4% are drawn from Forces families
- 13% of pupils are registered as having special educational needs (42 pupils, 3 EHCP's, 39 on SEN support). There is a wide range of need within school and subsequently the level of provision varies depending upon severity. The main areas of SEND are Communication and Language, Social, Emotional and Mental Health and Moderate Learning Difficulty.
- Attendance: Our attendance is currently above national at 94.76% (24.6.24) (National: 92.9% across all primary schools in the week 24.6.24)
- A new head teacher was appointed in September 2023, previously being a head teacher at a Church school in Shropshire. The previous head teacher, who retired in August 2023, was in various posts within St Matthew's CE (Aided) school for 20 years.

<ul style="list-style-type: none"> <li>Does the school have any other links or partnerships?</li> </ul>	<ul style="list-style-type: none"> <li>The school has a Headteacher, A Deputy Headteacher and an Assistant Headteacher. All teachers, except ECT's are Subject Leaders. Jessie Barfield is the RE and Worship Lead for the school. There are three ECT teachers currently working at the school.</li> <li>St. Matthew's has a close working relationship with the Diocese of Lichfield and buys into support every year. CPD is lead by the RE Lead and CDA.</li> <li>The school works closely with it's cluster schools and the Headteacher. The Headteacher, Deputy Headteacher and SENDCO attend local network groups.</li> </ul>
<p><b>What are we doing here?</b></p> <p>a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</p> <p>b) How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p><b>Vision and Values</b></p> <p>St Matthew's aims to provide its pupils with a dynamic and academically challenging environment in which they learn and make progress, where 'With God all things are possible'.</p> <p>We have high ambitions and expectations for every member of our school community, regardless of their social, ethnic or economic backgrounds. We are fully aware of the obstacles and challenges faced by some of the pupils, which have to be overcome so that they can enjoy learning and achieve as well as possible in the safe, secure, caring and stimulating environment the school provides. We are 'Individuals Working to Potential Together' where only our best is good enough.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li><b>Our whole school curriculum and teaching approaches allow all children to flourish and identify their God given talents and potential.</b></li> <li><b>Academic and practical approaches to delivering the curriculum allow access for all learners.</b></li> <li><b>Needs of all learners considered to ensure a sense of belonging for all.</b></li> </ul> <p>We have reviewed our vision and values since September 2023 in order to ensure that these are clear for all the school community. Our school values of TEAM represent what is important to us and are at the forefront of all we do.</p> <p style="text-align: center;"><b>Our Values</b></p> <p style="text-align: center;">We respect and model the core values of the school with our staff and children:</p> <div style="text-align: center;">  </div>

- 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?
- 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?

We held a vision and values day on 26/01/24 and the children worked on Bible stories, wrote songs and looked closely at what our vision and values mean. There is a display in our school hall.

Our vision and values reflect our community and how we wish to support and inspire everyone to achieve. In our culturally and economically diverse school, working as a TEAM is important in order for everyone to work together to potential. Hence why we have the Bible verse:

**Individuals working together to potential with God so**

**"I can do all things because Christ gives me strength." Philippians 4:13**

### RE

Our RE curriculum is taught through Understanding Christianity.

St Matthew's had adopted Understanding Christianity (RE Today services) and Lichfield Religious Education Guidance (The Agreed Syllabus for Religious Education 2017). This was adopted as we are an Aided school and our intent is to provide an academic RE curriculum that enables pupils to hold balanced and informed conversations about religions and worldviews.

### Impact

- **This enables our school to embody diversity, acceptance and tolerance and educates our children on the life giving truth and wisdom of God.**

The Religious Education curriculum at St Matthew's aims to increase our pupils' knowledge of religion and belief, locally, nationally and globally. We aim to expose children to a rich vocabulary so that they can confidently and articulately discuss the above. As a school we try our best to deliver learning in an inspiring way through art, music, drama as well as through discussion and more formal writing opportunities.

Our Religious Education curriculum is a large part of what we do as a school. Our curriculum opens lines of enquiry and enables the children to have deep discussions. Our children are making links to other faiths and through our class prayer bags these discussions are also taking place at home. As a school we are excited to learn about the lives of others and their beliefs.

By using progressive planning, we can build on prior knowledge in order to achieve breadth and understanding. Through the curriculum we also intend to increase pupils' capacity to consider thoughtfully, deeply and personally the nature of religion and worldviews including their own ideas, beliefs, values and communities.

Teaching and Learning is monitored, including lesson observations, book looks and talking to pupils. We believe we provide a high standard of teaching and learning and our children enjoy and flourish in their RE lessons.

Assessment for learning is observed over the whole unit of work and is viewed as the richness of learning. We use reflection as an important assessment resource, utilising Windows, Mirrors and Doors.

Our aim is that the contribution that Religious Education will prepare our pupils for life in modern Britain today.

### Impact

- **Children developing their spirituality through a range of learning opportunities and experiences.**
- **Knowledge organisers allowing children to develop and use rich vocabulary to support RE learning and understanding.**
- **Children establishing deeper understanding and acceptance of the faiths and cultures of others through a range of subjects and experiences.**

### Collective Worship

We hold worship everyday in school:

Monday	Christian Values: DM in hall (Reflection)
Tuesday	Picture News in class (Reflection)
Wednesday	Child led worship in class (Child Led)
Thursday	Singing: Staff led on rota (Sing)
Friday	Celebration Worship led by INSPIRE group. Whole school. (Celebration)

Worship is a range of styles, including reflection and child led. Worship begins with an opening, which is contributed to by the children. Worship always ends with the school prayer and a whole school closing. Children are very much a part of worship at St. Matthew's as everyone takes part as a TEAM, as a community.

### Impact

- **Pupil voice is a central part of collective worship.**
- **Develop personal spirituality through stilling and reflection.**
- **Children very much a part of worship at St. Matthew's as everyone takes part as a TEAM, as a community.**

Worship on a Monday is led by the Headteacher and focuses on Christian Values from Roots and Fruits on a two-year cycle.

### Impact

- **Worship led on a Monday is an introduction to the week where the school's Christian Values are shared and lead expectations for the coming week.**
- **Led by the head teacher to ensure importance of Christian values is being instilled from the top.** *(Collective worship lead delivers in the absence of the Headteacher)*

Within this worship Bible links are made explicit, with Bible verses and stories. Reflection is used in every worship to provide time for children to think about what the Christian and School Values are, what they have discussed and seen and how they can incorporate the values into their own lives. Class worship takes place twice a week, one of these led by the children. Class worship allows for a more personalised approach, which is more intimate and allows for questions and discussions at age-appropriate level.

Our collective worship enables human flourishing, including happiness and life satisfaction, mental and physical health, meaning and purpose and close social relationships. It promotes our TEAM values, of being together and experiencing together. We open up our worship to the community at times of special celebrations, such as Harvest, Christmas and Easter. Everyone is invited to take part and be part of our TEAM. We flourish when we help others flourish (Jer. 29.4-7).

### Governors

Our board of governors support the school well and proactively encourage the development of its Christian vision and how it uniquely shapes the school and its relationship with the local church and community. There is a protocol for monitoring and evaluation of the success of the school as a church school. Governors are proactive in ensuring that senior leaders are sufficiently supported and challenged in light of the school's vision, values and church foundation.

### Impact

- **Through monitoring, governors provide guidance and support which we then implement, in line with the schools Christian Values and ethos that are always at the heart of improvement for the school community.**

There is an excellent working relationship between the staff, Governors and the local church built on respect, mission and enjoyment, three of the school's core Christian values. The school has an excellent relationship with the diocese and subscribes to the service level agreement (SLA) which affords it support and guidance from a Christian distinctiveness adviser and dedicated diocesan team. The school is therefore kept up-to-date with latest diocesan and national developments and initiatives which after due consideration and discussion are implemented in a way that supports and suits our context.

### Impact

- **Up to date with latest diocesan developments, guidance and initiatives.**



All Governors have link interests and work alongside Subject Leaders. Governors visit school and write records of visits. This ensures we have a TEAM approach, working together for the benefit of the school community.

St. Matthew's is a maintained school, which has close working relationships with its cluster of schools. CPD and network meetings are held so that staff can work across the local authority in a wider TEAM. The Governing Body keep up-to-date with changes to school governance and the Academy agenda and discuss this at Full Governor meetings. A decision has not been made regarding academisation as the school is a 'good' school with excellent working relationships with other schools, the Diocese and the Local Authority.

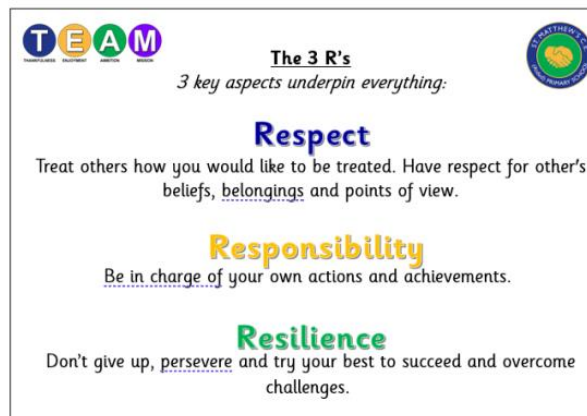
### Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p><b>IQ1</b> 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</p>	<p>Our vision and values are built on our church status and underpinned by Biblical understanding. The school vision and values were reviewed in September 2023 to ensure they reflect our school community and are understood by all. Our vision and values are at the forefront of all we do. The School Development Plan (SDP) is linked to our vision, underpinning what we are striving to achieve and how we will work together so that all children can reach their potential. Our Raising Attainment Plans (RAP) are reviewed termly to provide support for those children who need it, ensuring inclusion and interventions are our priority. As a result our curriculum, our pastoral support and ethos has the maximum impact on enabling individuals to flourish.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>Behaviour for learning is positive and purposeful</b></li> <li>• <b>Children feel safe.</b></li> </ul> <p>Our vision and values are displayed around school, on our website, in our letters and our Friday Feature. We want them to be ever present and visual as a reminder to our community. Leaders monitor the effectiveness of the vision through parent and children voice, questionnaires and daily communication. We want our vision to be evident to visitors through our ethos and culture when they visit our school. Governors monitor alongside leaders and record link visits.</p>

<p>Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>Pupils of all faiths and backgrounds feel welcomed.</b></li> <li>• <b>The school and church and inexplicably linked.</b></li> </ul> <p>St. Matthew's has an excellent relationship with the diocese and subscribes to the SLA every year. Our CDA Matthew Welton, visits school to support, advise, monitor and lead CPD. We keep up-to-date with the latest diocesan and national developments in order to keep moving forward as a school.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>Effective CPD is delivered.</b></li> </ul>
<p><b>IQ2</b> How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p><b>Curriculum</b></p> <p>As a school, supported by our CDA for RE, we have created a whole school curriculum which allows the children to be stretched and challenged but also develop more deeply the children's social, emotional, moral, physical, mental and spiritual wellbeing. We have a curriculum which is broad and enriching for all children. We have high expectations, promote challenge and support children to achieve their potential.</p> <p>At St. Matthew's we use Jigsaw PSHE resources, which include mental health and well-being, and run Commando Joe sessions every week. These help to build character, resilience and confidence. The Commando Joe programme exists: '...to help young people find their place, feel capable and ultimately flourish in a challenging world.' It helps to '...empower young people so that they can reach their potential.'</p> <p>Our behaviour curriculum is built on our school values and the 3R's:</p>





We ask all children to persevere and try their best. To take responsibility for their learning and actions.

A variety of after school clubs run each half-term. These include Spotlight Club (Bible studies) Art, Computing, Cricket, Karate and football.

The school is seen as an exemplar of good educational practice that successfully incorporates its Christian vision and ethos within its day to day operations. Strong partnerships have developed in which innovative practice is shared across the local authority with both its church and non-church schools.

The children have the opportunity throughout the year to take part in a range of extra curricular activities which range from sports, music, computing and Spotlight Bible club. We ensure that children have experiences such as trips, visits into school, themed days, visits to church, performances and memorable experiences.

Spiritual Development is built into the curriculum through day to day teaching. The curriculum allows children to ask the big questions, to explore, to investigate. The outdoors are used to enhance teaching and learning. Memorable experiences such as trips and visitors enable children to be immersed in teaching and learning, to reflect on the past and experience the world around them. Examples are visiting the Sikh Gurdwara, history experiences which bring to life the time period studied, trips to farms and

#### Impact

- Enables children to consider the wider views.
- Fosters a love of learning.

	<p><b>Leaders</b></p> <p>St. Matthew's is a successful school. Children start school in Reception with low baselines, but by the end of KS 2 children are above national in Reading, Maths and GPS at the Expected standard and very close to national level for Greater depth in Reading, Writing and Maths and above for GPS. In Year 1 children are just above national expectation in the phonics screening. Monitoring takes place by the leadership team, supported by advisers and consultants. Alongside the curriculum interventions take place for children who require support, e.g. SEND, Pupil Premium, EAL. The school therefore, is providing a curriculum which meets the needs of the children.</p>
<p><b>IQ3</b> How is 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>As a Church school, we believe opportunities for the spiritual development of pupils is paramount. We encourage all our staff to seek these special moments within their day to day teaching. These give pupils the time to pause and reflect on the ethical and spiritual dimensions of what is being taught. Staff have the freedom to explore these with pupils, be creative in their approach. We strongly believe that the exploration of spiritual and ethical issues is not just the domain of RE or collective worship but is the responsibility of all areas of the curriculum. This affords pupils greater opportunities to reflect and ask spontaneous questions on these in a variety of contexts. This deepens and widens their understanding of themselves, the world around them, human nature and their own mental health and wellbeing. To help colleagues fulfil this we have provided CPD in conjunction with the diocese to explore what we as staff consider to be spirituality and spiritual development.</p> <p>Collective worship is central to our school life and an intrinsic part of each day. It consists of both whole school and class worship. Class worship in particular gives all pupils the opportunity to write and lead worship to their peers. This gives them personal confidence and helps them to explore, and put into practice, stories from the Bible. We encourage our pupils, and staff, to seek ways in which worship is linked to our vision and values. We strongly believe that worship has a positive impact on pupil's mental health and wellbeing and gives them and the staff time to pause, reflect and be still, knowing that "Christ gives me strength."</p> <p>All staff within the school lead worship and the children are all invited to take part. Our worship is inclusive and invitational. No parents have requested that their children do not attend worship. It is therefore a whole school time to be together as a TEAM. There is time to focus on school and Christian values, to hear Bible stories, to explore the relevance of God's teaching in today's world, to develop understanding of the liturgical traditions in the church year, explore the trinity and have time for prayer and reflection. Reflection areas are present throughout the school for moments of stillness and reflection. We are currently developing out Outdoor Reflection Area.</p>

	<p>Through our Celebration Worship on a Friday we celebrate the children's achievements both within school and those outside.</p> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>• Children are able to develop their spirituality within a safe and understanding environment.</li> <li>• Encourages children to enjoy life and all God's wonders.</li> <li>• Children feel part of a community, part of a team.</li> </ul>
<p><b>IQ4</b> 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>And</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>School data reflects that it is good school, ensuring that all are able to succeed and make progress. This includes our most vulnerable pupils and we don't see disadvantage as a barrier as we 'can do all things because Christ gives me strength.' We have successful intervention programmes which are bespoke to pupils needs. Pupils irrespective of background, ability, gender or ethnicity are given and taught the tools to succeed. We have a 'can do' attitude and our pupils are encouraged to believe in themselves and their abilities. They know the school will come alongside and help them to overcome personal or emotional difficulties. Our PSHE programme (Jigsaw) helps pupils to do this with its strong emphasis on mental health and wellbeing. This is further supported by our pastoral lead, who works closely with both children and parents when experiencing times of difficulty. Pupils and their parents and carers are able to talk about their learning and the support the school gives. They can clearly link their experiences to the school's Christian vision and values.</p> <p>Our school policies reflect our vision and values. We have policies for RE, Collective Worship, SMSC, British Values Mental Health and Well-Being, RSE and PSHE. Our Behaviour Policy includes our 3R's and expectations. These have been written with staff and reflect our school culture.</p> <p>Mental health and well-being is a high priority at St. Matthew's. We have a Mental Health Lead (Deputy Headteacher) and a Pastoral Lead. We also have a children Safeguarding and Well-Being Board. A mental Health practitioner from BeeU comes into school every Thursday to work alongside staff, support individual children and deliver workshops to children and parents. We hold mental health and well-being days each half-term. A walk for wellbeing club is run by two of our HLTAs on a weekly basis.</p> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li>• Promotes a culture of forgiveness and reconciliation.</li> <li>• All children and staff are offered equal opportunities.</li> <li>• Effective and robust safeguarding keeps children and adults safe and they feel heard, loved and supported.</li> </ul>

	<ul style="list-style-type: none"> <li><b>Gives us time to come together as a community and celebrate our wonderful diversity.</b></li> </ul>
<p><b>IQ5</b> How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>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?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>Our charity work is central to school life. As a school we are involved in charities that are local, national and international. We are seen by our local community as a school that wants to make a difference. (Pen to Paper Ghana, Shoebox appeal, Salvation Army, Telford Crisis Network, MacMillian)</p> <p>At St Matthew's the three R's underpin our TEAM values. Respect, Responsibility and Resilience are all areas in which our children are encouraged to recognise and strive to demonstrate throughout their time in school.</p> <p>We endeavor to enable children to make informed decisions and choices, by giving them access to world views. Within our worship time we use Picture News as a resource to further explore our school and Christian values. With the aid of Picture News we are able to explore the world, find out about events taking place, debate and discuss our place in the world and how we can support others.</p> <p>The school works closely with other local schools, local authority services and inclusion services to provide an appropriate inclusion programme so that all children are supported and can achieve. A bespoke academic and emotional support programme is offered to some pupils so they have every opportunity to discover the enjoyment in their learning and make positive choices that will help them to achieve their ambition. We work with outside agencies such as Specialist Provision and the Behaviour Support Team. Our school is regarded as a large supportive family that celebrates everyone's highs but is also there to support anyone in our community during times of difficulty.</p> <p>Our RE Lead has recently become a cancer champion and is working collaboratively with the Lingen Davies Cancer Fund to plan for visits and fundraising events which will help our school and local community.</p> <p><b><u>Impact</u></b></p> <ul style="list-style-type: none"> <li><b>Fundraising events across the school year.</b></li> <li><b>Children are accessing appropriate provisions for their needs and given a continued sense of belonging in our school community.</b></li> </ul>
<p><b>IQ6</b> Is the religious education curriculum effective (with reference to the expectations set</p>	<p>The school has a strong CPD programme for teachers and governors. Newly qualified teachers have a robust induction programme that helps them to fulfil their roll within a church school setting. There is a priority to have CPD that is dedicated to what it means to work in a church school and to introduce new and relevant regional and</p>

<p><u>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 development for staff has an impact on the effectiveness of the curriculum?</p>	<p>national CofE initiatives and guidance. This ensures that all colleagues understand these and how they fit into the school's development plan and strategy.</p> <p>Senior leaders attend CPD courses offered by the diocese and attend the annual School Leaders Conference in Lichfield. Staff know that support is readily available from school leaders who have an 'open door' policy. They have welcomed opportunities to talk to governors who provide a listening ear and emotional support when required. Our CDA Matthew Welton supports the school as well as providing CPD for all staff.</p> <p><b>RE</b></p> <p>RE is taught across the school. All classes have a Reflection Area and display recognising our church school status. We follow Understanding Christianity and the Lichfield Syllabus. The RE lead provides detailed planning and resources for all teachers. Each new area has a title page and assessment. Monitoring takes place by Leaders and Governors to ensure the RE taught at a high standard. RE is taught for 1 hour a week and the scheme of work contains a high focus on Christianity (50%) and 4 other faiths (Islam, Hinduism, Judaism and Sikhism)</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>RE is seen as a core subject and given appropriate prominence.</b></li> <li>• <b>Proactive engagement with other faith communities.</b></li> </ul>
<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><b>IQ7</b> What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary</p>	<p>RE is seen as a core subject. It is well led and resourced. We ensure that we are guided by the CofE's RE Statement of Entitlement. As an aided school we follow Understanding Christianity and the Lichfield Syllabus as our main resource. Our RE scheme of work is progressive, well balanced and sequenced so that pupils develop a deeper understanding of theological core concepts and how religion influences and guides many people in the world. We ensure that our RE lead receives regular CPD which ensures that they are up to date with latest developments and initiatives. Our RE programme of study is recognised by the diocese as best practice.</p> <p>Teaching and learning within RE is 'good.' Books show progression through units and throughout the school.</p> <p>Assessment takes place each half-term and standards achieved are inputted into the school data system, alongside other subjects (see Assessment data). Windows, Mirrors and Doors is used to capture reflections on aspects taught at the beginning of each Christian value being explored.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>Children are aware of their level of knowledge and understanding in the RE curriculum.</b></li> </ul>

controlled schools in which  
denominational religious  
education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?