



Statutory Inspection of
Anglican & Methodist Schools
(SIAMS)
2024/25

Claypole Church of England Primary School

"If you believe you will receive, whatever you ask for in prayer."
Matthew 21:22



Claypole CE Primary School: SIAMS Self-Evaluation 2024-25

School's Theologically Rooted Christian Vision

Our Vision

We aim to be an **inclusive, caring** school where we give everyone the **time** and **support** needed to **challenge** and **guide** one another – to **open minds** and **widen horizons** – to work together towards the **flourishing** of all members of our school community so that everyone can **fulfil their potential**.

"If you believe, you will receive whatever you ask for in prayer." Matthew 21:22

Inspection Conversations: Context

Context 1: Who are we?

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

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (former) voluntary controlled or (former) voluntary aided or does it have another designation? What does this mean to the life of the school, eg in relation to leadership, policy, staffing etc?

Leadership

- Led by our Headteacher, staff and governors – working in collaboration to maintain the highest of standards and the greatest Christian ethos to allow all who pass through our doors to flourish. We ask for God's direction to ensure our decisions are sound and in line with God's will for our school: *'Your word is a light to my feet and a lamp to my feet.'* Psalm 119: 105.

Community, Characteristics & Collaboration



- If a former voluntary controlled school does it, as an academy, provide denominational 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? Why have governors made this decision (factual historical/contextual information)? How is governance structured as a result? If part of a trust, what authority is delegated locally?
- How is school (and trust) leadership structured and organised?
- What characterises the community within which the school is situated and/or that the school serves? For example, how ethnically, culturally, and socially diverse is it?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

- We serve our community by always trying to be at the heart of village needs and events - no matter how big or small.
- We are relentless in showing the light of Jesus even in the darkest of places. We spread a Godly message of hope and light *“The light shines in the darkness, and the darkness can never extinguish it.”* John 1:5.
- We do so with the guidance of Lincoln Diocesan Board of Education in faithful worship, confident discipleship and joyful service. We bear witness to our belief that every child is made in the image of God and loved by Him.
- Our church school was founded for the good of our local communities, so that children and adults can flourish through the values and stories of Christianity. Our school community embodies a diverse range of religious, economic and cultural backgrounds. Everyone is welcome. Our door and arms are always open whether it be for learning, company, comfort, support or any other reason. *John 14: 2 ‘My Father’s house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you?’*
- Our school community is committed to fostering a nurturing and inclusive learning environment and promoting Christian values of kindness, respect, trust, peace, contentment, resilience & koinonia and instilling a ‘spirit of service.’ The school's wider community is growing in diversity, with families from different ethnic and socio-economic backgrounds. The educational needs of our pupils are wide-ranging - reflective of its ranging catchment. These educational needs include:



	<ol style="list-style-type: none">1. Meeting individualised learning needs - the school has a range of children with different abilities & needs. Our team work hard to understand the granular detail & precise need in order to accelerate progress.2. Developing foundational knowledge and skills - the school's curriculum aims to help children develop strong foundations in all subject areas.3. Encouraging creativity and independent thinking – our school seeks the development of creativity and encourages independence & thinking.4. Fostering emotional & social development - we place a strong emphasis on supporting pupils' personal, social, and emotional development, to help them grow into well-rounded individuals.5. Promoting cultural awareness and sensitivity - our school seeks to promote an understanding of and respect for different cultures & beliefs through the curriculum and wider opportunities in school. This can be presented in the people children learn from; the literature they read; the music we listen too; the places we visit...6. Developing digital literacy - we recognise the importance of technology in modern-day learning and seek to equip children with the necessary skills to effectively navigate a digital landscape.<ul style="list-style-type: none">● To meet these needs, we provide a broad academic curriculum, pastoral care/support, extracurricular activities, and other support & enrichment opportunities that enhance learning and promote holistic development. In conclusion, we are an ambitious school and we have high expectations for all our children and staff. We
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	<p>wish to continue to develop & maintain excellent standards in all aspects of our work. This document sets out the strategic priorities agreed by the Governing Body, Headteacher and Senior Leaders. It is informed by the school’s rigorous self-evaluation system, the most recent Ofsted report (July 2023), previous SIAMS inspection (January 2017) and by the School’s Vision.</p> <p>Partnerships</p> <ul style="list-style-type: none"> ● St Peter’s Church, Claypole ● Claypole Village Hall ● Lincoln DBE ● Collaborations with GRACE (Grantham/District-based Church of England Schools); ● KYRA (Lincolnshire-wide collaboration); ● NFER assessment trials; ● East Maths Hub, Lincolnshire; ● Inspire+ (Sports charity); ● YST: Youth Sports Trust (Headteacher is a ‘Headteacher Advisor for YST); ● Littlegates Nursery; ● Lancaster Grange.
<p>Context 2: What are we doing here?</p> <p><i>(This information enables inspectors to understand the theological underpinning of the school’s Christian vision, the school/trust’s governance structures, its arrangements for religious education and</i></p>	<p><i>“If you believe, you will receive whatever you ask for in prayer.” Matthew 21:22</i></p> <p>a)</p>



collective worship, and its partnerships. This information contributes to the judgements that the inspector makes.)

- a. Considering the answers under 'Who are we?', what is the school and trust's vision? How is the school's vision a clearly-articulated, theologically rooted Christian vision? How is the trust's vision coherent with this?
- b. How do the specific needs of the school community help to inform the theologically-rooted Christian vision?
- c. Why have school leaders decided to be a maintained school/an academy? What is the impact of this status on the effectiveness of the school as a Church school?
- d. As a result of the school's foundation, vision, and context, why are school and trust structures of governance as they are?
- e. How does 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?

Our Vision

We aim to be an inclusive, caring school where we give everyone the time and support needed to challenge and guide one another – to open minds and widen horizons – to work together towards the flourishing of all members of our school community so that everyone can fulfil their potential.

b)

Theologically Speaking...

We believe that God created and sustains the world (Genesis 1-2). We believe that all are created in the image of God (Genesis 1.26-27). In educational terms therefore this means that we are an inclusive and caring school where we give everyone the time and support needed to flourish. It is our aim to open minds & widen horizons and teach our children about:

- Our wonderful world;
- Human impact & influence;

because the world was here before us and we change it - every day (for better or worse).

As a Church of England school, we believe in serving our community based on the love of God for everyone (John 10:27). This means that we are an inclusive school who welcomes all. In doing this we draw heavily upon Jesus' teaching from John 15.12 where Jesus commands that we 'love as he has loved.' In the life of our school it also means that we treat everyone



<p>f. How do the individual school leadership structures have a direct impact on the flourishing of pupils and adults?</p> <p>g. What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>h. How is the religious education curriculum structured and organised? Why have these decisions been made?</p> <p>i. What does the school and trust's relationship with the DBE and/or MAST and local church/es look like in practice? How do these relationships enhance the holistic flourishing of pupils and adults?</p>	<p>fairly and offer equal opportunities with diversity and uniqueness celebrated without discrimination. Our SEND and Inclusion report is here.</p> <p>With time for deeper 'seeing' of the world around them comes quality engagement and subsequently the desire to write & respond, practising core skills that are embedded into our work.</p> <p>We believe that all children no matter where they live or where they're from deserve a chance to achieve, a chance to succeed and to be given another chance. This matches our mission statement: 'Believe and Achieve (To Be The Best That We Can Be).' We work at Claypole Church of England Primary because we want to make a difference to the lives of the children in our school.</p> <p>Our mission statement is based on Jesus' promise in Matthew 21:22, "If you believe you will receive, whatever you ask for in prayer" and reinforced by Matthew 17:20, "If you have faith like a grain of mustard seed, you will say to this mountain, 'Move from here to there,' and it will move, and nothing will be impossible for you" - a metaphor for the power that faith has in being able to overcome adversity, challenge and difficult times: in a word 'resiliency' (one of our Christian Values). In the life of our school this means that we teach children to be resilient and to have a positive growth mind-set.</p> <p>There is an underpinned of the belief that all are precious to God and created in God's image: this is expressed from our vision into our policies &</p>
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	<p>practices, our Christian Values and the relationships & outcomes across the school.</p> <p>We believe and achieve in all that we do - supported by our Christian values. If we have faith/belief in ourselves and our community, then God will guide us to be the best that we can be and we will achieve. This achievement will mean that we lead the 'best life' we can (inspired by the seven 'I am' statements of Jesus) and develop the Christian understanding of being part of the kingdom of God now and forever.</p> <p>This is in keeping with the Church of England Vision for Education: 'enabling children and our community to flourish as they experience our education for wisdom, hope, community and dignity' preparing the children to use their gifts and abilities effectively beyond our school.</p> <p>c)</p> <p>Koinonia & Spirit of Service</p> <p><i>Psalm 133:1 says, "How good and pleasant it is when God's people live together in unity!"</i> This passage is often used to express a Christian vision of unity within a community or society. In the context of our school community, the Christian vision of Psalm 133:1 helps us to meet the needs of the community in the following ways:</p>
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	<ol style="list-style-type: none">1. Fostering community cohesion: The Christian vision of unity creates a shared sense of purpose and connects pupils, staff, and families together, fostering a greater sense of community cohesion.2. Promoting respect, tolerance, and inclusion: The Christian vision of unity can help pupils learn to respect and appreciate difference while promoting an inclusive and tolerant school environment.3. Nurturing personal and spiritual growth: Unity can help pupils develop a sense of belonging, which is crucial for personal and spiritual growth. This sense of belonging can contribute to pupils' sense of purpose and self-worth, building pupils' self-esteem.4. Developing positive relationships: A school's Christian vision can emphasise values such as love, forgiveness, compassion, and respect, which can help students develop positive relationships with their schoolmates and staff. <p>The Christian vision of Psalm 133:1 meets the needs of our school community by promoting community cohesion and inclusion, nurturing personal and spiritual growth, and developing positive relationships. The Christian vision can also help create safe, welcoming, and supportive environments that promote academic growth and holistic development.</p> <p>Being on the border between two counties (and geographically not far from a third) our catchment is wide-spreading & growing in diversity of</p>
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background; therefore, a sense of belonging is important to our community.

Corinthians 12:12-13 The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ. For we were all baptised by one Spirit into one body ...

We are an inclusive school who welcomes all. In doing this we draw heavily upon Jesus' teaching from *John 15.12 where Jesus commands that we love as he has loved*. In the life of our school, it also means that we treat everyone fairly and offer equal opportunities with diversity and uniqueness celebrated without discrimination.

We believe quality relationships and partnerships are a central element of interdependence: all are needed and valued and each person is important to the whole. *In John 17, Jesus prays that all his followers may be 'perfectly one' as he and the Father are one.*

During & since returning from the pandemic, we found it was even more imperative for our systems and loving support & connection already fostered to flourish into a 'spirit of service' – based on *the love of God for everyone (John 10:27)* – this 'spirit of service' is important to us - not for a reward... not because it's 'World-something' Day, but because it's the right



thing to do. *Matthew 7:12 "So in everything, do to others what you would have them do to you."*

d)

Claypole as a maintained school

As a thriving village maintained school, we already have strong links with other local schools in the Grantham District (through the GRACE collaboration) and Lincolnshire (through KYRA). We are always open to working with academy trusts. As things currently stand we are proud of the influence the local governing body has on the shape, direction and future success of our school. Members of our local community come together, as a strategic church school governing body, to build on our successes and seek out new partnerships & opportunities to benefit our pupils, families, staff and school community.

e)

Governance

The structure of school governance allows ongoing and regular support from our community and local church. The structure of governance is defined here: <https://www.claypoleprimary.org/meet-the-governors/>

For example, governor monitoring meetings take place between the RE subject leader and foundation governor; including monitoring our Christian distinctiveness. Information and action plans are shared with governors



and monitoring visits by governors - taking place to challenge and support school. See 'Governor Impact' document.

f)

Governance... enhancing the work of the school as a Church school

Everything driven FROM the vision... leading to us achieving the vision.

Policies examples:

- Inclusion (SEND, equality policy, Collective Worship... staff appraisal...);
- Caring (safeguarding, SEND, behaviour, Health & Safety, well-being...)

so that we can work towards flourishing and everyone fulfilling their potential.

Decision-making:

- Opening minds & widening horizons (Curriculum design; extra-curricula opportunities like clubs, trips, visits/visitors);
- Support/challenge (financial decisions on budgetary decisions – ensuring that investments are made to serve the betterment of our children);
- Meeting individualised learning needs - the school has a range of children with different abilities & needs.



	<p>Strategic monitoring:</p> <ul style="list-style-type: none">• Based on School Development Plan needs which leads back to the vision;• Routine monitoring processes;• Specific monitoring of the school as a Church School (inc. Christian Distinctiveness & effectiveness of RE curriculum);• Understanding how the granular detail & precise needs of children are understood in order to accelerate progress (eg: <i>through detailed analysis of assessments</i>) <p>At Claypole Church of England Primary School, governance accountability and delegated authority enhance the work of the school as a Church school in the following ways:</p> <ol style="list-style-type: none">1. Accountability to the Christian values and ethos: The school's governing body is accountable to the Christian values and ethos of the school, ensuring that the school's policies, practices, and procedures align with its Christian character.2. Ensuring compliance with Church of England expectations: The school's governing body has a responsibility to ensure that the school is compliant with Church of England expectations regarding religious education, collective worship, and other aspects regarding Christian education provision.
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	<p>3. Promoting spiritual and moral development: The governing body has a role in promoting spiritual and moral development, encouraging the development of Christian values such as peace & contentment.</p> <p>4. Providing leadership and strategic direction: The governing body is responsible for providing leadership and strategic direction for the school, ensuring that it provides a high-quality Christian education and is financially sustainable.</p> <p>5. Ensuring that resources are effectively deployed: through delegated authority, the governing body ensures that resources are effectively deployed in line with budgetary constraints.</p> <p>Governance accountability and delegated authority at Claypole Church of England Primary School enhance the work of the school as a Church school by promoting accountability to Christian values and ethos, ensuring compliance with Church of England expectations, promoting spiritual and moral development, providing leadership and strategic direction and ensuring effective deployment of resources. The combination of these factors helps ensure that our school provides a high-quality Christian education that reflects the values and teachings of the Church of England.</p> <p>Leaders know and monitor this through regular governing body meetings, governor visits to school and further verification through external visits from the local authority and diocese board of education.</p> <p>g)</p> <p>Collective Worship</p>
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Our arrangements for Collective Worship serve to enhance the school's Christian character and promote the spiritual development and well-being of our pupils. Some of the key features that we consider in our arrangements for Collective Worship are:

1. Frequency: We hold daily acts of collective worship. On the days that we physically can't be together as a whole school, a school-prepared Collective Worship is shared on our school YouTube channel for classes to watch together. The community have subscribed to the channel (124 followers) and actively watch our worships too.

2. Content: The content of Collective Worship is appropriate for the age and stage of our children. It also reflects the school's ethos, vision, values and Christian character - promoting positive Christian values such as trust, peace, contentment, resilience, respect, justice & koinonia.

3. Participation: Pupils have the opportunity to participate actively, either through writing & leading prayers, sharing reflections or taking part in other liturgical or musical contributions. We have active Pupil Worship Leaders (part of our Junior Leadership team: Pupil Parliament) who plan, prepare, deliver & evaluate Collective Worship each half term. They also follow the set themes for the term. Children also offer suggestions towards the term & weekly themes too.

4. Inclusiveness: Collective Worship is inclusive, taking into account children's diverse religious and cultural backgrounds while also respecting the school's Christian foundation and values. Children are invited to prayer and given an alternative. The adult[s] leading will offer ideas (i.e. Christians believe...)



	<p>5. Reflection and spiritual development: Collective Worship provides regular opportunities for children to reflect on the Christian faith, deepen their understanding and grow spiritually. There is opportunity for mindfulness meditation & reflection too.</p> <p>6. Evaluation: We evaluate the effectiveness of our Collective Worship provision, taking into account feedback from children, staff and the local community to ensure ongoing improvement.</p> <p>Overall, our arrangements for Collective Worship provide opportunities for spiritual development, reflection & growth while also reflecting our school values and Christian character.</p> <p>h)</p> <p>Religious Education: https://www.claypoleprimary.org/religious-education/</p> <p>i)</p> <p>Relationship with the LDBE (Lincoln Diocese Board of Education)</p> <p>Working with Lincoln Diocese Board of Education (DBE) enhances our school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish in numerous ways, including the following:</p>
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	<p>1. Promotes fidelity to the school's Christian foundation and vision: Working with Lincoln diocese board of education helps to ensure that the school stays true to its Christian foundation, values, and vision.</p> <p>2. Enhances the quality of Religious Education and spiritual development: The diocese board of education provides advice, support and resources to improve the quality of Religious Education in schools, helping students develop a deeper understanding of the Christian faith, and facilitating their spiritual and moral development.</p> <p>3. Emphasises pastoral care and the development of the whole person: Lincoln diocese board of education places an emphasis on pastoral care, promoting the development of the whole person and an emphasis on the personal, social, moral, spiritual, and cultural aspects of education.</p> <p>4. Provides opportunities for networking, development, and support: By working with the DBE we are part of a wider community of schools that share a common heritage, and as such, they have access to a wealth of support, networking and development opportunities.</p> <p>5. Ensures compliance with the Church of England's Educational framework: Working with Lincoln DBE ensures that our school meets the legal requirements associated with being a Church School, including the standards expected of Religious Education, Collective Worship, and the provision of Spiritual, Moral, Social, and Cultural Development (SMSC).</p> <p>Working with Lincoln DBE enhances our school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish, by promoting faithfulness to the school's Christian foundation, enhancing quality of Religious Education and</p>
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	<p>student's spiritual development, emphasising pastoral care, providing opportunities for networking, development, and support, and ensuring compliance with the Church of England's Educational framework.</p> <p>J)</p> <p>Relationships between school and local church[es]</p> <p>Our excellent relationship between our local church is one built on mutual respect, trust and collaboration. The church supports and upholds the Christian values and ethos of the school while the school is committed to upholding the mission and character of the Church. The Church is an active participant in the school's life, contributing to the provision of Religious Education, Collective Worship, our understanding of Spirituality and providing pastoral support when needed. The school, in turn, provides the Church with opportunities to engage with the local community and promote the Christian faith.</p> <p>This fosters a strong sense of belonging and shared values, promoting strong educational outcomes and holistic development for pupils and families.</p>
<p>Inspection Questions (IQ) : How then shall we live?</p> <p><i>(This information is central to the evidence-based judgements that the inspector makes. The sub questions are included to help ensure that the inspector and school leaders have enough evidence to answer the main IQs.)</i></p>	
<p>INSPECTION QUESTION (IQ)</p>	<p>IMPACT OF PROVISION AND SOURCES OF EVIDENCE</p>



<p>IQ1 What does the school's theologically rooted Christian vision look like in practice, and how do leaders know that it transforms lives? How does the trust's vision enhance this?</p> <p>a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that improves pupils' and adults' lives?</p> <p>c) How do school and trust leaders know that the school's work, driven by its theologically rooted Christian vision, makes a positive difference to pupils' and adults' lives?</p> <p>d) How does the vision of the trust cohere with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p>a) Vision expressed</p> <p>Our vision (and our 'strap' line '<i>Believe & Achieve</i>') and our values are expressed consistently by the daily actions of staff, pupils, governors and church representatives through their actions & words.</p> <p>https://www.claypoleprimary.org/visions-and-values/</p> <p>b) Living reality</p> <p>The vision is expressed, and understanding developed, through consistent actions of staff, pupils, Governors and the Church (including via Collective Worship, pupil reports to parents, our weekly newsletter, digital media presence and our 'Class DoJo' achievement rewards are linked to our vision statement. <i>We flourish when we help others flourish</i> (Jer. 29:4-7) - sense of 'Spirit of Service' is very important to us.</p> <p>The school staff work hard to engage with all parents to enable pupils to flourish through a range of effective mechanisms (including staff presence with parents daily, welcoming families into school, progress reports, newsletters, weekly communication, workshops, PTFA events,</p>
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	<p>Church-School links, the school website & digital presence, Collective Worship & celebration of authentic achievements.</p> <p>Mark 5, 1-20: <i>‘Flourishing is about life being the way it is meant. to be, in a relationship with God and with others; being allowed to be who you are, to grow, to learn, to love.’</i></p> <p>Leaders know the skills/strengths, development needs and aspirations of the staff. Progression is encouraged & support is given.</p> <p>Opportunities to grow:</p> <ul style="list-style-type: none">• Mentors;• CPD to better their knowledge (ie. well-being... NPQ courses...);• Sharing their knowledge with other staff;• Responsibility-risen through supporting other schools;• Listened to... everyone’s role is important. <p>c)</p> <p>How do we know?</p> <p>Monitoring visits, observations, learning walks, behaviour of our children, achievements & successes (academically, sport), attendance...</p>
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Christian distinctiveness is a standing item of Full Governing Board (FGB) agendas: encouraging their challenge & support on how the vision is evident within our school's provision. The school staff work hard to engage with all parents to enable pupils to flourish through a range of effective mechanisms (i.e. staff presence, communication, workshops, the school website, PTFA events, church-school links and a 'spirit of service' within our community).

(Mark 5, 1-20) Flourishing is about life being the way it is meant. to be, in a relationship with God and with others; being allowed to be who you are, to grow, to learn, to love.

The Governing Body schedule of work and allocation of roles and responsibilities provide a clear focus for members of the Governing Body in supporting the school in improvement. Training records and attendance at Governing Body meetings show the commitment of the board. Following visits, Governors provide high quality reports to inform the whole board of their support and challenge to school staff. *Proverbs 22:29, Do you see someone skilled in their work? They will serve before kings.*

The school 'motto' "*If you believe you will receive whatever you ask for in prayer*" (Believe & Achieve), Matthew 21:22 was chosen because the school leaders and governors are determined that all pupils and all



adults are given every opportunity to achieve well and to reach their full potential and also understand that this begins with them. Our 'spirit of service' is teaching our children the difference between having success & having significance. Consider *James 4:3 - "You ask and do not receive, because you ask wrongly, to spend it on your passions."*

The vast majority of parents are highly supportive, they select the school and are highly motivated for their children (noted in our July 2023 Ofsted inspection). This supports the school's ambition for each child to achieve their full potential and become global disciples of change who positively impact God's gift to us – the world.

It is evident that the vision permeates everything that the school strives to do. Leaders are very focussed on developing the whole child and the whole adult enabling all to flourish.

"Trust in the Lord with all your heart and lean not on your own understanding... He will make your paths straight." Proverbs 3:5-6.

Over time the school has earned itself an excellent reputation and parents from the surrounding area are keen for their children to attend. Parents appreciate all that the school does to support their children's efforts and they speak highly, not only of the academic work of the



	<p>school, but also of the way in which pupils are nurtured during their time at Claypole Church of England Primary School. Parents praise the family feel and the depth of which all staff know the children. We believe quality relationships and partnerships are a central element of interdependence: all are needed and valued and each person is important to the whole. In John 17, Jesus prays that all his followers may be 'perfectly one' as he and the Father are one.</p> <p><i>Corinthians 12:12-13 'The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. So it is with Christ. For we were all baptised by one Spirit into one body ...'</i></p>
<p>IQ2 How do school and trust leaders ensure and know that the curriculum is an expression of the theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision drive the whole curriculum?</p> <p>b) What does this look like in practice, and how do leaders know that it is having the intended effect for pupils?</p>	<p>a)</p> <p>Shaping curriculum</p> <p>We review our curriculum each year to ensure it is appropriate for our school community. Our Curriculum is rooted in our vision and meets the needs of all children, ensuring progress, high standards and challenge at all levels including for our most able, and disadvantaged and vulnerable pupil groups.</p> <p>What do we want for every child?</p> <p>✓ To leave this school with a lifelong love of learning.</p>



c) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?

- ✓ To want to know “Why”- to be curious as to how the world works.
- ✓ To know what the world looks like & where things are.
- ✓ To know why things happen.
- ✓ To know why we are who we are.
- ✓ To be confident enough to grab opportunities if they come their way – not to be scared to have a go and fail.
- ✓ To leave school having found their talent.

We want them to look at the world and be thrilled by it: to see its beauty and feel its power. We want to give children an opportunity in life to achieve their potential and to have a love of learning. We believe that a child has more than one chance in life – by giving them that love of learning, an enquiring mind, awe and wonder... then they can achieve.

This is in keeping with the Church of England Vision for Education: *‘enabling children and our community to flourish as they experience our education for wisdom, hope, community and dignity’* preparing the children to use their gifts and abilities effectively beyond our school.



How can we give children a love of learning?

- ✓ An exciting curriculum that inspires children and drives aspiration;
- ✓ Quality, inspirational teaching;
- ✓ Teaching that challenges them and pushes them;
- ✓ Teachers that don't make up excuses for them;

All in an environment that is inclusive, caring, challenging but fair, compassionate and forgiving, and where everyone is treated with respect. We strive to provide a stimulating and challenging learning environment. We believe that our holistic approach to developing children academically, spiritually and personally provides every opportunity for each pupil to achieve their full potential.

High expectations and high-quality learning experiences based on individual needs enable every child to feel valued and to be and do their best. We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum within our caring Christian values & vision and our community. This is evident in our National



Assessments each year: <https://www.claypoleprimary.org/national-assessment/>

Our vision is at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. This extends across the life of our school - with children (and families) involved in:

- Seasonal Fayres;
- Trips & residential opportunities;
- Extra-curricular opportunities;
- Young Voice concert;
- Lancaster Grange Residential Care Home;
- Applying knowledge from learning from people in our curriculum;
- Sporting successes;
- Pupil Parliament Committees (Junior Leadership Team);
- Charity;
- Community events.

We have an active Pupil Parliament who act as a Junior Leadership Team to help bring to life our vision & development foci <https://www.claypoleprimary.org/pupil-parliament/> in school and beyond.



Leaders empower staff and children to serve others around us and our local community. Children develop and grow as active, global disciples through the responsibilities given to them in class and around school. We have a 'Community Committee' as part of our Pupil Parliament Their work has involved making meaningful links in our community and developing a spirit of service - *"It is more blessed to give than to receive."* (Acts 20:35) - not for a reward or for a 'insert-special-day,' but because it's the right thing to do.

<https://www.claypoleprimary.org/courageous-advocacy/>

- Lancaster Grange Residential Home;
- Community Litter Pick;
- Village trails (scarecrow, live Advent calendars...);
- Charity work;
- Learning 'from' key people & courageous advocates.

Everyone is reminded daily of their worth and significance in our community. As a school, we offer specific support for children identified through our on-going assessments (inc. pastoral needs). We also support children at key transitional phases (inc. nursery/EYFS and Year 6/7) in readiness for the next phase of education and to support them in making this transition successfully.



The Lord says, “Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.” Isaiah 41:10.

We actively encourage all children to have high expectations of themselves, their achievements and aspirations so that their hopes and dreams become a reality; and so that they seek validation from within - not relying on/needing the validation of others.

All staff understand the importance, not only of high academic achievement, but also of developing ‘the whole child.’ We learn ‘from’ courage advocates and key people within our curriculum and the reason/importance of the learning is shared with the children.

Proverbs 22:6 ESV “Train up a child in the way he should go; even when he is old he will not depart from it.”

Staff set high expectations for all groups of learners no matter what their starting points. Every child is expected to meet his or her full potential. At very least, every child is targeted to achieve a minimum level of ‘expected’ in line with the Church of England’s vision for education: *‘I have come that they may have life, and have it to the full’* John 10:10.



	<p>b)</p> <p>Spirituality</p> <p>Opportunities to explore SMSC are identified in planning, across all subjects, in order to ensure that the spiritual needs of all groups of learners are met and evident across all areas of the curriculum.</p> <p>God equips His people “<i>for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.</i>” (Ephesians 4:12–15).</p> <p>c)</p> <p>Impact on pupils</p> <p>Progress, evidenced by rigorous teacher assessment and school data, is developing across all curriculum areas. Children are used to carrying out ‘peer to peer’ discussion and assessment as part of their learning and use this to improve their work. This is embedded throughout each phase. Further examples inc:</p> <ul style="list-style-type: none">● behaviour logs;● Visitor soundbites;
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- Attendance (in school, clubs, events);
- Quality of work [learning behaviour];
- Successful assessment results (above Local & National).

Children in all phases are used to discussing ethical issues as part of their everyday learning and daily routines. Visitors to the school (including those in a monitoring capacity) make comment about the pupils' ability to articulate their feelings.

"We come not to be served but to serve (Mark 10: 45): how we act in our lives and daily enables us to follow in the footsteps of Jesus.

d)

Vulnerable/Disadvantaged

All children are tracked. A register of 'key groups' identifies key aspects we as a school wish to monitor and improve/impact on beyond academic achievement for our vulnerable/disadvantaged children.

Carefully chosen knowledge statements (MNK: My New Knowledge) are provided for all pupils in every lesson. This is effective in adapting the teaching to enable all pupils within a cohort to access the curriculum and NC requirements. Vulnerable pupils are given appropriate support,



	<p>scaffolding and encouragement. Intervention strategies are used to good effect.</p> <p><i>“Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.” Proverbs 3: 5-6.</i></p> <p>Many of our children are asset rich and time poor - it’s important for us to be able to give children ‘time’ - not just in their learning - but also to talk, listen, think and be heard. An example beyond our curriculum of an initiative we have designed in school is R-Time: https://www.claypoleprimary.org/pshe/</p> <p>Information on Pupil Premium: https://www.claypoleprimary.org/pupil-premium/</p>
<p>IQ3 How do school and trust leaders ensure that the spiritual life of the school is enriching the lives of pupils and adults? How does daily collective worship contribute to this?</p> <p>a. How do the theologically rooted Christian vision, the Anglican/Methodist foundation of the school, partnerships with the DBE and/or MAST, and partnerships with</p>	<p>a) Worship & Spirituality</p> <p>Collective Worship is daily. Themes are carefully planned out according to our vision and values: https://www.claypoleprimary.org/collective-worship/</p> <p>Our Collective Worships at Claypole Church of England Primary School reflect our religious and cultural learning, our Christian values, our ethos</p>



parish/local church/es cohere to shape worship and spirituality in the school?

- b. In what ways does the worship life of the school include everyone, inspiring and enriching pupils and adults in their daily lives?
- c. In the context of the school as a Church school, what do pupils and adults understand to be the meaning and purpose of spirituality and spiritual development?
- d. How is this reflected in all areas of the work of the school?
- e. How does the trust contribute to the school's worship and spiritual life?

& theologically rooted vision. This includes national and internationally celebrated religious events, liturgical days and other notable national/international days/events. We are lucky to be joined by local church representatives for Collective Worship. We also have an extended Junior Leadership Team (Pupil Parliament) with a committee of children responsible for planning, preparing, delivering and evaluating Collective Worship. Collective Worship is planned and focuses on a different Christian value each half term with links to key aspects of our vision. Additionally, our Collective Worship recognises the need to respond to and discuss world events as they occur. We start with a 'big' question which is explored. There is time for guided meditation and quiet reflection. Collective Worship allows for opportunities to enrich our understanding to relate to ourselves, others & the world (by exploring, reflecting & responding).

<https://www.claypoleprimary.org/spirituality/>

b)

Partnerships

Local church representatives are actively involved in the delivery of worship and follow our planned themes. Prayers are said daily, whether this be spontaneously, chosen by children in Collective Worship, lunchtime and end of the day prayer. Our collaboration (GRACE Schools)



have a 'Church Schools Advisory' for the DBE as a member who supports schools.

c)

Worship

Prayer is invitational, daily and focused on values underpinned by the teachings of Jesus. Prayer is a natural part of all school worship because we know that, '*the Lord is near to all who call on him, to all who call on him in truth.*' Psalm 145:18.

Children, staff and parents are offered opportunities to explore the relevance of teachings in today's world, particularly through 'big questions' and their input being valued during Collective Worship time. A well planned and delivered worship schedule ensures children have opportunities to grow spiritually (Psalm 119:105), and develop a knowledge and understanding of liturgical traditions and the Church year, ensuring that the Trinitarian nature of God is featured and explored regularly. It's a time for prayer and reflection. As a result, it is relevant, meaningful, inclusive and inspirational to both children and adults alike. Collective Worship brings together the work of the school and demonstrates the Christian ethos and distinctiveness of the school. It is a



	<p>celebration of all that we do in the name of God. Children talk enthusiastically and freely about the time they spend together in worship.</p> <p>Focus areas are in each class where children can be still and reflect.</p> <p>Each week a Collective Worship is shared on our YouTube channel for our school community to be engaged with & follow. This began during the pandemic and has continued since - being of value to our families.</p> <p><i>1 Peter 5:8-9, '...standing firm in the faith, because you know that the family of believers throughout the world is undergoing the same kind of sufferings.'</i></p> <p>Collective Worship in Claypole: https://www.claypoleprimary.org/collective-worship/</p> <p>Schools YouTube channel: https://www.youtube.com/channel/UC_JipkHxVps_wrgSm7eIVNg/videos</p> <p>d) Understanding of Spirituality</p>
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	<p>We are highly effective in providing opportunities for all pupils and adults to grow spiritually through links with partnerships and we provide opportunities for children and staff to attend church services and collaborative events, supporting a range of charities as chosen by both children and staff and ensuring that mental health and wellbeing for all is at the forefront of all that we do.</p> <p>Our shared understanding of spirituality allows for consistency: https://www.claypoleprimary.org/spirituality/</p> <p>The children best understand this through the metaphor of ‘window, mirrors & doors.’</p> <p>This is enhanced through our understanding of ‘fruits of the spirit’ and Proverbs 26:27 - <i>‘a stone will come back on him who starts it rolling.’</i></p> <p>Our curriculum matches this: https://www.claypoleprimary.org/curriculum-overview/</p>
IQ4 How do school and trust leaders ensure that, as a result of the theologically rooted Christian vision, the wellbeing of all within the school community is a formational factor in policy making and practice?	<p>a)</p> <p>Live well...</p> <p>Children and staff are given the opportunity to explore and reflect upon their own beliefs as they learn about those of others whether these be</p>



<p>a. How does the theologically rooted Christian vision drive the policy and practice of the school in relation to the wellbeing of all pupils and adults?</p> <p>b. How is enabling good mental health for all central to this?</p> <p>c. 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>d. How does the trust contribute to the wellbeing of all within the school?</p>	<p>religious or otherwise. This helps our children and staff flourish as we respect everyone around us and walk side by side as disciples of change in our society following God's footsteps. Our planning (curriculum & Collective Worship) includes learning from key people/courageous advocates which have been carefully selected to include people from different backgrounds, times, ethnicities, living and past..</p> <p><i>Leviticus 26:12 '... and I will walk among you and will be your God, and you shall be my people.'</i></p> <p>This encourages our children to develop a fascination with other people in the world around them, learn from them, realise that there is a world beyond Claypole... and we can all have impact on God's gift to us: our world!</p> <p>The Curriculum encourages our school community to care for our environment as we become disciples of change, able to really make a positive impact on the world around us.</p> <p><i>'Our help is in the name of the Lord, the Maker of heaven and earth.'</i> Psalm 124: 8.</p> <p>Through extra-curricular opportunities and the curriculum our children and staff strive to make positive change on our environment around us,</p>
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helping us to be guiding lights to all around us and beacons of hope for our communities guided by God's spirit and love:

- Pupil Parliament Committees;
- Equal opportunities to take part with all year groups involved;
- Letters written to companies on big issues (inc. palm oil...uses of plastics... pollution...);
- Focus on the environment based on texts used as we show that we care and follow in God's footsteps, developing the confidence to raise awareness and become passionate about current affairs and real-world issues.

Children have also explored religious worldviews regarding the environment as they try to answer big questions in RE with a particular focus on living a good life. The Bible says, '*I can do all things through him who strengthens me.*' Philippians 4:13. Children are confident to speak out, share their opinions and their own values as they are encouraged to develop the wisdom to make their own judgements, choices and decisions. As stated in our vision, we give our children exceptional experiences, everlasting knowledge and equip them with the skills needed to make good judgements for the greater good, guided by God's patience and love. Pupils are interested in exploring, improving their understanding of different faiths and really appreciate cultural diversity.



b)

Impact on policies

Our Behaviour Policy is revisited every academic year with all stakeholders having their input ensuring that everyone has a voice and as a school we have a consistent approach/understanding. It focuses on positive behaviour and outcomes.

Philippians 4:4, "*Rejoice in the Lord always.*"

‘DoJo’ points are awarded against our vision with digital notes attached for parents to understand what the ‘reward’ was for. We are developing a deeper understanding of ‘spirit of service’ and an understanding of the consequences of their behaviour and actions. We encourage hard work, working together, self-reflection, self-esteem and self-worth, the drive to make a difference and work together to become disciples of change (1 Thessalonians 5:11)... therefore encouraging one another and building one another up, just as you are doing.

Opportunities and enrichment activities for everyone in our school community are readily available and enable them to serve our community which involve school trips, visitors, performances, national occasions, volunteering and working together effectively.



	<p>All statutory policies are in place. https://www.claypoleprimary.org/policies/</p> <p>c) Mental Health</p> <p>Schools approach & understanding of wellbeing: https://www.claypoleprimary.org/wellbeing/</p> <p>d) Difficult times</p> <p>To reduce barriers so that everyone can flourish, the following levels of support are in place:</p> <ul style="list-style-type: none">● Universal support: To meet the needs of all our pupils through our overall ethos, school values and our wider curriculum. For instance, developing resilience for all;● Additional support: For those who may have short term needs and those who may have been made vulnerable by life experiences;
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	<ul style="list-style-type: none">● Targeted support: For children who need more differentiated support and resources or specific targeted interventions such as referral to wider professionals. <p>Children know who their trusted adults are they can talk to. Families know school can provide support (either internally or can signpost/source support).</p> <p>We believe that teaching about mental health and emotional well-being as part of a comprehensive PSHE, RSE & R-Time curriculum is vital.</p>
<p>IQ5 How do school and trust leaders ensure that, as a result of the theologically rooted Christian vision, there is a culture of love, compassion, justice, responsibility, and forgiveness?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in a culture of dignity and respect, by shaping policies and practice in relation to, for example, admissions, inclusion, diversity, equity, and school exclusions?</p>	<p>a)</p> <p>Impact on policies</p> <p>Our Behaviour Policy is revisited every academic year with all stakeholders having their input ensuring that everyone has a voice and as a school we have a consistent approach/understanding. It focuses on positive behaviour and outcomes.</p> <p>Philippians 4:4, "<i>Rejoice in the Lord always.</i>"</p>



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

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Opportunities and enrichment activities for everyone in our school community are readily available and enable them to serve our community which involve school trips, visitors, performances, national occasions, volunteering and working together effectively.

All statutory policies are in place.

<https://www.claypoleprimary.org/policies/>

Positivity

Our vision as a school enables our children to develop positive relationships that balance individual freedom and rights, with responsibility towards others by nurturing global disciples who positively



impact God's gift to us – the world. The children actively share their view, participate and truly believe their voice matters and is heard.

b)

Justice & courageous advocacy

This culture encourages our children to share their views, access content on current affairs as we discuss these readily in school to meet the needs of our children and develops a sense of justice and courageous advocacy, thus enabling pupils to make ethical choices and to be disciples of change in our society today. They develop confidence, self-worth and know that they are valued individuals that have daily worth and significance in our school community and beyond. Children enjoy debating and having spirited discussions with one another, they are consistently able to draw on their own experiences and prior knowledge so that their points are backed up by sources of information. This has demonstrated engagement with the fundamental British Values but has also shown their developing understanding and appreciation of a wide range of cultural influences, diversity, a range of world faiths, that are essential elements that they will encounter as they move through life as disciples in modern Britain. Children are confident, engaged and curious learners as a direct result of their experiences at the school. Children at the school are curious and have a genuine love of learning.

Spirit of Service a SDP focus for 2024-25



'For nothing will be impossible with God.' Luke 1:37.

C into d)

Example of important partnerships

The school community demonstrates empathy for others in many ways. They are inspired and challenged to achieve their full potential both and flourish in their academic pursuits and in their support for their peers and adults. Children say that they feel a connection to the world around them and they know about the world beyond the school and the UK.

Examples inc:

- Relationship with residents at Lancaster Grange;
- Supporting young homeless people with The Emmaus Trust;
- Learning from and giving back to charities (i.e. RNLI).

There is a very strong sense of needing to care for others.

John 13:34-35 - A new commandment I give to you, that you love one another, just as I have loved you.

Galations 6:10 - So then, as we have the opportunity, let us do good to everyone.

Safeguarding is taken very seriously and there is a cohesive and collective approach to keeping everyone in the school safe as per the latest DFE



	<p>KCSIE document. Time and effort is put in to develop the knowledge skills of each staff member and they are appropriately supported, feel valued, heard and have the opportunity to flourish. We are an 'ambitious school'. There are high expectations of staff and pupils in respect of effort, progress, achievement and behaviour. Work on inclusion is a focus right across the curriculum and all phases of the school. Children are given many opportunities to perform in class and in presentations to the whole school community. Every member of the school is important to the day to day operations. Staff know their pupils really well and how they can best help them in their learning. Appropriate training supports this aspect of the adults' work. Pupils know that the adults care about them and children know who to talk to if things are not going well. Parents know that the staff often go 'above and beyond' that which is expected of them in order to support individuals and groups of learners. Responses to parent surveys indicate that children feel safe, know that they are well cared for and enjoy coming to school.</p>
<p>IQ6 With reference to the expectations set out in the Church of England Statement of Entitlement for Religious Education, how do school and trust leaders ensure that religious education is effective?</p>	<p>The curriculum is relevant and includes key world faiths. It meets statutory obligations. Planned in conjunction with the Lincolnshire Agreed Syllabus with guidance & support from LDBE.</p> <p>RE Leader attends cluster meetings and training provided by RE/Church School advisors, and feeds this back into school CPD (continued</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 all staff has an impact on the effectiveness of the curriculum?</p> <p>d. In a (former) voluntary aided school, or in a former voluntary controlled school in which denominational religious education is taught, what is the quality of teaching, learning, and pupil progress through a balanced and well-structured religious education curriculum?</p>	<p>professional development). CPD is planned and revisited with formal & informal monitoring and impact measures between CPD sessions.</p> <p>RE is progressively planned as a deep and rich curriculum taught through school – LAS Syllabus and Understanding Christianity. Curriculum is based on key knowledge and is equally balanced between theological teachings and thinking skills.</p> <p>Children feel safe to discuss religious, spiritual and challenging ideas and sharing their own values in a safe space.</p> <p>Assessment practices enable staff to know that teaching and learning in RE is good with a balance between substantive and disciplinary knowledge: PreAssessment and Final Written Piece of Assessment.</p> <p>Well-resourced RE (artefacts). Staff are consulted and planning scrutinised to ensure relevant resources are available.</p>
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