

### IQ1: How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

V & V collectively developed by staffing team to reflect our true standing. Therefore, there is genuine buy-in by all staff and stakeholders and they are truly invested in reflecting our V&V through our work at West Felton.

Shared with governors who were invited and encouraged to contribute; regular updates are communicated to stakeholders via Seesaw, Governor Hub and in newsletters. Consequently, our governors are aware of what life is like for a pupil at West Felton CofE Primary School, they can comment on, reflect and critique effectively.

A refresh and relaunch in Sep 2024 to ensure new parents and pupils understand. As a result, ALL of our children and families are aware of our V&V and can support us living it out authentically.

Values focus with pupils feeds into our [Living our Values](#) training for all staff. Therefore, our staff have a clear understanding of what our values should and should not look like on the ground for our pupils. They have the opportunity to reflect and refine their own practice.

Reiterated and referred to in daily worship and through song. Consequently, our pupils have a genuine understanding of our values and have moved beyond tokenistic recall and recollection. It provides further opportunity for exploration and thought.

[Home School values](#) sheets shared half termly and referred to in both settings. As a result, our families have a clear understanding of our Values and we have a shared point of reference. Our children can see that our values matter everywhere; not just at school.

Values stickers, bibs and table cloths in various settings—Golden Book, Kindness Bench Box. Therefore, our children are reminded of our values throughout their day, they see their worth and understand the importance of them in our everyday actions.

1/2 termly displays throughout the school with a tree for children and staff to contribute to, resources and dual coding. Consequently, we are all reminded of the importance of our Values; pupils recognise them in the smallest of actions are reminded of them as they move around the school.

Forms the basis of [behaviour policy](#) and restorative conversations. As a result, our behaviour is generally very good. When it isn't it is addressed in a fair, consistent manner that aligns with our V&V, staff, children and families understand this and support us in our approach. Issues are quickly addressed and strategies are put in place to ensure our children take responsibility for their actions, learn from their mistakes and are motivated to improve their own behaviour, making it more likely to be successful.

All governor gatherings and meeting start and close with an invitational prayer to ground us and remind us of our purpose. Therefore, our meeting start with a reminder of our faith and a reminder of our purpose. Meetings are child-centred and decisions align with our V&V.

Our parents see our values being lived day in day out: A new parent recently said: "I don't have to worry about what she does because I know you all understand her," new parent, summer slide, August 2024.

Enriching, experimental learning opportunities including Derby Faith Tour and subsequent exhibition. Consequently, our children's horizons are broadened, they see differences and understand them; with understanding comes tolerance and acceptance, which is much needed in our community.

Distinctive Christian role models and those of other faiths are presented. As a result, our children have examples to 'hang the theory on,' they have examples to hand of desired behaviours and actions, they have examples of activists and can aspire to follow in their footsteps.

Environment richly adorned with visible reminders. Dual coding opportunities are maximised and our children remember of V&V throughout their school day.

V&V drive and guide our ELSA support programme. Therefore, pupils and parents in need of extra support have it to hand, problems can be managed quickly and effectively either in-house or referred onto specialist provision. Our school community know that they are supported and that we understand the complexities of family life. Families are more likely to open up, allowing us to support them in the best ways possible. It also means that our ELSA is well-supported and looked after and can fulfil her role to the very best of her ability.

Our democratically formed Community Champions start their meetings with our V&V. Consequently, the Community Champions see how our V&V affect change, making them agents of change. They carry this message to their peers who can then see it and believe it.

Added to SLT email responses to remind and ground. As a result, those who communicate with us can see our V&V and understand our drive—we are sharing and spending our V&V. I personally use it to reflect on before I send emails, particularly if they are of a challenging nature. It provides a practical checking system for me to ensure I am adhering to our V&V.

Data, both qualitative and quantitative, demonstrate flourishing. We have concrete evidence that our children are prepared for life in all its fullness; they have the academic tools and the emotional intelligence to take the next steps. Where data suggests otherwise, the SLT, governors and external agencies can pinpoint areas for improvement and form strategy to meet the need.

Wholehearted engagement in initiatives such as Bookfest (Art, poetry, sea shanty!), village carnival and Make Music Day. The value we place on the arts is tangible, the children see it's worth and understand it's contribution to aiding a fulfilled life. They are also accepting of those who engage in the arts even if it is not their chosen path. The scared pathways of sensate are addressed.

SEN highly praised ([Nutshell document](#)) Therefore, our SEN pupils flourish. They have ambition and aspire to be the best they can be. Our non-SEN pupils see their success and share in it and are consequently more inclusive and accepting of difference and neurodiversity.

HT aware and familiar with new documentation—Flourishing for all: Anti-bullying guidance for CofE Schools, training ready to roll out. Consequently, we are aware of new initiatives, improvements and current drivers. We can address these at a strategic level and avoid rushed, tokenistic participation.



## Preparing for life in all its fullness



Aspiration Community Dignity Kindness

### IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

A thorough, well-designed curriculum which is reviewed and refined systematically, constantly striving for excellence. E.g. Foundation subjects on 3 year rotation on SDP. Consequently, our children are exposed to a broad and balanced curriculum, they know that every subject has value and are confident to explore their own path.

V&V were the starting point for the curriculum design of each subject. Therefore, our curriculum offer 'prepares for life in all its fullness,' there are opportunities for each sacred pathway to be explored, figures are broad and diverse, and enriching.

Key figures in all areas of the curriculum have been reviewed and refined. Consequently, our children are exposed to a rich and diverse view of the world.

The curriculum is strategically peppered with high-quality, engaging, diverse texts, regularly updated through the help of our Amazon Wishlist. As a result, each curriculum area is well-resourced, teachers can include high-quality resources in their planning, pupils are use these resources and see that they are valued and invested in.

Strategic review leads to improvement e.g. Reading Review highlighted poetry, which led to SDP feature and new [poetry curriculum](#). Staff buy-in is greater because improvement strategies are evidence-based and school-specific. Consequently, our focus areas do improve.

Innovative monitoring approach—[Picture Building](#) to which we are all involved. Therefore, the SLT and stakeholders have a clear and accurate picture of the curriculum from the child's experience not just how it may look on paper. Teachers are consistently accountable for the curriculum delivery ensuring the best offer for the children. [RE Book study](#)

Our subjects have equal value, ensuring that children can value and pursue their preferences knowing that they will be regularly and rigorously visited.

Reading is a keystone to life in all its fullness and exceptionally well supported throughout the school = [Reading Rationale](#). Consequently, our pupils meet or exceed national standards for reading. They are well-equipped for the next step in their journey. They also develop a love of reading for pleasure which hails significant benefits including increased empathy and better mental health.



### IQ3: How is collective worship enabling pupils and adults to flourish spiritually?

Engaging, information CPD provided by Lichfield Diocese to all staff—School and Federation level. This ensures that all staff are confident in the delivery of collective worship, see its value and flourish spiritually.

An engaging worship programme. As a result, our pupils are involved in worship and have the opportunity to open their own pathway to spirituality, and hopefully, a life long faith.

Worship Leaders, trained by Lichfield Diocese and supported by HT. The Worship Leaders flourish in knowledge and confidence. The congregation flourish under their leadership. Windows, Mirrors, Doors provides a frame for the children to relate to and reflect on their own actions. [Add link to Worship Evaluations](#)

Many church visits over the school year, as well as traditional festivals and celebrations, our strong relationship includes competition opportunities, exhibitions and displays. Consequently, our children are familiar with the church and all it has to offer, they understand its place in our community. [Faith Tour exhibition](#)

Our music lead closely matches song choices to our V&V, school and 1/2 termly to enrich and embed understanding and our enthusiasts (sacred pathways) have the opportunity to worship through music enthusiastically.

Collaboration between WF and St. Michaels—summer slide sponsorship, Faith Tour costings, annual financial support which has included reading resources, musical instruments and Rocksteady sponsorship. The whole community values the reciprocal relationship we have with the church. Our children and families have the opportunity to do things that we simply could not afford without their support.

[Curriculum review following Spirituality Training led by Lichfield Diocese—Autumn 2024](#)

Worship tables/areas in each class help focus children using dual coding e.g. windows, mirrors, doors. Consequently, our children have a deep understanding of our approach, they are reminded of it visually and have a hook to hang their understanding on.

[Regularly reviewed evaluations](#). We know what the children are getting from Worship, as do our stakeholders and we can adapt accordingly if necessary.



#### IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

Strong, effective partnership with NHS MHST. As a result, our children and families receive support quickly and effectively. Challenges are successfully managed either in-house or via the appropriate referral systems.

Subsequent [mental health initiatives](#) and [directives](#). Staff, children and families see the importance we place on good mental health. They understand that it is strategic, fair and consistent. Staff retention is very good, staff attendance is very good and where absence is necessary, the impact is minimalised.

Mental health and wellbeing features regularly in the staff meeting agenda e.g. suicide awareness, managing anxiety Our staff know how to find support and feel confident in doing so ([survey results when completed](#)). Happy, healthy staff work to the best of their ability and consequently teaching and learning is of a high standard.

Parental support package via JMo ([job description](#)) This has provided much needed support for some of our families who were struggling with a range of challenges e.g. sleep patterns, routine, boundaries. This service has significantly reduced some of the behavioural challenges we saw with younger pupils Post-Covid. It has prevented barriers between home and school; parents feel well-supported and confident in parenting which benefits us all.

Investment in training and supervision package for mental health lead, consequently, she is well supported and can continue to function to the best of her ability, knowing that there are mechanisms in place for further development and care.

Helping Hearts initiative. Our supportive ethos is strengthened; the helping hearts are part of something tangible that makes a difference and those using their service feel supported.

Ofsted (July 2022) and termly questionnaires confirm that pupils and adults feel that they are treated well. Everything we have in place has resulted in pupils and adults confirming that they feel well-treated. We can continue in the knowledge that it is working.

Flexible working approach where manageable e.g. attending life events. Staff feel valued, they can attend important life events, consequently, our team is strengthened. There is a sense of fairness.

Tea & Toast for our Y7s & Rev. Suzan. Our Y7s know that they are still important, we get feedback about what they miss, what they like and what we could do differently to help the transition. They see the clergy in that kind, supportive, fun role.

Development and resourcing of nurture nooks throughout the school. Consequently, all of our children have a safe, quiet place to retreat to if necessary. This supports the ascetic pathway and encourages self-regulation.

PSHE is front and centre—prioritised, rigorous, regularly monitored and re-active where necessary. [PSHE TBO](#) The whole school values its importance, as a result, pupils can reflect on the contents of the PSHE curriculum, can question and make progress throughout each stage.

Additional enrichment opportunities including Online Safety Awareness training for staff, parents and pupils, Crucial Crew, Fire Safety, Aico Community offer and Bikeability throughout the school. Consequently, our pupils are prepared for life in all its fullness—these opportunities look beyond the curriculum, the children are safe online, they know how to call the emergency services, they know basic first aid skills and they can ride their bikes safely.

Kindness bench and box. This was suggested by a pupil, who knows that she has been listened to, she has been an agent of change and takes responsibility for the box ensuring that it is well-stocked and tidy (her caregiver pathway has been enriched). Those who use it feel safe and at peace, their ascetic pathway has been enriched.

Engagement with PINS SEN project. As a result, we have a bespoke, high-quality training and development programme in place which will enhance and enrich our SEN provision and the experiences for our pupils and families with additional needs.

Thoughtful, realistic [attendance policy](#). Consequently, attendance is above national and local average and non-attendance is managed fairly and consistently.

Pre-loved uniform sale throughout the year, with priority packages where necessary. Therefore, all of our children can wear full school uniform which is warm and functional. Parents can afford full school uniform without having to pay high costs. The pre-loved uniform can be given to families in needs discretely, maintaining the dignity of all.

Beat the [summer slide reading initiative](#). Our children and families understand the importance of reading and can contribute to the success of their children becoming successful readers. Our community cares throughout the year—term time or not. All children have access to free, high-quality books and food during these events.

[PPG policy](#) which included Rocksteady sponsorship. As a consequence, our PPG performance is in line with their peers and have the same life opportunities as others. Doors are open to them and pathways secured.

Free SATS breakfast club ensuring that our Y6 pupils are in school on time and have eaten before they complete their statutory assessments. This relieves pressure on parents, pupils and staff.

[Anti-bullying guidance for church schools 2024 training](#) consequently, staff are up to date with current training and guidance and our anti-bullying policy is strengthened.



## Preparing for life in all its fullness



Aspiration Community Dignity Kindness

#### IQ5: How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

Our behaviour policy and restorative practice. Consequently, behaviour is very good. When it is not, it is managed fairly and consistently; children understand that they can make mistakes but they can also rectify them. This forms lifelong habits.

Curriculum design includes various opportunities for the children to be agents of change e.g. Acorn's litter pick, Willow palm oil posters, Sycamore Farmers Market, letters to the King. Therefore, our pupils have first-hand experience of affecting decision-making and having an impact. They are more likely to continue to be agents of change in the future.

Various roles and responsibilities throughout the school including Community Champions, Worship Leaders, Helping Hearts, Lunch Timer monitors. Our pupils have an increasing awareness of their own responsibility and the impact of their own actions. They become more independent and can affect change with minimal adult intervention.

Use of Values stickers and bibs. As a result, our pupils understand our values and strive to demonstrate them on a daily basis.

Community Champions have a [local/national/international approach](#). Consequently, the children's voices are heard; they are active agents of change. Our children and families take time to discuss different charities and the impact they can have on others. Pupils are able to discuss local, national and international needs and implement strategies to help. [Add Community Champion timetable when completed.](#)

[Neurodiversity awareness](#) for staff, parents and pupils. Our school community have an insight into the lived experience of a neurodiverse child, as a consequence they are more empathetic, treat others with dignity and demonstrate greater understanding. Our neurodiverse pupils and families feel that their voice has been heard and that others can be more understanding and less quick to judge.

Staff team approach e.g. SENCO, CT and TA with work together to support additional needs ensuring that information is accurate, shared and upheld. Ensuring that pupils receive a joined-up approach, strategies are consistent, language is clear and communication with parents is succinct and accurate. Our pupils with additional needs achieve well and are integrated into every day life at West Felton.

Celebrate external endeavours e.g. Sam's plant sale, Toby & Anya's run. Independent agents of change are recognised and rewarded, the community can share in their action and success and are motivated to contribute themselves.

School is a safe place where children can question and challenge, this is openly encouraged. Our children are 'deep-thinkers' Rev. Suzan, Summer 2024. They ask if uncertain, misconceptions can be addressed and explored without fear of judgement.



#### IQ6: Is the religious education curriculum effective?

The RE curriculum has been meticulously planned to ensure standards are high and adhere to the NC, Shropshire Syllabus, Understanding Christianity and the CofE statement of entitlement, as a result our RE curriculum offer is good or better. Our pupils have a good understanding of RE and worldviews. Information taught is accurate and up-to-date, pupils value the subject. [Why is RE important?](#)

RE staff meeting using Ofsted review document [RE subject review](#) Consequently, staff understand the national view of RE as a subject. They understand the areas for improvement and can plan more effectively.

RE regularly monitored by SLT using [Picture Building](#) process—Autumn 2024. Planning is of high quality and resources well, avoiding generalised, overused schemes which may not match the intent. Therefore there is high quality RE running through the school.

RE is a safe, open space for discussion—therefore our pupils are confident in discussing their own and other opinions.

[Community faith questionnaire](#) on village FB page led to a fantastic discussion about our community and the importance of faith. It extended our pupils understanding and exposed them to various ways of thinking. It provided further opportunity to ponder and extended the intellectual pathway.

Derby Faith tour and subsequent exhibition. As a consequence, our Y5/6 pupils have had first-hand experience of other faiths, they have explored them with those faith leaders and have been able to question in a safe and supportive environment.

Each class visit the church for various purposes throughout their cycle therefore our children know that they belong to a wider church family.

RE teaching is often supported by the clergy e.g. Creation and Science interview. As a consequence, our children have a positive relationship with the clergy, they see them as figures of wisdom who they can talk to and question safely.

[Meaningful, engaging displays](#) throughout the school, enhance and cement understanding.

HT (subject lead) engagement in NATRE, Church of England and Lichfield Diocese online offer. Therefore, we are able to update of RE curriculum offer regularly. We are influenced by high-quality, accurate sources to ensure that the RE offer remains current, accurate and engaging.

RE is important at West Felton. Our children have a space to learn, question and ponder their own faith and their own pathway.



