*UPDATED: 14th November 2023*

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| School’s theologically-rooted Christian Vision  We aim for every child to have PEACE and the decisions we make are driven by five simple yet important words: Perseverance. Enjoyment. Awe and Wonder. Compassion. Excellence.  We have built our school values upon the scripture: 2 Corinthians 11:13  This scripture underpins our vision, not only for its mention of peace and therefore its link to our 5 values but also for the introductory reference to ‘Brothers and sisters…’ We want all our pupils to see each other as equals no matter of ethnicity, gender or special educational need – we are all made in the image of God.’  We believe that through the accumulation and application of knowledge and memorable, experiences that develop the whole child, then children are equipped to experience. | |
| Context | |
| Who are we? | Our school is a smaller than average-sized primary school (NOR 138) with seven single aged classes. We have excellent links with the local church, St. Mary’s, affirming our strong and supportive Christian ethos. We are a popular school with children travelling from out of catchment to attend.  Our governing body is comprised of an ex-officio governor and a local parish councillor. We also have governor members who attend church and who are active participants with DBE. We are committed to fulfil the Church of England’s vision for Education for all schools to provide an education that ensures pupils have ‘life in all its fullness’ John 10:10. We are proud of our local community and parish and we weave these links through our curriculum. We are extremely proud to be a Church of England School and have a close partnership with the Parish of St. Mary’s and the Diocese of Derby.  We are a majority white school (MEG = 7%) with a number of pupils from the traveller community (5%). We have a high number of pupils with additional needs particularly pupils who show signs of ADHD and ASD (53% of pupils with SEND). |
| What are we doing here? | At Coton our vision underpins our robust curriculum that prepares children for life in Modern Britain today. Our inclusive school aspires for every one of our pupils to not only be academically successful but ultimately, and arguably more importantly, both physically and mentally healthy. The well-being of our school and our school community is very important to us. Through perseverance in times of challenge we can succeed. Although academic success is important, we value most that our pupils revel in the awe and wonder of God’s creation. We wish for all our pupils to have compassion for others and live out God’s plan that he has for each of us.  Our vision PEACE summarises the key values. Children are challenged to strive for excellence in all they do so that they have opportunities to unlock their potential and flourish as individuals. |
| Inspection Questions (IQ)  How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)* | |
| Inspection Question | Impact of provision and sources of evidence |
| 1. How does the school’s theologi­cally rooted Christian vision enable people to flourish? | We understand that building knowledge is key but deepening of wisdom is what truly demonstrates flourishing. We use our vision of PEACE to underpin everything we do at our school. This is highly visible around school and children are able to articulate our values. becoming more confident in  We believe that unhappy children cannot learn effectively and we work hard to teach children to recognise their feelings and to learn strategies to cope and manage them in this demanding society. Our commitment to wellbeing is unwavering and the pupil questionnaire shows that 92% of pupils enjoy coming to school. The school goes above and beyond to support our pupils and staff to feel happy and comfortable in school.  Children are taught to **‘encourage one another’** and supported through a number of restorative interventions should they need extra support.  Our school behaviour policy is built upon **restorative** practice and teaches children how to resolve conflict and how to understand where it went wrong.  The rector offered Chaplaincy for staff to access should they want to access this. This provides stall with a spiritual outlet for support should they need it.  We are incredibly proud of Outstanding OFSTED judgment in June 2023 for Personal Development. This reflects the relentless hard work of the staff team in ensuring the pupils feel cared for, nurtured and safe. Our PSHE curriculum is a strength of the school. The subject leader has been involved in a recent deep dive activity with the School Improvement Advisor to scrutinise the PSHE offer. SMSC is the golden thread that weaves through our curriculum and daily offer. This curriculum area teaches children about emotions and how to regulate these.  Our governing body are actively involved in all that we do and rigorously monitor the impact of our provision. They look at how the school provides enriching, memorable learning experiences, through link visits with curriculum leaders. The foundation governor provides strategic challenge in meetings to ensure the school is embodying the Christian values. The Safeguarding link governor carries out thorough and rigorous checks ensuring all of our pupils and staff are safe. |
| 1. How does the curricu­lum reflect the school’s theologically rooted Chris­tian vision? | Our values of PEACE are the foundation of all we do at Coton. We worked as a staff alongside Reverend Arnold from our local church, to understand how this is embedded throughout the curriculum and how it embodies the scripture.  Staff explored the themes of: Community, Hope, Living well together, Aspiration. Wisdom, Knowledge and Skills and Dignity and how we teach these important aspects of life at our school. This allowed us to solidify our understanding of our role as a Church of England School and to look for areas to develop further. We revisit this regularly to assess whether we can develop and improve this further.  Leaders ensure that teachers have high quality CPD, takes part in regular network meeting and DBE networks which are disseminated to staff, ensuring that our practice is honed in light of it.  This section is about the overall curriculum so no need to delve into specific subjects.  RE Assessment  At the start of each unit, we share the Big Question and set out the ‘sticky knowledge’ that outlines the key learning we want pupils to have retained. RE is assessed by reflecting on the Big Question. Pupils complete an activity showing their response to what they have learned. As the curriculum is a spiral curriculum, pupils have several opportunities to revisit key learning and build upon their prior knowledge.  We aim to support and develop the family and child as a whole and offer high quality wrap around care through our Breakfast Club and After School provision.  Opportunities beyond the RE lessons for pupils to learn about faith and religion include:  Year 4’s reading spine text – Millions by David Boyd introduces children to patron saints.  Our music curriculum teaches pupils about music across the world and incorporates opportunities for pupils to learn about how music in church is used to sing gospel messages and a is a form of prayer to God.  The school engages with the Follow the Star invitation from the Church (singing The First Noel) – this enables pupils to learn about how singing can join us closer to God and each other through the journey from Advent to Epiphany. This is underpinned by Biblical scripture. Links to meeting real composers, inspires pupils to learn about |
| 1. How is collective worship enabling pupils and adults to flourish spiritu­ally? | We are passionate about delivering thoughtful, thought provoking and inspiring Collective Worship. We have daily collective worship. Each half term we have a value that forms the theme for the worship which are in line with the values of the Church of England.  Our worship embodies 2 Corinthians 13:11:  Brothers and sisters rejoice!  Strive for full restoration, encourage one another, be of one mind,  live in peace.  Our school sits in a largely white British catchment and we feel there is a pressing need to help our children to understand life outside of the ‘Coton bubble’. We use ‘Brothers and sisters’ to illustrate the rich diversity of our world and to teach equality whether that be race, religion, disability, gender or sexuality.  Through our worship we model rejoicing and encouraging one another and children openly discuss times their peers have shown compassion though the ‘Good Deed Feed’.  We always begin our daily Collective Worship with a moment of stillness, lighting the candle to welcome God into our worship as a physical display of His presence..  We ensure that every worship includes an aspect of teaching, music and singing and prayer and reflection. We invite children to participate fully in our worship through several means. They act as facilitators: setting out the room for worship, working the power-point, recording children’s responses to capture them for our scrap book and praising children’s behaviour. At all points in our worship children are invited to reflect and respond, sometimes individually or in pairs. Many worships involve an aspect of whole school participation; whether that be through call and response, acting out stories, bidding prayers or song.  Children leave collective worship with a point of reflection to consider and are invited to share they thoughts with staff at any point after worship if they wish to dig deeper. As a result of this, children are applying the key messages to their daily lives.  Following collective worship, the leader will record in the scrap book and children’s responses are recorded along-side. Children are invited to use the scrap book to reflect upon past worship and to add their thoughts.  **Spirituality** is a complex and abstract concept, which is unique to each of us. We believe that spirituality is the opening of hearts and minds, through reflection, and the questioning of the world. It is the opportunity for us to discuss and challenge the wonder and the challenges we see in our world. It is awareness that there is something more to life than meets the eye, something more than the material, something more than the obvious.  Our aim is to help pupils to flourish and to enjoy life in all its fullness as good, kind citizens of the world. We want pupils to question and wonder and see the whole of life.  In school, we promote spiritual development in a myriad of ways and try to think of this linked to SELF, OTHERS, WORLD and BEYOND.  We feel that there are strong links between spirituality and nature and use this to enhance our curriculum. We deliver Forest Schools, Bush-craft days, well-being walks and use our wonderful country local to support our curriculum.  Our worship has been enriched by the Headteacher’s briefings given by the DBE and through correspondence from Carolyn Lewis and we try to incorporate thoughts and teaching gleaned wherever possible.  We have our own school prayer and all children pray before lunch and at the end of the school day. This has given pupils a sense of ownership as well as important times during the day to stop and reflect.  Reverend Derek from St. Mary’s, our local church, often leads worship and the children look forward to this alternative presentation of faith. We hold a weekly celebration worship where children’s achievements are celebrated. Certificates are given for demonstrating PEACE. These are not always, therefore for academic excellence but for demonstrating our school vision.  A strength of our worship is in the spirituality and inclusion of this special time. We are aware that not all of our children are practising Christians but all can experience spirituality. We use images, music and reflection to powerfully lead the children’s spiritual well-being. This ensures that all pupils feel included. |
| 1. How does the school’s theologi­cally rooted Christian vision create a culture in which pupils and adults are treated well? | At Coton we proudly declare ourselves to be an outstandingly happy school! We worked with Brilliant Schools to develop our well-being provision and use this to support children to flourish in our school.  The school has an Anti-Bullying policy and charter which is shared every year and throughout the year.  We have two trained Mental Health Leads on our team allowing us to support children in any way they need. A Mental Health pathway guidance document supports leaders and DSL to signpost support. We offer Nurture Groups, Positive Play, Lego Therapy, Forest Schools and Drawing and Talking as tools and strategies to help the children to learn and understand about their emotions. This also offers support to pupils who may be feeling vulnerable. This support enables children to access the curriculum and school life fully.  The headteacher is dedicated to ensuring CPD for all staff including herself who is currently half way through completing the National Professional Qualification for Headship with the Church of England. The deputy head is completing the National Professional Qualification for Senior Leadership and the RE leader is about to start the National Professional Qualification for Behaviour and Culture also with the Church of Eng.  The maths lead is a Specialist Maths Mastery…  All staff receive ongoing Safeguarding training. This is carefully mapped out to address needs of the context of the community and families and national picture of when families are most vulnerable e.g. Domestic Violence is at its highest in December, so staff receive CPD on this. The school sits across many county borders and recognises that some pupils may be vulnerable to County Lines. This is therefore a separate module completed by all staff to broaden their awareness of this issue. The DSLs attend Police Commissioner events and local Safeguarding Hub meetings to keep up to date with local issues. The school also welcomes visits from PCSOs, who lead sessions for pupils on staying safe.  All staff have had autism training to understanding how to best support children with ASD and sensory needs in the classroom and around school.  We encourage children to recognise the good in themselves and others by taking part in the Good Deed Feed where acts of kindness and compassion are recognised.  Children and staff are regularly asked through a questionnaire about their well-being in school and about school in general. This is then analysed by senior leaders and practice is honed in line with the new understanding.  Findings from the October 2023 pupil survey showed that x% of pupils enjoy the learning in our school  *“The education system stands or falls on the extent to which it is led by adults who are themselves, flourishing.”*  *We hold this message from Andy Wolfe dear to the reasons for being in our profession.*  Adults in school feel appreciated and well-supported by the leadership team and an atmosphere of openness is fostered. *See OFSTED 2023 report.*  We have recently enhanced our reading scheme further and we have worked hard to ensure that children have access to texts in their classroom and in the library, which truly reflect our modern diverse society.  The school recently completed a Sensory Audit using the Sensory Processing Needs Toolkit. As a result of the findings, the school adapted the uniform policy to allow some adjustments for pupils who struggle to wear school uniform. This has supported pupils with coming to school and helped parents at home with being on time. Displays are now backed in neutral colours to try and manage sensory overload. Each classroom has a selection of fidget toys and ear defenders, which children access at any time, enabling them to engage better with their learning.  Parent partnerships are strong. OFSTED Parent view received 25 responses, of which 92% said their child was happy at school. |
| 1. How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility? | Children and Young People are integral to building a fairer and more sustainable world for everyone. Courageous Advocacy equips them with the skills, tools, confidence, and opportunity to speak up and take action on issues of justice.  At Coton we have a fully elected Parliament. Each year children volunteer and their peers vote through secret ballot for their class representatives. We then vote as a school for our Prime Minister. Parliament meets regularly to impact decisions and choices made for their school. Maybe an example of a change they have led from this would be a great example of impact  We also have an elected Eco-council deciding upon environmental issues and concerns in our school and locality. MPs and Eco-councillors are expected to take on roles of responsibility in school and to discuss issues with their class. In this way children learn at a simple level about democracy and rule of law. We want to offer children the idea of possibilities beyond where we are now and prepare them for a modern Britain knowing that can have the capacity to make a difference. Have they decided on environmental issues that they will be working on?  Children in every class are encouraged to take responsibility for a job in their class. This may be taking water bottles to the playground, ensuring lights are switched off or giving out resources for example. These jobs are rotated each half term to ensure fairness.  The school supports charities throughout the year and we ensure that these are relevant to the children and staff.  We support the Star Foundation Charity and in turn they have enriched our curriculum offering through dance, martial arts and historical drama. In this way the children understand that giving and receiving are mutually beneficial and are reminded of generosity, compassion and gratitude.  We have a carefully structured behaviour system in our school which is shared with the children and clearly displayed in each room. Children understand the expectations of behaviour in our school and the reasons rules are put in place. If a child makes the wrong decision, they are reminded and given chances to correct their behaviour. If they choose wrongly at this point they are invited to reflect up this individually. Children are treated respectfully and are expected to treated others with respect and are taught to take responsibility for their own behaviour. Children see that the system is the same for all and understand the justice, equality and fairness of this. They are also taught that there are times when some children need extra help in school and that this is just also.  British Values are celebrated in our school and children acknowledge the way our school rules and routines reflect these values and indeed the values of the Church of England.  How are children encouraged to be courageous? Residentials? |
| 1. Is the religious education curriculum effective (with reference to the expectations set out in the [Church of England’s Statement of Entitlement for Religious Educa­tion](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education))? | The religious education curriculum in our school is based heavily around the scheme Understanding Christianity. The RE school leader has had high quality CPD delivered by RE today from Christian Education to fully understand how to deliver the resource. This has then been disseminated through staff training. We ensure that RE education is regularly revisited in staff meetings and that CPD is targeted to staff members who need more support.  Head teacher Briefings and DBE meetings are regularly attended by the Head teacher and governors and relevant information is shared with the RE lead and, where appropriate, staff members. The RE lead attend regular network meetings to share good practice and be advised of up to date resources, websites and research in RE.  To ensure a balance between faiths, theology, and philosophy we have also adopted the Derbyshire Agreed Syllabus. We are determined that we should prepare our children for a diverse and multi-cultural world and feel that a mixture of both curriculums best ensures that we celebrate and educate our children in the Church of England but also ensure that that they have an understanding of, and respect for, other faiths and practices.  To ensure a smooth transition from the Early Years Foundation Stage we have prepared a bridging document so that staff have a secure understanding of the EYFS curriculum. A Purpose and Rational document has been written to fully explore the RE curriculum in our school. The RE lead regularly monitors the effectiveness of our RE curriculum through lesson observation, pupil conferences, learning environment walks and monitoring children’s work. Outcomes of monitoring is shared with SLT and individual teachers in order that progress and support is implemented.  The RE lead writes a rigorous action plan which is shared with SLT and teachers and is used as a working document an is regularly updated.  In consultation with the children, we have recognised the need to enhance our teaching of other world faiths further and have workshops and visits added to the curriculum as of next academic year. |