



Creating your SIAMS SEF

An opportunity to meet and work with other leaders, to share and discuss how to write a SIAMS SEF and the implications of the changes to the SIAMS Schedule

Creating your SIAMS SEF



The day will include:

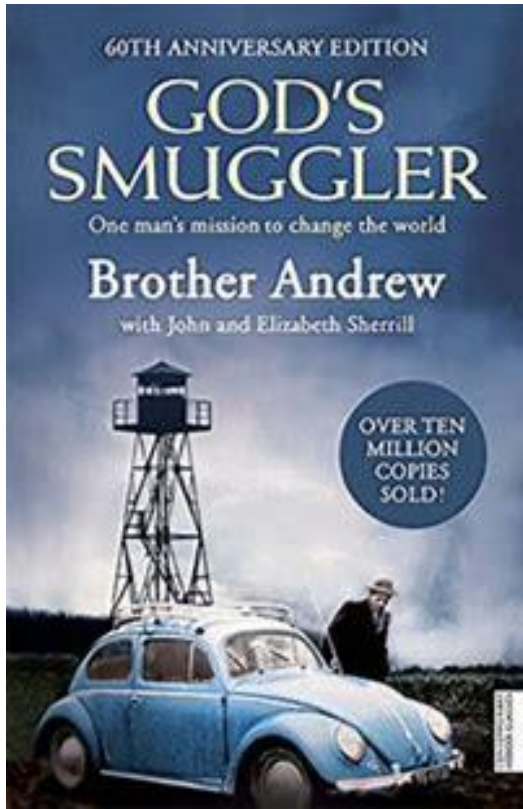
- 9.30am Reflection
- 9.40am Context – A schedule for self-evaluation; 2 SIAMS SEFS or not 2 SIAMS SEFS
- 10.15am The SIAMS question and the importance of vision
- Through the strands - capturing impact – 7 to 1 with time to create and write
 - Strand 1
 - 11.00am Break
 - 11.15am Strands 7 and 6
 - 12.15 Lunch
 - 1.00pm Strands 5,4,3 and 2
 - 2.15pm Break
- 2.30pm Good is Gold! But what about excellence?
- 3.30pm Close

Living Out God's Transforming Presence

Reflection

Surprised by goodness and kindness!

Reflection



10

Lanterns in the Dark

Just ahead was the Yugoslav border. For the first time in my life I was about to enter a Communist country on my own, instead of in a group invited and sponsored by the government. I stopped the little VW on the outskirts of the tiny Austrian village and took stock.

The Yugoslav Government in 1957 permitted visitors to bring in only articles for their personal use. Anything new or anything in quantity was suspect because of the black market thriving all over the country. Printed material especially was liable to be confiscated at the border, no matter how small the quantity, because coming from out of the country, it was regarded as foreign propaganda. Now here I was with car and luggage literally bulging with tracts, Bibles, and portions of Bibles. How was I to get them past the border guard? And so, for the first of many times, I said the Prayer of God's Smuggler:

'Lord, in my luggage I have Scripture that I want to take to Your children across this border. When You were on earth, You made blind eyes see. Now, I pray, make seeing eyes blind. Do not let the guards see those things You do not want them to see.'

And so, armed with this prayer, I started the motor and drove

up to the barrier. The two guards appeared both startled and pleased to see me. I wondered how much business came their way. From the way they stared at my passport, it might have been the first Dutch one they had ever seen. There were just a few formalities to attend to, they assured me in German, and I could be on my way.

One of the guards began poking around in my camping gear. In the corners and folds of my sleeping bag and tent were boxes of tracts. 'Lord, make those seeing eyes blind.'

'Do you have anything to declare?'

'Well, I have my money and a wristwatch and a camera ...'

The other guard was looking inside the VW. He asked me to take out a suitcase. I knew that there were tracts scattered through my clothing.

'Of course, sir,' I said. I pulled the front seat forward and dragged the suitcase out. I placed it on the ground and opened the lid. The guard lifted the shirts that lay on top. Beneath them, and now in plain sight, was a pile of tracts in two different Yugoslavian languages, Croatian and Slovene. How was God going to handle this situation?

'It seems dry for this time of year,' I said to the other guard, and without looking at the fellow who was inspecting the suitcase, I fell into a conversation about the weather. I told him about my own homeland and how it was always wet on the polders. Finally, when I could stand the suspense no longer, I looked behind me. The first guard wasn't even glancing at the suitcase. He was listening to our conversation. When I turned around he caught himself and looked up.

'Well then, do you have anything else to declare?'

'Only "small things",' I said. The tracts were small after all.

'We won't bother with them,' said the guard. He nodded to me that I could close the suitcase and with a little salute he handed me back my passport.

★ ★ ★



Reflection



Living Out God's Transforming Presence



Reflection

When were you last surprised by goodness?

What was your last experience of goodness and kindness?

Who and how could you surprise someone with goodness and kindness.

Romans 12:20-21 ‘...Your generosity will surprise him with goodness...’ MSG

“We won’t bother with them.” Said the guard.

“You have been so good to me.”
“You have been so kind to me.”

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- Through the strands - capturing impact – 7 to 1 with time to create and write
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Update on SIAMS inspection launch – including SEF writing

- Inspections are paused and will restart end of February.
- Inspections will be triggered through a new national portal, the school will receive a notification telephone call from the national office one week prior to the inspection taking place. The inspector will contact the school and speak to the Headteacher, request information and start the pre-inspection plan.
- Schools can in general, expect SIAMS inspections to take place between one and two years after the expected reinspection date (inspection + 5 year cycle + 1/2 years) but there will be variation within this so schools are not encouraged to calculate the timing of their inspection.
- To support schools, an annual inspection list has been published; these will be published annually until all schools have been through their first cycle of inspection – these will not be a chronological list – just identifying the schools to be inspected in that academic year.
- The SIAMS Schedule has been updated and can be found here [SIAMS Inspections](#). Additional editorial amendments may take place so please check back to ensure you have the latest information.
- The inspection question remains - “How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”

Living Out God’s Transforming Presence

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Update on SIAMS inspection launch – including SEF writing

- Data – SIAMS inspectors will not ask for nationally published data. Inspectors will focus on how the school's Christian vision has underpinned the curriculum and assessment and how this has impacted the children's ability to learn. Assessment has been removed from RE with the focus now on pupil progress and how the curriculum, teaching and monitoring enables progress in learning.
- Holistic flourishing – one editorial change with significant impact is removing academically from the good descriptor: 'This includes pupils with special educational needs and disability (SEND) and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, and those who experience barriers when accessing remote learning, to flourish and make progress in their learning academically.'
- CV19 context – schools will be expected to share how the school vision shaped their pandemic response and supported the school community through the pandemic.
- CV19 implications – full guidance regarding the implications of CV19 on inspections can be found in the SIAMS COVID-19 Policy on the SIAMS Inspections website, along with the deferral policy – this is important reading.
- Excellence – a first glance of the schedule identifies some significant changes here; the examples of excellence have been removed and alternative guidance on excellence placed later in the document. This change highlights that excellence is not 'the next step on the ladder' after good - excellence isn't very good, it is something identifiably different where the good descriptors are insufficient with a focus on being excellence and not getting excellence.

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Update on SIAMS inspection launch – including SEF writing - 2 SIAMS SEFS or not 2 SIAMS SEFS

The national guidance states:

3.1. The **key purpose** of ongoing self-evaluation is to enable a **school to reflect meaningfully on the impact of its vision**, policy, and practice. It is, first and foremost, a process that is for the benefit of the school community and will be most useful when conducted in a rigorous, robust, and evidence-based manner.

3.2. Although not a statutory element of the SIAMS process, it also **makes a significant contribution** to a thorough, accurate and insightful inspection.

3.3. Self-evaluation can refer to provision but should have an overwhelmingly **evaluative focus on impact** in order to be of maximum use to the school.

3.4. There is one over-arching inspection question (How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?), and all self-evaluation should be focused on answering this question. **Rigorous and meaningful ongoing self-evaluation will result in lengthy, 'live', and often-changing documentation.** This should not be shared with an inspector.

3.6. **A non-statutory summary, (one document only, no longer than two sides of A4), is helpful for the purposes of inspection** and should signpost an inspector to other sources of evidence. With an emphasis on vision, impact, and transformation it will help an inspector to use the full time available to gain an accurate picture of the school. This document should **be a summary of the school's own longer self-evaluation.**

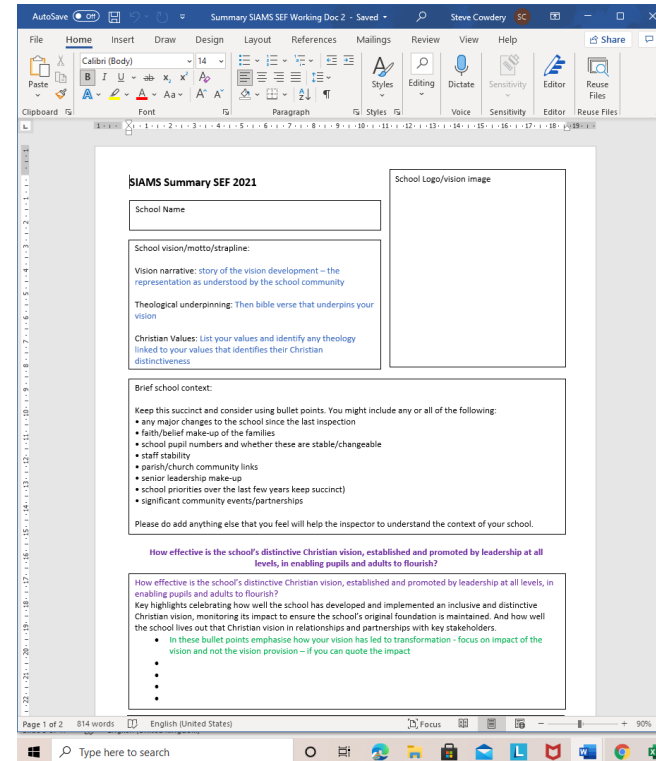
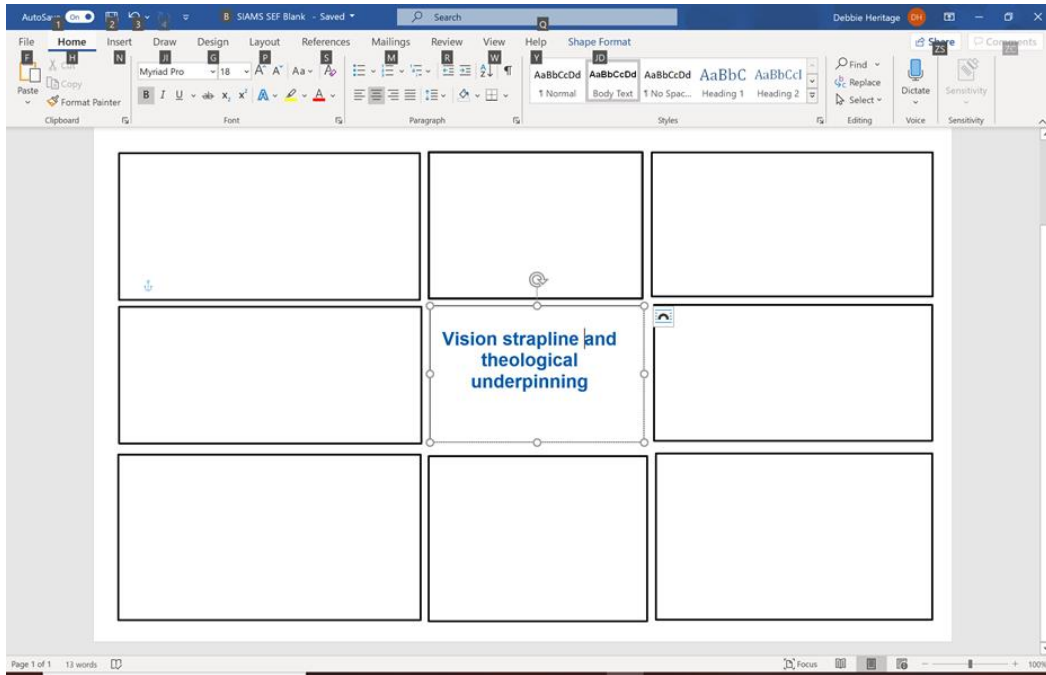
3.7. Schools should **not indicate inspection grades as part of their** self-evaluation. It is recommended that self-evaluation documents are written with close reference to the inspection criteria, using the language of the Schedule as appropriate.

3.8. SIAMS inspection operates initially from the **presumption that the school is a Good Church school.** An inspector will **only deviate from this grade when or if the evidence suggests** that to do so is appropriate. Self-evaluation is one part of this evidence-base.



Creating your SIAMS SEF

Update on SIAMS inspection launch – including SEF writing - 2 SIAMS SEFS or not 2 SIAMS SEFS



Living Out God's Transforming Presence

Creating your SIAMS SEF



The summary SEF – a starting point

Name:

Vision – vessel/image

Vision – vessel/image; strapline/motto;
narrative and theological underpinning

Context:

Strand 1 - Key highlights celebrating how well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained. And how well the school lives out that Christian vision in relationships and partnerships with key stakeholders

SIAMS Summary SEF 2021

School Name

School Logo/vision image

Vision narrative: story of the vision development – the representation as understood by the school community

Theological underpinning: Then bible verse that underpins your vision

Christian Values: List your values and identify any theology linked to your values that identifies their Christian distinctiveness

Brief school context:

Keep this succinct and consider using bullet points. You might include any or all of the following:

- any major changes to the school since the last inspection
- faith/belief make-up of the families
- school pupil numbers and whether these are stable/changeable
- staff stability
- parish/Church community links
- senior leadership make-up
- school priorities over the last few years (keep succinct)
- significant community events/partnerships

Please do add anything else that you feel will help the inspector to understand the context of your school.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Key highlights celebrating how well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained. And how well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

- In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision - if you can quote the impact

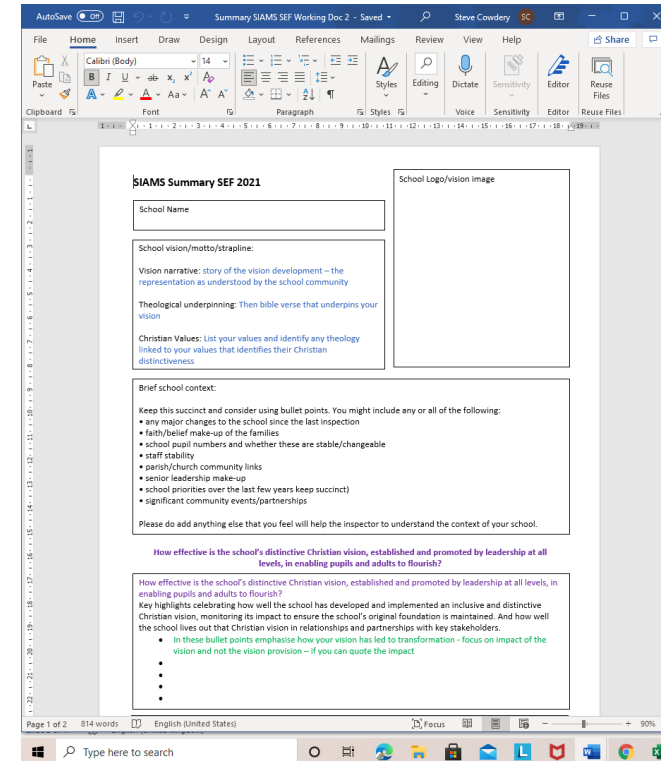
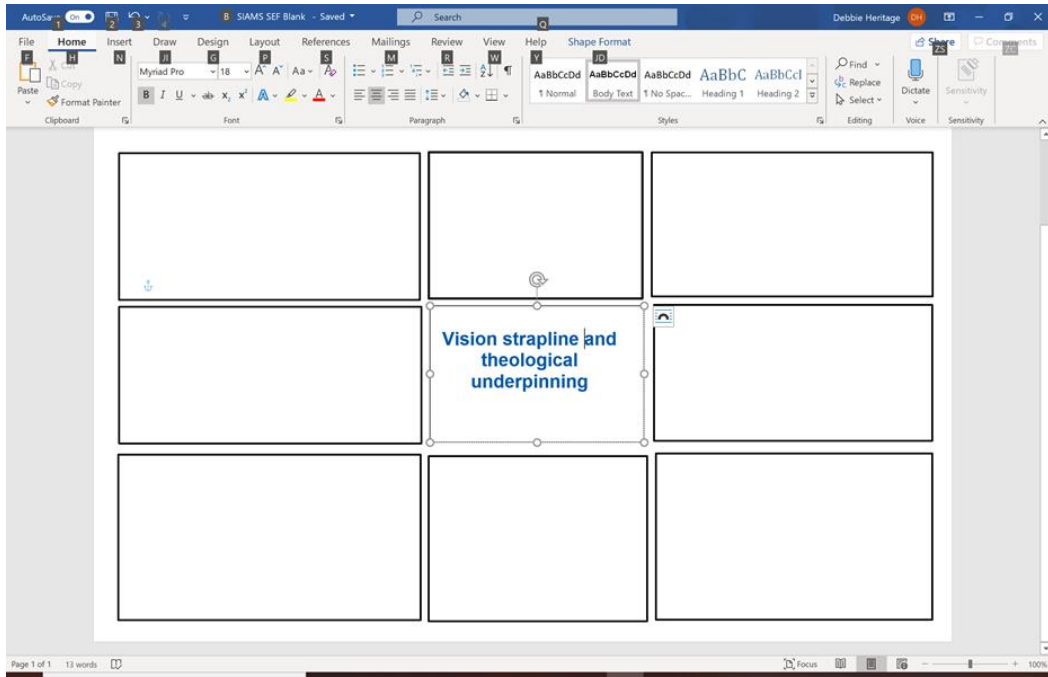
Language suggests the grade
no need to grade yourself

Living Out God's Transforming Presence

Creating your SIAMS SEF



Update on SIAMS inspection launch – including SEF writing - 2 SIAMS SEFS or not 2 SIAMS SEFS



<https://www.salisbury.anglican.org/resources-library/schools1/siams-sef>

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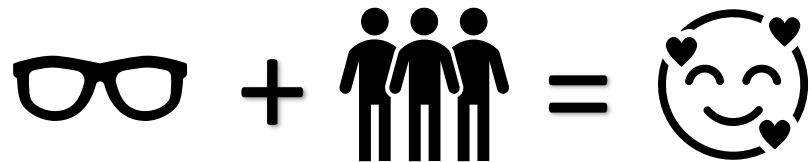


The SIAMS question

Inspectors will grade the school on the following over-arching inspection question:

“How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”

The extent to which:



Statutory
Inspection of
Anglican and
Methodist Schools
– SIAMS

An Evaluation Schedule for Schools and Inspectors



The importance of vision

From Page 22 of the SIAMS
Schedule:

If leaders, including governors, cannot articulate how biblical teaching roots the school's vision, giving it coherence, relevance and sustainability, the school could not be good overall.

A core desire that we have found expressed in many ways
Is for 'life in all its fullness' (John 10:10).

In John's Gospel, Jesus' signs are all signs of abundant life, such as healing, feeding, and raising the dead. And the first, archetypal sign is gallons and gallons of water turned into wine at the wedding at Cana (John 2:11). It is a sign that does what is necessary to save the day, and far more than is necessary. It was a quiet, untrumpeted sign, done for the common good of the host and guests, to celebrate one of the most universal social realities, coming together in marriage; and it seems that most of those present were not even aware that Jesus was responsible for it. Yet some, his disciples did have eyes to see it, and believed.

From 2016 publications: Church of England Vision for Education
Deeply Christian, Serving the Common Good. Page 8 'Our Christian Inspiration'.

Church of England Vision for Education
The National Vision
Church of England Education Office



The importance of vision

From Page 22 of the SIAMS
Schedule:

If leaders, including governors, cannot articulate how biblical teaching roots the school's vision, giving it coherence, relevance and sustainability, the school could not be good overall.

Is your vision deeply Christian?

Is it underpinned biblically?

Does it hold the promise of 'life in all its fullness' at its heart?

Does it hold an opportunity for human flourishing?

Is it accessible to all of the school community?



The importance of vision

From Page 22 of the SIAMS
Schedule:

If leaders, including governors, cannot articulate how biblical teaching roots the school's vision, giving it coherence, relevance and sustainability, the school could not be good overall.

Strand 1: Vision and Leadership – page 5

What is the Christian inspiration to your vision?

How does the biblical teaching give the vision coherence and relevance?

How do you narrate this for children and the wider community?

Does the narration of the biblical teaching make the vision accessible to all?

How well is it articulated?



Through the strands - capturing impact

Strand 1: Vision and
Leadership – page 5

- Vision
- Values
- Theology
- Context
- Review and renewal
- GB role
- Monitoring
- Policy
- Innovative
- Community articulation
- Flourishing
- No compromise



Creating your SIAMS SEF

Break



Through the strands - capturing impact

Strand 7: The
effectiveness of religious
education – page 14

IN THIS STRAND THE FOLLOWING MUST BE
EXPLORED:

- How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the *Church of England Statement of Entitlement*.
- How effective the school is in ensuring that religious education expresses the school's Christian vision.

= Progress?



Through
the
strands -
capturing
impact

Strand 7: The
effectiveness of religious
education – page 14

- Safe spaces
- Deep and rich
- Balanced
- Big questions
- Global Christianity
- World views
- CPD
- Monitoring
- Progress
- Curriculum flourishing



Through the strands - capturing impact

Strand 7: The effectiveness of religious education – page 14

Church schools should flourish pupils through high quality Religious Education.

Some questions for reflection:

- What is RE like? Have you seen any RE teaching? Is it creative and challenging?
- What do you know about the RE curriculum? Is it balanced, rich and engaging?
- Is RE a safe space for deep reflection and challenge of own and other's beliefs?
- Are pupils making progress in RE? Without data how do you know? Have you seen books, interviewed pupils?
- How has the RE Leader enabled progress? Through CPD, modelling, planning support, interviewing children, etc?
- Is your RE Leader well connected with up to date thinking through Diocese and national and local networks?
- IS RE innovative? Are connections to the local church and wider places of worship utilised?



Through
the
strands -
capturing
impact

Strand 6: The impact of
collective worship –
page 12

IN THIS STRAND THE FOLLOWING MUST BE
EXPLORED:

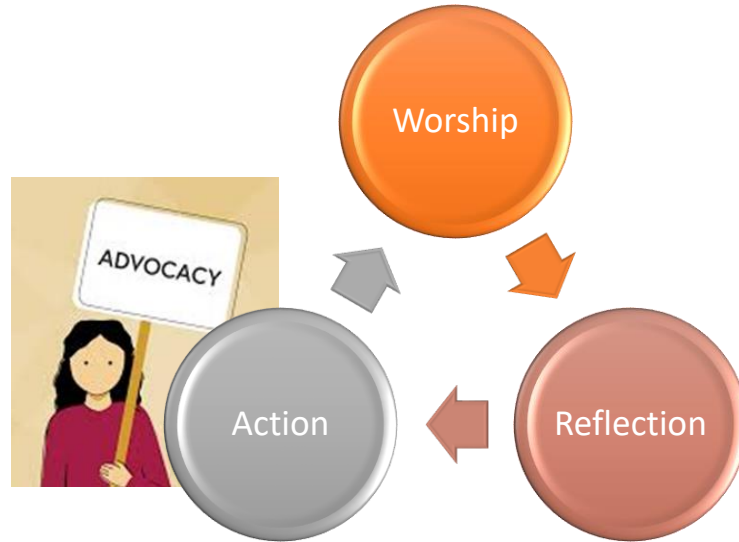
- The ways in which collective worship is an expression of the school's Christian vision.



Creating your SIAMS SEF

Through
the
strands -
capturing
impact

Strand 6: The impact of
collective worship –
page 12



- Heartbeat
- Contextual and relevant
- Living out vision/values
- Pupils
- Cycle of evaluation
- Inclusive
- Invitational
- Inspiring
- Anglican
- Bible
- Spiritual growth
- Change in thinking and acting
- Reflective
- Structures

Living Out God's Transforming Presence



Through the strands - capturing impact

**Strand 6: The impact of
collective worship –
page 12**

Church schools should flourish pupils and adults through high quality collective worship that is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

Some questions for reflection:

- How is worship structured and organised? Have you attended worship?
- Do you know that worship is invitational and inclusive?
- Does worship offer reflective opportunities?
- Does worship change thinking, behaviours and actions?
- Does worship result in inspired pupils and adults ready to be advocates of change?
- Do you have examples of pupils who have stood against injustice, inequality or disadvantage because of their reflections following worship? Is there space within the school curriculum for pupils to be courageous advocates?



Creating your SIAMS SEF

Lunch



Through the strands - capturing impact

Strand 5: Dignity and
Respect – page 11

IN THIS STRAND THE FOLLOWING MUST BE
EXPLORED:

- How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.



Through the strands - capturing impact

Strand 5: Dignity and
Respect – page 11

- Culture
- Breaking down/Removing barriers – learning and life chances
- Embracing difference – strategies, curriculum, extra-curricular
- Curriculum design
- Policy and policy review - how does this policy embrace difference or sustain/drive the vision?
- PPG Spend
- Celebrating and highlighting personal worth
- Hospitable communities
- Challenging prejudice
- Case studies - signposting



Through the strands - capturing impact

Strand 5: Dignity and
Respect – page 11

Church schools should build cultures of dignity and respect where pupils and adults flourish.

Some questions for reflection:

- How successful have you been embedding an inclusive culture? Where is the evidence?
- What words summarise your inclusive culture?
- What vision led provision did you launch to overcome a barrier to learning or life opportunity? What was its impact?
- What curriculum provision do you offer to challenge any prejudicial behaviour and language? How are all staff trained to do this? What has been the impact?
- How do you protect others from bullying and harassment? Have you been innovative in your approaches? What do pupils and families say about this?
- Do you have any case studies that add depth to your statements? Where are these?



Through the strands - capturing impact

Strand 4: Community
and Living Well Together
– page 10

IN THIS STRAND THE FOLLOWING MUST BE
EXPLORED:

- How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health and enables all to flourish and live well together.



Through
the
strands -
capturing
impact

Strand 4: Community
and Living Well Together
– page 10

- Safe and happy
- Behaviour – policy – glow words
- Relationships
- MHWB – filling the bucket
- Community and partnerships
- Staff flourishing
- Opportunities to grow
- Expert advice and support



Through the strands - capturing impact

**Strand 4: Community
and Living Well Together**
– page 10

Church schools should create and build community where all can live well together, flourishing pupils and adults.

Some questions for reflection:

- Does the vision lead to a culture of living well? How do you know?
- How are relationships? How do you know?
- Are pupils, parents and staff happy? Have you used a survey recently?
- What policies or strategies do governors have in place to support the flourishing of your SLT and wider staff team?
- Do you bring in expertise to support wellbeing of staff and pupils?
- What is the role of the local Church?
- What community connections do you use or are available to support the idea of living well together?
- Do you know of life transforming examples of strategy to flourishing?



Through the strands - capturing impact

Strand 3: Character
Development: Hope,
Aspiration, and Courageous
Advocacy – page 9

IN THIS STRAND THE FOLLOWING MUST BE
EXPLORED:

- How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part, including when circumstances are difficult.
- How well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national, and global communities.



Through the strands - capturing impact

Strand 3: Character
Development: Hope,
Aspiration, and Courageous
Advocacy – page 9

- Community engagement/inspiration
- Local/National/Global issues - windows
- Passionate advocacy
- Hope bringing
- Social justice seeking – opportunities to turn lives around (life transformations)
- Challenge injustice – policy/strategy/SDP
- Serving others
- Aspiration
- Character opportunities
- Curriculum and extra curriculum
- Real and deep pupil involvement, leadership and council



Through the strands - capturing impact

Strand 3: Character
Development: Hope,
Aspiration, and Courageous
Advocacy – page 9

Church schools should have a deeply Christian vision that leads to the holistic flourishing adults and children.

Some questions for reflection:

- Do you know if your curriculum has planned learning (activities, extra-curriculum opportunities, visitors, trips, themes, topics, units of work) that inspire pupils and offer development of character?
- If so, do you know if it does this? Have you asked pupils? Is there any evidence of pupil aspiration in your school?
- How could you collect evidence of character development?



Through the strands - capturing impact

Strand 2: Wisdom,
Knowledge, and Skills –
page 7

IN THIS STRAND THE FOLLOWING MUST BE
EXPLORED:

- How well the school's staff and leaders apply their Christian vision wisely and sensitively to ensure that the curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners.



Through
the
strands -
capturing
impact

Strand 2: Wisdom,
Knowledge, and Skills –
page 7

- Growing wisdom
- Inclusive and inspiring curriculum
- Vulnerable and disadvantaged
- Holistic flourishing
- Principles underpinning choices
- Spiritual development
- Ethical and bold decision
- Value learning
- Staff CPD



Through the strands - capturing impact

Strand 2: Wisdom,
Knowledge, and Skills –
page 7

Church schools should have a deeply Christian vision that leads to the holistic flourishing adults and children.

Some questions for reflection:

- How well can you talk about your school curriculum?
- What about adults? Do you have a career framework that offers aspiration for life-long learning? Is there opportunity to quality assure the school programme of CPD to ensure staff skills and knowledge are as expected?



Creating your SIAMS SEF

Break



Good is Gold! But what about excellence?

Excellent

These descriptors should be seen and used as a guide. They are not exhaustive of exemplary practice.

It is better than Good:

For example:

- ~~Leaders effectively demonstrate how the impact of the school's vision holistically infuses and shapes the strategic and operational direction of the school. This leads to innovative and imaginative practice that, in the judgement of the inspector, helps pupils transform their lives. The school uses its involvement in any MAT, federation or school to school partnerships to introduce innovative practice that reflects the school's vision. The school is innovative and ethical in adopting an admissions policy (in accordance with its Trust deed) that ensures that the school population both reflects its local community and promotes its Christian character by seeking to give opportunity to all and supporting inclusion and diversity.~~



Creating your SIAMS SEF

Exploring Excellence



Living Out God’s Transforming Presence

Creating your SIAMS SEF



Exploring Excellence

Good is Gold! However, the language of excellence offers aspiration. Good descriptors describe what a church school should be like. The language of excellence offers what a church school could be like.

Excellence is likely to emerge from:

- a deeply Christian vision that drives thought and discussion,
- leading to innovative, exemplary and courageous action (acknowledging the school context),
- Resulting in life-changing and life-lasting transformational impact.



Living Out God's Transforming Presence

Creating your SIAMS SEF



Exploring Excellence



Living Out God's Transforming Presence

Creating your SIAMS SEF



Exploring Excellence

Remember, the exploration of excellence will only start when the good descriptors have been exhausted and there is still more to see!

Does your vision led provision offer more than is captured in the good descriptors?

Consider how you might communicate this?

In the summary SEF? 'As well as meeting the good descriptors in collective worship, the impactful worship at xyz connects community and is radically inclusive and invitational. Parents recognise the life-changing and transformational impact of collective worship on their children stating...'

STRAND 6: GRADE DESCRIPTORS

In a Good Church school that enables pupils and adults to flourish...

Worship is invitational, offering everyone the opportunity to engage, whilst allowing the freedom for those of other faiths and none to be present with integrity. All who wish to are actively engaged in worship, whether they are engaged in learning in school or at home. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All who wish to will have regular opportunities to pray and reflect. Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful. As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.

Statutory obligations are met in context.

Worship is creative and pupils talk about how it often inspires them to action. It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist. Staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes. Worship enables pupils to develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.

Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world. Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.

An effective shared approach to planning allows appropriate opportunities for pupils to gather (either face to face or online), engage and respond. The planning, monitoring, and evaluation of collective worship involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.

The local church community is regularly involved in collective worship, providing practical support and encouragement.

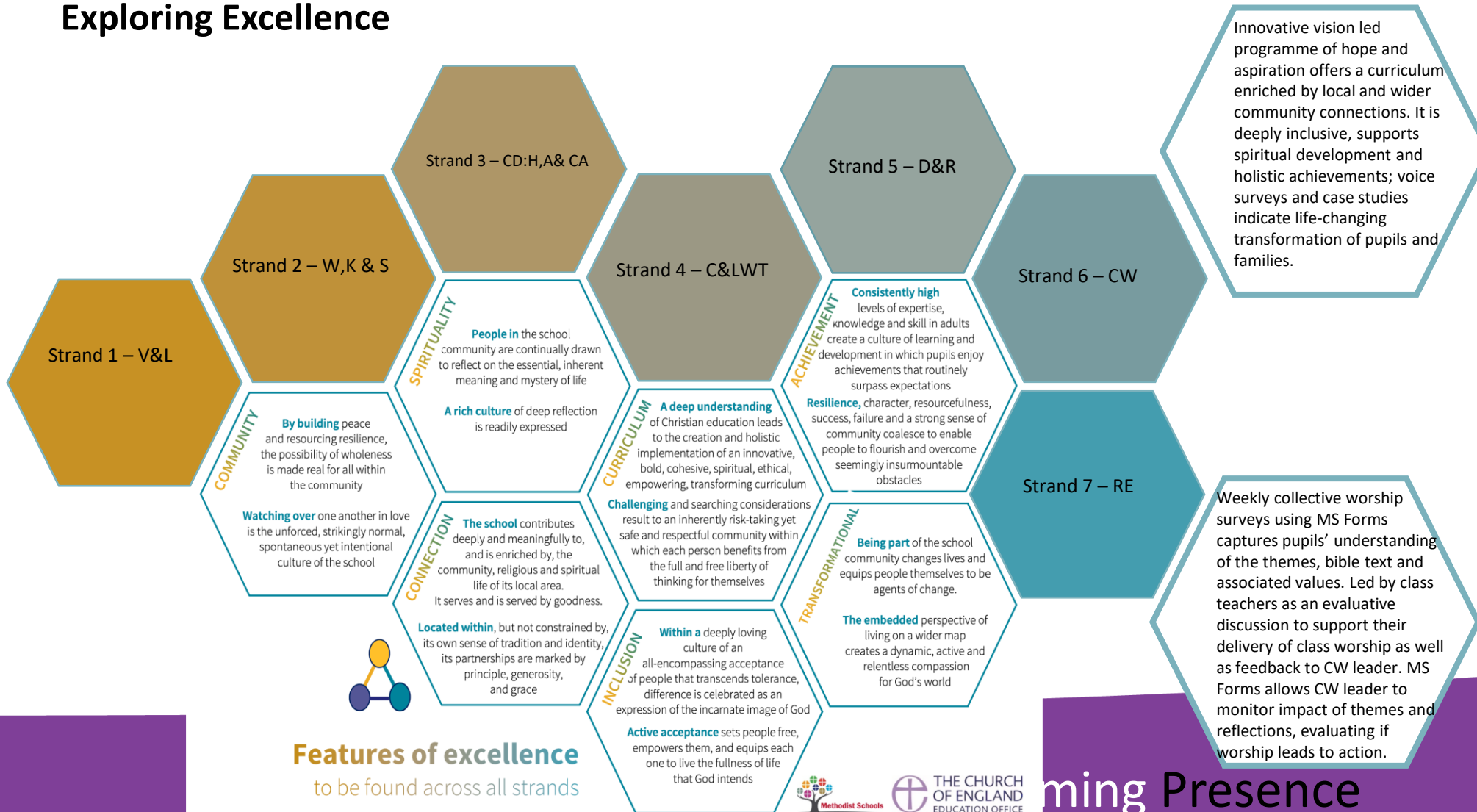
If collective worship falls short of being inclusive, invitational, and inspiring an inspector may judge it to require improvement or to be ineffective.

Living Out God's Transforming Presence

Creating your SIAMS SEF



Exploring Excellence



Features of excellence
to be found across all strands

Innovative vision led programme of hope and aspiration offers a curriculum enriched by local and wider community connections. It is deeply inclusive, supports spiritual development and holistic achievements; voice surveys and case studies indicate life-changing transformation of pupils and families.

Examples that might suggest excellence

Examples might be an impactful piece of vision led provision that captures features of excellence across all strands, or it could be an example of practice that, because of its innovative, vision driven, transformational nature is not captured in the good descriptors of its strand.

Weekly collective worship surveys using MS Forms captures pupils' understanding of the themes, bible text and associated values. Led by class teachers as an evaluative discussion to support their delivery of class worship as well as feedback to CW leader. MS Forms allows CW leader to monitor impact of themes and reflections, evaluating if worship leads to action.

Creating your SIAMS SEF



An opportunity to meet and work with other leaders, to share and discuss how write a SIAMS SEF and the implications of the changes to the SIAMS Schedule

The day will include:

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 - Break
- Good is gold but what about excellence?

Living Out God's Transforming Presence



A moment of stillness...

We thank you Lord for our children, a precious gift from you. May we use the gifts of our time, wisdom, and experience to help them to learn and grow, fulfil their potential and become all that you want them to be.

We pray for our schools, for the staff who teach, support and care for our young.

We ask that you bless them, cause them to flourish and give them resilience as they face both challenge and joy in their work.
We pray for our governors, parents, and those who advise and train.

Help us to see the big picture and attend to the small details with grace and hope, knowing you hold us all in your loving hand.

In your mercy... hear our prayer.





Polling

in Zoom Meetings

Living Out God's Transforming Presence