

# Ongoing SIAMS Self-Evaluation Template

## Introduction

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

## School's theologically-rooted Christian Vision

Our school vision, which is threaded through all aspects of school life, is:

- With God's love, we can fly.
- We aim high and embrace life in all its fullness.
- "those who trust in the Lord, will soar high on wings like eagles." - Isaiah 40:31

Christian values are at the heart of our teaching and learning and we encourage all of our children to put these values into practice in every aspect of school life. Our values are: Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect, service, thankfulness, trust, truthfulness



## Inspection Conversations: Context

### Who are we?

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

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?

Huxley CE Primary school is small rural, voluntary controlled school with a PAN of 7 and whole school pan of 49. We currently have 35 pupils on roll with 2 pupils having a trial next week with a view to start immediately and another 2 pupils aiming to start in January (relocating to the area before Christmas) so it is looking like 39 in January

We have two classrooms, an EYFS/KS1 outdoor area, a school hall, an intervention room and a break out space in a corridor. We also have an outdoor classroom and reading caravan.

The element that characterises our school is our flexi-schooling offer but also our nurturing and supportive approach to education. Many of our children have additional needs or require a very different approach to education. Our flexi schooling offer enables us to educate children who may otherwise not been in school.

Of our 35 children, 83% (29 children) are flexi schooled with the remaining 6 children (17%) being full time pupils.

- 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?
- Does the school have any other links or partnerships?

Our flexi schooled children have the option of attending more than the set 3 days (Tuesday-Thursday) and currently we have 27% of the children who attend an additional fourth day.

Our school has gone from 4 children in September 2020 to 36 children since flexi was introduced with more and more interest each day as word spreads and the approach is more widely understood and acknowledged.

Whilst flexi schooling has always been available as an option in schools, in my opinion, I think that it works best when fully embraced by a school. This obviously takes time to develop and embed but works well when you have so many on this route. We currently have 83% on the flexi route.

Flexi schooling can be a long or short-term arrangement. A common misconception however is that it is only about 'converting' children to full time education. Whilst it might be the intended outcome for some children who have previously been in school and were at risk of Emotionally Based School Non-Attendance (EBSNA) and are trying to reintegrate, this is not the reason for flexi schooling as a whole.

Some of our children naturally move to four or five days (in fact we have 27% of our children are now on a 4 day flexi route) however for me it is about embracing the partnership between home education and formal schooling which is what is needed for a variety of reasons. It is not an approach for everyone but I believe it meets a 'gap in the market' so to speak. It provides a different, innovative and brave approach to education that is needed in current times to support the needs of our community.

The number of families who are choosing to leave mainstream school and embark on home education is increasing and this was reflected in Amanda Spielman's speech at the Association of School and College Leaders Annual Conference March 2022. Many parents feel that they have no choice but to remove their child from education due to unmet need or children being unhappy in school or simply being unable to cope with long periods of time in a classroom environment. But in my eyes, it doesn't have to be all or nothing, flexischooling can be that middle ground between full-time school, and home, education.

In the current educational landscape there are so many concerns around the number of children missing in education, around the lack of provision for children with SEND, lack of places in special schools etc- many of our children don't need special provision but 'normal' mainstream schooling isn't working for them. I often say **we are not a special school, but we are a school with a special approach.**

Our school was graded as Inadequate in March 2022. Issues with governance formed part of the reason why the school was graded this way but the curriculum and impact of the curriculum was also highlighted as an area for development. This was due to the school only really starting the approach in the form it is today, in September 2021. The majority of our pupils had not even attended a school setting prior to September 2021 and so when we were inspected in March 2022 the flexi-schooling approach was very much in its infancy and although some subjects were recognised as 'gaining traction' others areas needed much improvement. As well as this, our children took time to settle into a more formal education model and with so many with additional needs in terms of social, emotional and communication needs, these needs needed to be met first. Subject leaders at the time were unable to discuss their subjects and the impact of the curriculum (one of the two members of teaching staff only started the week Ofsted arrived).

The school has however been on a journey of rapid improvement since March 2022 and we were revisited in July 2023 as part of a monitoring visit and the improvements were recognised within the report produced. Comments such as-

'You have meticulously designed the overall curriculum to take into account the unique context of pupils at the school. This has given much needed structure and purpose to pupils' academic diet. Pupils who are flexi-schooled access the same curriculum as those who attend school full-time'

'You have further set about ensuring that the curriculum is suitably broad and ambitious. Pupils now benefit from learning the full complement of national curriculum subjects. You have made sure that teachers have received sufficient guidance to deliver the curriculum well'. We are dedicated to ensure that our children 'soar high on wings like eagles' and 'embrace life in all its fullness' to ensure that this happens it was vital to ensure that these children felt, safe, secure, understood and loved. Without these key elements embedded. Children find learning hard and developing a love of learning is lost. We have worked hard to ensure that our children know they are cared for, understood and loved within our school community. We embrace children's uniqueness and demonstrate high levels of respect and understanding for one another across our whole school community- staff, pupils and parents.

In September 2023, we were extremely pleased to find that we were accepted to be part of the Chester Diocesan Academies Trust (CDAT) and we are excited about how the school will

	<p>develop and flourish within this family of schools. The conversion is planned for February 2024.</p> <p>As a school we have strong links with our community both locally but also wider. Due to our pupils travelling a long way to attend Huxley, they do not live in the locality. Despite this we remain a village school and have close links with St Peter's in Hargrave. As part of our wider community links we take part in Care in the Community projects as discussed below.</p>
<p><b>What are we doing here?</b></p> <p><i>(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</p> <p>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><i>Shared on all correspondence, emails, newsletters, display boards and Worship Tree, in class Prayer spaces, within Worship</i></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><i>Parents/Carers select Huxley school due to its provision, and nurturing yet high aspiration ethos. The school has been commended for its care to ensuring all pupils, including disadvantaged and SEND achieve their fullest potential.</i></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><i>Due to the position of the school- being placed in category in March 2022, the school has been put into measures. Following a direction made by the Regional Director (RD) for our area, our school will be converting to academy status and joining the Chester Diocesan Academies Trust (CDAT) in February 2024</i></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><i>Due to the position of the school- being placed in category in March 2022, an IEB was put in place. Originally comprising of five members, one being the School Effectiveness Officer -Chester Diocese.</i></p>	<p>Please read blue text to the Left too.</p> <p>Our Christian vision, which is threaded through all aspects of school life, is:</p> <ul style="list-style-type: none"> <li>• With God's love, we can fly.</li> <li>• We aim high and embrace life in all its fullness.</li> </ul> <p>Our school vision bible verse-</p> <ul style="list-style-type: none"> <li>• "those who trust in the Lord, they will find new strength. They will soar high on wings like eagles."- Isaiah 40:31</li> </ul> <p>Our Christian Vision drives the work that we do at the school and forms the 'heartbeat' of our community. We are passionate in ensuring education- access for all; being inclusive in our approach to educational support and delivery within the community that we serve. This not only includes our pupils but also our staff and families. The whole school community live and breathe our vision and values.</p> <p>Isaiah 40:31 contains a great promise of strength. We work with our children on developing and building up strength in the face of adversity and we provide them with the tools to build resilience in their approach to not only school, but all aspects of life.</p> <p>Within this bible reading, the Israelites who first received this promise were worn out from their hardship, having lived in exile in Babylon for several decades and their perspective was darkened by despairing thoughts: "My way is hidden from the Lord, and my right is disregarded by my God" (Isaiah. 40:27). They thought God either couldn't help or didn't care. Even though this vision has been part and parcel of the school for a long time now and the school has been here in Huxley, as a village school for 170 years, the vision remains the same. The reason I kept the same vision for our school is that I felt it now it has an even greater</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?

*The IEB have a deep knowledge and understanding of the school and school community. Ofsted 2023- monitoring visit- You have worked closely with members of the IEB and staff to develop a clear vision for the school. Staff fully understand the part that they will play towards realising this vision. You have made sure that all members of the school community, including parents and carers, are fully on board.*

*Ofsted 2023- monitoring visit- Members of the IEB use their expertise to maintain a sharp focus on your actions to improve the school. They provide appropriate challenge and support to you and other staff.*

- g) What are the school's arrangements for collective worship? Why are these arrangements in place?

*The school follows a Collective Worship programme that includes Class, Whole School and weekly worship with Rev.Rhodes. Collective Worship provides opportunities to develop pupils' understanding of the school Values, current local, national and global events, the Anglican calendar and charitable opportunities. Collective Worship provides time for singing and appreciation of music, still time and reflection, prayer, scripture and story and celebration. Parents attend seasonal collective worship at our church such as Easter, Harvest and Christmas*

- h) How is religious education structured and organised? Why have these decisions been made?

*The school is currently reviewing the RE syllabus. Currently we are following the follows the locally agreed RE syllabus which is supplemented by additional SOW materials. Our RE leader is currently off on maternity leave but her cover is picking this up in her absence. She is planned in to engage in a number of local RE network groups to look into developing the curriculum so that we can maximise using Questful resource whilst staying within LA requirements \*academisation impact to be considered too.*

- 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?

Not as yet, in the trust but due to convert 2024

*CDAT vision and values completely aligned- Rooted in Christian values, CDAT is committed to:*

- *Valuing the uniqueness of every child*
- *Aspiring to excellence*
- *Being a nurturing learning community for all*

*Jesus said, 'I have come in order that you might have life—life in all its fullness' (John 10:10). As a Trust, their overarching aim is to ensure that all pupils are able to benefit from and enjoy 'life in all its fullness.'*

significance and relevance with the community that we currently serve. It has taken on a different perspective.

Isaiah uses the words 'faint' and 'weary'. The Israelites were exhausted and burdened from the circumstances of life. They weren't just weak in body, but weak in spirit. This is of particular relevance to the children and families we serve. Many of our children and families were at this point when they started with us. At a point at which they felt 'weary'; they felt that they needed direction within their child's education and whether they are practising Christians or not, the guidance and support was so desperately needed for so many. Some parents had become disillusioned by the education system, others felt that they had been let down. Our parents feel so strongly about the need for a 'different' educational approach for their children- Parental feedback illustrates this well-

*'Their level of understanding of all aspects of mental health is what initially prompted the move, however they became so much more. They promote individualism and encourage children to be their authentic selves whilst having high expectations of them too. All children feel safe, seen, heard and respected at Huxley. I believe it is this nurturing environment that allows our children to reach their potential.*

*'I can't tell you what a relief it is to finally see my child excited about school again.'*

*'You have transformed my child's educational experience. Thank you so much'*

These few examples alone illustrate the strength of feeling behind the motives of our parents to enrol their children at Huxley.

We also believe our vision is very fitting for our children who needed (and continue to need) so much emotional support and guidance on starting with us. Isaiah 40:30 states "even youths shall faint and be weary; and young men shall fall exhausted". Outlining that even people in their 'prime' and in perfect health, can grow weary and will have limits. Whether they were children where needs were not being met and they were at risk of Emotionally Based School Non-Attendance (EBSNA) or they were children who had never been in a place of formal education before, they needed support, nurture and guidance to help build strength to 'aim high' and resilience to 'fly' and achieve, enabling our children to be the best they can be and 'embrace life in all its fullness'. We have many children who have experienced trauma or school anxiety. They need constant reassurance that as a school community we care and understand them. In our recent pupil survey 100% of our children felt safe in school and 93% said they felt 'understood' at Huxley.

As a staff, we now also see a renewed strength, as a school with our new approach, we feel that it is almost like a new school and we are excited about the new direction the school is moving



<p>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?</p> <p>The school GB did previously include the incumbent and a Church Warden but since the IEB have been in place this support has come directly from the Diocese instead. We have, as a school, had a lot of support from the Diocese over the past two years, both through SCC, IEB, and for HT wellbeing support. Our children travel a long way to be at Huxley and so many attend their own churches within their areas however we are developing links with our own church all the time. We take part in some of the church led activities and Rev. Rhodes works closely with the school community- having her own child here at Huxley also. We have had members of the parish in school supporting or attending our termly Community Coffee Morning. Our chair currently attends PCC and PC meetings on behalf of the school.</p>	<p>in. We are proud to serve the community that we now have. One, as mentioned earlier, of children who otherwise may not be in formal education.</p> <p>Isaiah continues to respond and explain the strength of God- You may grow faint, but God doesn't. God is an endless source of strength, and he gives it generously' "He gives power to the faint, and to him who has no might he increases strength" (Isaiah 40:29)</p> <p>God is not too great to care, he's too great <i>not</i> to care. This reflects our service to our school community, we care as He did. We support our families as we believe God would want us to.</p> <p>Our Christian vision permeates all aspects of school life. Our children and families wellbeing is our utmost priority.</p> <p>We are an inclusive school, where everyone has a valuable contribution to make to our school community. We recognise and appreciate that for many of our families, Christian faith is important whilst others may have other faiths or none. We are a Church of England school and therefore much of what we do is influenced by the Christian faith.</p> <p>Our School Values, based on Christian principles are embedded and reflected in all that we do. Christian values are at the heart of our teaching and learning and we encourage all of our children to put these values into practice in every aspect of school life. Our values are: Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect, service, thankfulness, trust, truthfulness. They align with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our PSHE curriculum works alongside our RE curriculum to embed these principles even further. Whilst we focus on all twelve principles, we focus on one in depth each term and explore this through our worship and classroom discussion.</p> <p>Our Christian ethos, vision and values are considered in all decision making and is reflected in planning, policies and procedures throughout the school. We adopt a trauma informed approach to our behaviour management and use language of growth mindset and use strategies for perspective building to help</p> <p>In the Bible, John 10 vs 10 tell us that Jesus said "I have come that they may have life in all its fullness." Life in all its fullness is about living a varied and full life full of learning, growing, supporting, finding joy and excitement and caring for each other. At school we aim to help each other to learn how to do this- this includes staff, parents and children with their peers. We regularly acknowledge that is not always easy to live life in this way and so we help each</p>
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	<p>other with the challenges we come across in our school work but also in life in general. As a Church of England School we also look to Jesus to help and guide us. We have reflected on what “Life in all its fullness” means to us. Here are some examples of our reflections:</p> <p><i>‘Be there to help each other. If someone falls, we help them up’ – M, Acorns class</i></p> <p><i>“Make the most of your life, do your best, try hard at everything you do.” A, Oaks class</i></p> <p><i>“Do your best to do everything you can do, listen carefully and work hard.” O, Oaks class</i></p> <p><i>“Never give up, look for help in your friends and teachers. You can be resilient like our Huxley High 5!” P, Acorns</i></p> <p>Our original Christian vision was developed by staff, pupils, parents and governing body but it has been revisited, reviewed and developed further in light of the change in offer at Huxley more recently again</p>
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## 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>Our vision is embraced by all who work in and support Huxley. Our vision and values are expressed daily, by staff, pupils, parents and carers, IEB and our Church community. This is demonstrated within Collective Worship, Huxley High Five celebrations, within classroom discussion and approach to the whole curriculum too. Words of growth and strength are developed through our shared language of Growth Mind-set and in our behaviour policies and procedures.</p> <p>Our vicar, whilst not currently on our governing body, has a significant input to our school worship but also our overall ethos. She also has a child within our school who benefits from our vision and values first hand.</p> <p>We currently have an IEB in place however we hope to bring our incumbent back on to the board, as and when we have converted to Cheshire Diocesan Academies Trust (CDAT)</p>



<p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p>Our parents are extremely dedicated and highly supportive of our school and our ethos, vision and values; many of whom travel a long way for our provision (some travel up to four hours a day 2x 2 hour trips). They support the school's ambition for each child to aim high and live life in all its fullness. The school staff work hard to engage with all parents to enable pupils to flourish through a strong partnership of education for our children through Showbie (our online learning platform), coffee mornings, parents evenings, the school website and collective worship and activities, curriculum newsletters that involve/inform parents in learning that will take place such as 'Come Learn with Me' and 'Come Read with Me'. Parents are always invited to our church services at Easter, Harvest and Christmas as well as being invited in for the occasional shared worship too.</p> <p>The school has grown from 4 children at a point of consultation for closure to now having 35 pupils with more due to start shortly. The reputation is strong and the word is spreading especially within the home education community. We have had ten visits already for prospective Reception places for 2024 which is more than this time last year. All flexi places.</p> <p><i>Ofsted 2022- Pupils are happy and settled at school. They enjoy the opportunities to work and play in the extensive school grounds. They behave well. Pupils trust staff. They know that staff will look after them and listen to their worries. Pupils feel safe and free from bullying.</i></p> <p>Parents say that they have a real sense of belonging and often refer to the school as the 'Huxley Family'. Many really value to partnership in their children's education and parental engagement is high at events such as the Come Learn with Me sessions. Letters and feedback on termly questionnaires pay testament to the secure and highly effective learning environment that the school provides for the children.</p>
<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>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. All staff understand the importance, not only of high academic achievement, but also of developing 'the whole child'. SMSC is high priority at our school.</p> <p>Due to the nature of our provision children's on entry points vary vastly. Despite this, 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. Many of our children have skills and talents in other areas and these are nurtured and developed alongside the more academic of subjects.</p> <p>Vulnerable pupils are given appropriate support, scaffolding and encouragement. Intervention strategies are used to good effect across SEND and vulnerable pupils- this was highlighted as a strength within our send AUDIT (completed by SEND IEB member)</p> <p>Children in all phases are used to discussing ethical issues as part of their everyday learning and daily routines.</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>Visitors to the school (including those who put the school under scrutiny) make comment about the pupils' ability to articulate their feelings and how aware they are of the world around them.</p> <p><i>Ofsted 2021- Pupils are friendly, sociable and comfortable in the company of their classmates and adults. Many are very articulate. They can present their views about topical issues, such as the conflict in Ukraine, clearly and with conviction. They accept the differences between themselves and others, or alternative opinions, with respect and good grace.</i></p> <p>Progress, evidenced by rigorous teacher assessment and school data, is strong across all curriculum areas. Due to lower starting points, we have seen a vast progress data for some of our children. An example of exceptional progress was a child who joined us in Year 4, who was working towards year 3 in reading and maths and at year 1 in writing, in July of this year he gained Year 6 Expected Standard in Grammar, Punctuation and Spelling, writing and maths and achieved Greater Depth in Reading. Overall assessment data was very positive for our school last year. <i>See data overview</i></p> <p>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 the school.</p> <p>Data suggests that the vulnerable pupils are making good progress that is broadly in line with their peers. Our Ethos group work alongside our Incumbent and the Headteacher to help develop our Care in the Community projects as well as developing our school Christian ethos and vision projects. Last term the Ethos group helped make the Ethos video on our website and two of the older children also attended a course for pupils leading worship. They are delivering their worship towards the end of this autumn term. Another project the Ethos group will be doing this term is developing prayer. We have our school prayers and our dinner prayers but we also ask children to offer their own. They use the modelled examples often to form their prayers but we will that the ETHOS group can help support developing prayers. Alongside the HT they will explore current issues and develop 'talk points' in their classes.</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>There is a daily 'varied diet' of worship including worship in church, in school and in class. Worship includes singing and appreciation of music, still time and reflection, prayer, scripture and story and celebration. Our worship plans cover the 12 worship themes of our vision. A dedicated school prayer has been written by the pupils and closes our worship each day. This is always read by a pupil. The school prayer is displayed in both the entrance hall and on our worship table in the main hall.</p> <p>Focus Prayer and Reflection areas are in each class where children can be still and reflect. Prayer Trees are available in each class too.</p> <p>Prayer is a natural part of all school worship and this is sometimes scripted but there are also regular opportunities provided for spontaneous children's prayers which are usually shared at dinner times. Our pupils particularly like our prayer and 'still time' and engage well in group reflect and feedback sessions that we do with each member of staff.</p> <p>Children talk enthusiastically and freely about the time they spend together in worship.</p> <p>Our two volunteer readers are both Christians and part of the local community, they are a valuable resource who approach listening to vulnerable children read with patience and understanding.</p> <p>Our Year 6 children all attend the Year 6 Leavers Cathedral Service to celebrate our links with the Dioceses. Ethos group attended an online course run by Picture News about leading worship for pupils.</p> <p>Every class has a focused worship area in their classroom where they can be still and reflect. We also have an outside spiritual area where children are welcome to be mindful.</p>

<p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	
<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>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>As a school we think giving back is really important. We often talk about compassion and what this means in our actions- whether it is giving someone our time, our support or items of clothing or monetary support. Each half term we do a Care in The Community project- we have supported local and national charities and projects such as supporting charities (The Christie NHS Trust, Christmas Hospital Pyjama Appeal), raising awareness (National Autistic Society, British Dyslexia Awareness), Raise-a-smile cards etc.</p> <p>We also want to raise the aspirations of our children and awareness of overcoming obstacles- again in line with our vision- developing strength to be able to 'fly'. We have visitors in who have told their story of how they have overcome disabilities and/or seized opportunities when they were told they couldn't do things and proved people wrong who ever doubted them. Their stories have directly impacted many of our children and have definitely raised aspirations.</p> <p>We work very closely with our parents and every member of staff know each pupil and family well. We have open coffee mornings every 2-3 weeks which enable staff to meet up and talk to our parents in a more informal way.</p> <p>Our SENDCo and SEND provision is a strength. Each pupil is known by all staff resulting in early intervention where required and effective ongoing support – see external reports</p> <p>Leaders care about their staff wellbeing. Staff have access to an Employee Assistance Programme and workshops and teachers are enabled to have their PPA time at home. Staff wellbeing was a strength noted in both Ofsted reports in 2022 and 2023-</p> <p><i>Despite the significant changes that you have had to make, including raising expectations of how well pupils should achieve, staff morale is high. They value your consideration of their workload and well-being (2023)</i></p> <p><i>Staff feel well supported by the headteacher and appreciate that their workload is considered when introducing change. Staff are on board and keen to improve the school. (2022)</i></p> <p>The Head Teacher promotes healthy work-life balance and supports staff in achieving this by regularly reviewing teacher workload</p> <p>We have both Mini-Governors and ETHOS pupil groups who play an active part in our school. Both pupil and parent feedback is collated at the end of each term and published on our website and Facebook pages.</p>

	<p>We have a Play Therapist/counsellor who works with our children on a weekly basis as well as an employed speech and language support.</p>
<p><b>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</b></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>Policies and procedures reflect the school's Values and vision.</p> <p>The school has worked hard over time to forge very positive links with the wider school community although this continues to be developed as the school has changed so much over the years. With many of our children not being part of the immediate village and church community, this provides some challenges that we are still working around.</p> <p>The school community has been involved in the support of various charities as highlighted above and we are very proud of our 'Care in the Community' projects.</p> <p>Curriculum planning includes examining the relationship and connections between local and global communities.</p> <p>Pupils have access to 'out of school' activities. They are able to gain recognition for acts of kindness in the wider community and representing the school. They gain the Blue Huxley High Five badge- an example of this was one of our children donating her hair to charity and another represented the school in church at the Christmas readings event.</p> <p>Our children show enormous amounts of resilience and work hard to be the best they can be. Pupils say that they feel a connection to the world around them and they know about the world beyond the school and the UK. There is a very strong sense of needing to care for others. Children at the school are curious and have a genuine love of learning. They demonstrate empathy for others in many ways and this is often commented upon by external visitors to the school.</p> <p><b>Safeguarding is strong-</b></p> <p><i>The arrangements for safeguarding are effective.</i></p> <p><i>All staff, including those who are new to the school, have received relevant and upto-date training. This means that they know the signs to look out for that might suggest a pupil is at risk of harm. The systems for reporting concerns are clear and understood. Leaders' records show that timely action is taken no matter how minor an issue might initially seem. Leaders keep a close eye on pupils' attendance and typically take suitable action to make sure that pupils are not missing from education before they are taken off roll.</i></p> <p><i>Pupils learn how to keep themselves safe. For example, they know some of the risks that can come to the fore when working and playing online. (Ofsted 2022)</i></p> <p>There is a cohesive and collective approach to keeping everyone in the school safe and this remains a deep focus of our INSETs and is a standing item on our staff meeting agendas. Time and effort is put in to develop the skills of each staff member and they are appropriately supported.</p> <p>We work with our children to develop a list of 'What makes Huxley special' (this is an alternative to school rules and we use this as a discussion point for any behaviour incidents. We use Restorative Practice and a constant approach is delivered by all.</p>

	<p>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. We have our yearly, very popular, Huxley's Got Talent show too whereby any talent is celebrated not just singing and dancing.</p> <p>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.</p> <p>Pupils know that the adults care about them and children know who to talk to if things are not going well. Our pupils survey's demonstrate this strong feeling across our classes with 100% saying they feel safe in school, 100% saying they enjoy school, 93% saying they feel understood in school and 93% saying they feel proud of what they have achieved in school (Summer term survey 2023)</p> <p>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 100% would recommend the school to others.</p> <p><i>You have made sure that all members of the school community, including parents and carers, are fully on board. Those parents who responded to Ofsted Parent View, Ofsted's online survey, would not hesitate to recommend the school to others. They appreciate all that you and the staff do to meet their children's academic and wider needs. (Ofsted Monitoring Report 2023)</i></p> <p>Children support each other no matter what their race or religious beliefs. Children are confident, engaged and curious learners as a direct result of their experiences at the school.</p> <p>Our flexi children are well prepared for the next stage of their education however due to the lack of flexi secondary provision many return to home education after Huxley. However last year 5 out of the 8 year six children went on to secondary education (2 of which were flexi children) and two returned to home education. One child remains with us whilst he awaits a suitable secondary place (to meet his SEND needs)</p>
<p><b>IQ6</b> <u>Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)?</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>The RE curriculum is currently on the school development plan. It was highlighted at our staff curriculum review meeting at the end of the last academic year that we felt that the curriculum in its current form is not fit for purpose and our outcomes are not as strong in this area in terms of the childrens work but also the feedback from the children on this subject. Whilst it did meet the requirements and was delivered well (see monitoring) staff reported that they felt the current curriculum did not support their delivery either. The curriculum for RE is the only area that had not been brought in by myself when I started. All other curriculum areas were new SOW picked especially with our pupils, mixed age teaching and our unique provision in mind.</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>Our curriculum plan was devised by the previous staff and headteacher of the school which followed the LA scheme (currently also under review) and requirements of SACRE but was also supplemented by other materials. We are currently looking at moving over to Questful to facilitate the delivery of our RE, whilst still keeping to the statutory outcomes for your SACRE Syllabus. The RE lead and HT are due to attend a meeting with regards to this possible option for current VC schools.</p>
<p><i>The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.</i></p> <p><i>Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.</i></p> <p><b>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</b></p> <p>a) What is the quality of teaching?</p> <p>b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p>	<p>Huxley is Voluntary Controlled</p> <p>Converting to CDAT 1<sup>st</sup> Feb 2024</p>