

SIAMS (Statutory Inspection of Anglican and Methodist Schools)

Time ...	Session ...	Led By ...
9.30am	Welcome / Introductions	Mandy and Neil
9.40am	Deeply Christian; Serving The Common Good	Mandy
11.00am	Tea and Coffee	
11.20am	The New SIAMS Schedule	Neil
1.00pm	Lunch	
1.40pm	Vision	Neil and Mandy
2.30pm	Discussion / Tea and Coffee	
2.40pm	SIAMS Inspection	Neil
3.05pm	Discussion	
3.10pm	Inter-Session Activity	Mandy
3.30pm	Close	

Preparing for SIAMS 18/19: Deeply Christian, Serving the Common Good



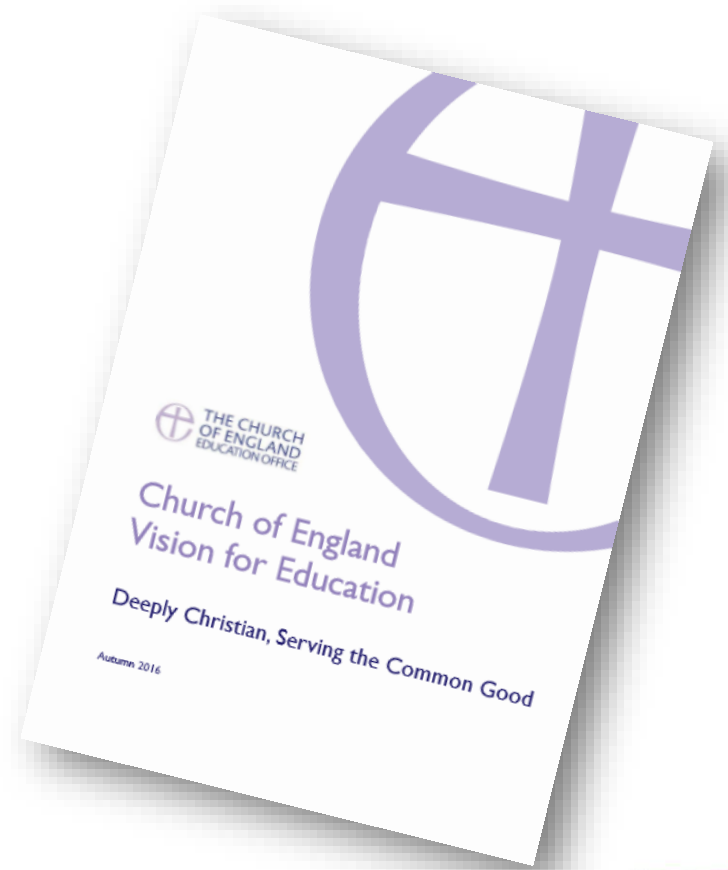
Church of England Vision for Education

Deeply Christian, Serving the Common
Good



“Vision is a **picture**
of the **future** that
produces
passion.”
Bill Hybels

- ***‘Deeply Christian, Serving the Common Good’*** – published Autumn 2016
- Leadership, Pedagogy and Theology brought together
- Clear vision for education for all schools, ***not just church schools***
- Educating for life in all its fullness



What is this Vision trying to achieve and why was it needed?

- Why might schools value having this kind of language, and what does this document do that others may not have done?
- Does it de-value what has gone before?
- Should schools all adopt this language and leave behind their current ethos statements?



Why is the Church of England doing this centrally?



- Is it an attempt to impose a centralised Vision on the whole community?
- Does the Church of England have the background, experience or authority to speak on this subject?

Who wrote it and what was the process?

- Who was on the group that wrote it, and how were they selected?
- What kind of consultation process was undertaken?



How is it a Vision for all schools?



- How can the Church of England speak to a wider audience than its own schools?
- How inclusive and accessible is it?

What kind of imperative is there to engage with it?

- We've just re-written our vision statement , does this change it?
- How will this fit into the new SIAMS framework ?
- How could this kind of vision make a real difference to pressures and challenges?



A Route In:

The Summary (p2)

Educating for Life in All its Fullness (p6)

Educating for
**Wisdom, Knowledge
and Skills**

Educating for
Hope and Aspiration

***'Life in all
its fullness'***

Educating for
**Community and
Living Well Together**

Educating for **Dignity
and Respect**



Educating for Wisdom, Knowledge and Skills:

Fostering discipline,
confidence and delight in
seeking wisdom and
knowledge, and fully
developing talents in all areas
of life.





Educating for Hope and Aspiration:

Seeking healing, repair and renewal, coping wisely with things and people going wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for Community and Living Well Together:

Ensuring a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.



Educating for Dignity and Respect:



Ensuring the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Bringing the Vision Alive

“If the Vision for Education fails to make and sustain meaningful connections between a school’s ethos and its outcomes, it will become nothing more than a deeply eloquent and well-meaning piece of writing...”



“...This dynamic and enhancing connection between ethos and outcomes is what we mean by ‘**Bringing the Vision Alive.**’”



What outcomes are you trying to improve?

- *What are the pressures and challenges?*
- *Who defines this journey?*
- *What help could the Vision offer you?*

ethos

enhancing

outcomes

**How do you define this for your school?
(in a sentence...)**

- *Where does your ethos come from?*
- *What are the commonalities and differences between us?*
- *What difference does it make to your lived reality?*

Ethos Enhancing Outcomes

School Leaders Exemplar Approach 2: Removing Disadvantage

Educating for Wisdom, Knowledge and Skills

- To what extent does our Teaching and Learning actually 'foster confidence' in our learners, and what practical strategies could we use to centre our lessons on this approach?
- Wisdom helps us to foster 'strong academic habits' – how does our homework policy support disadvantaged students to thrive? What extra support should we provide in loco parentis?
- How does our over-resourcing of Maths and English provision/mentoring/support de-prioritise the breadth of curriculum in which all students are more likely to flourish? How do we reconcile this with allocation of teaching assistants?
- To what extent do we as a school see test performance as our chief end, as opposed to focusing on becoming a 'good citizen, parent, employee or team member'?

Educating for Hope and Aspiration

- How do we help our students conceive their future? What kind of future do they have, and how can school help present a brighter, more ambitious vision, seeing them with God's eyes?
- If we see each child as God sees them, what barriers would still remain?
- How do our teachers practically embody hope at parents' evenings?
- How often do we let 'bad experiences have the last word' – to what extent do we pin our hopes on...



“Vision is a **picture**
of the **future** that
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passion.”

Bill Hybels

The conclusion (p13):

- Excellence and academic rigour within a wider framework of SMSC which enables CYP to flourish.
- A rich experience and understanding of Christianity and encounter with Jesus and Christian faith in practice.
- C of E role in education, renewing and enhancing,
- Provide centres of excellence for leadership support that work in the new landscape

Preparing For SIAMS :

The SIAMS Evaluation Schedule

Church of England Vision For Education
Deeply Christian; Serving The Common Good

Wisdom



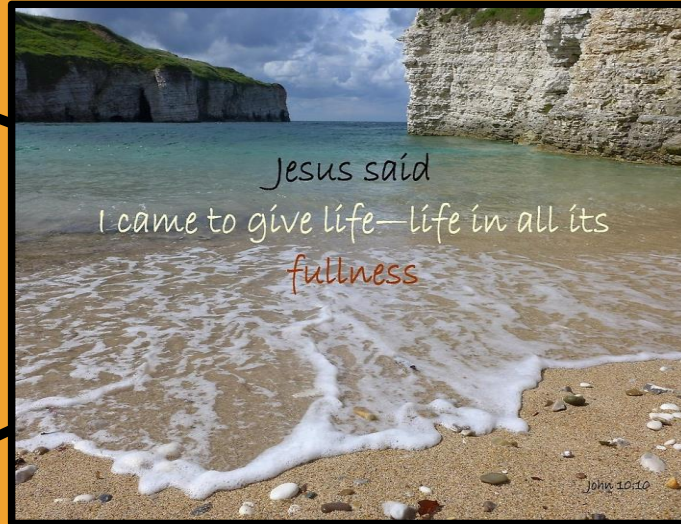
Dignity



Community



Hope



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

Wisdom



Dignity



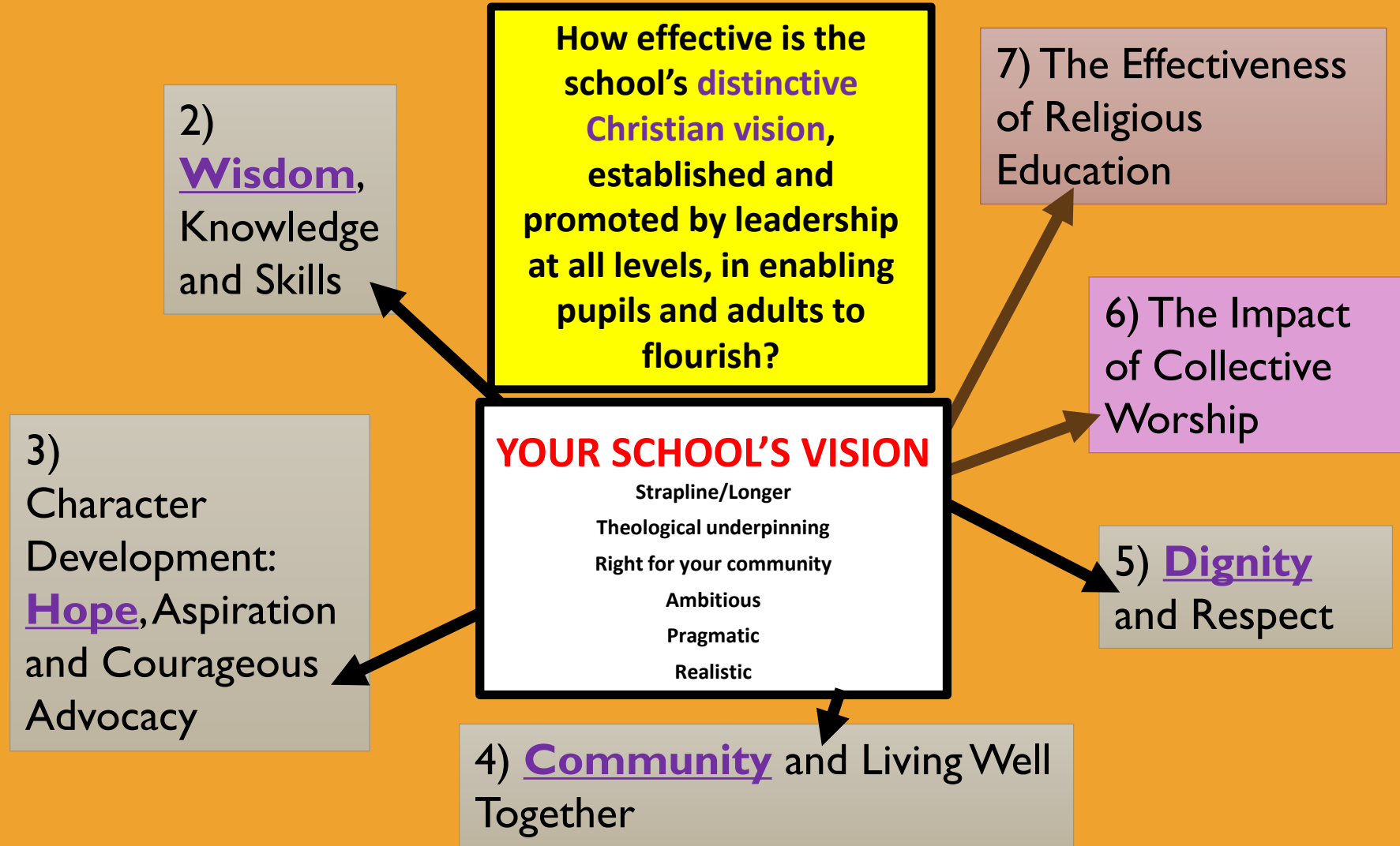
YOUR SCHOOL'S VISION

Hope



Community





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

Vision

How effective is the school's distinctive Christian vision...

What is your vision?

Provision

...established and promoted by leadership at all levels...

What do you do because of that vision?

Impact

... in enabling pupils and adults to flourish?

How do you know that it is working?

VISION – WHO ARE WE AS A CHURCH



HOW THEN DO WE LIVE AS A CHURCH SCHOOL?

THIS
IS
HOW
WE
LIVE



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

7) The Effectiveness of Religious Education

6) The Impact of Collective Worship

5) **Dignity** and Respect

4) **Community** and Living Well Together

St. Gabriel's College
Generosity of Spirit;
Service to Others
The Parable of the Good Samaritan

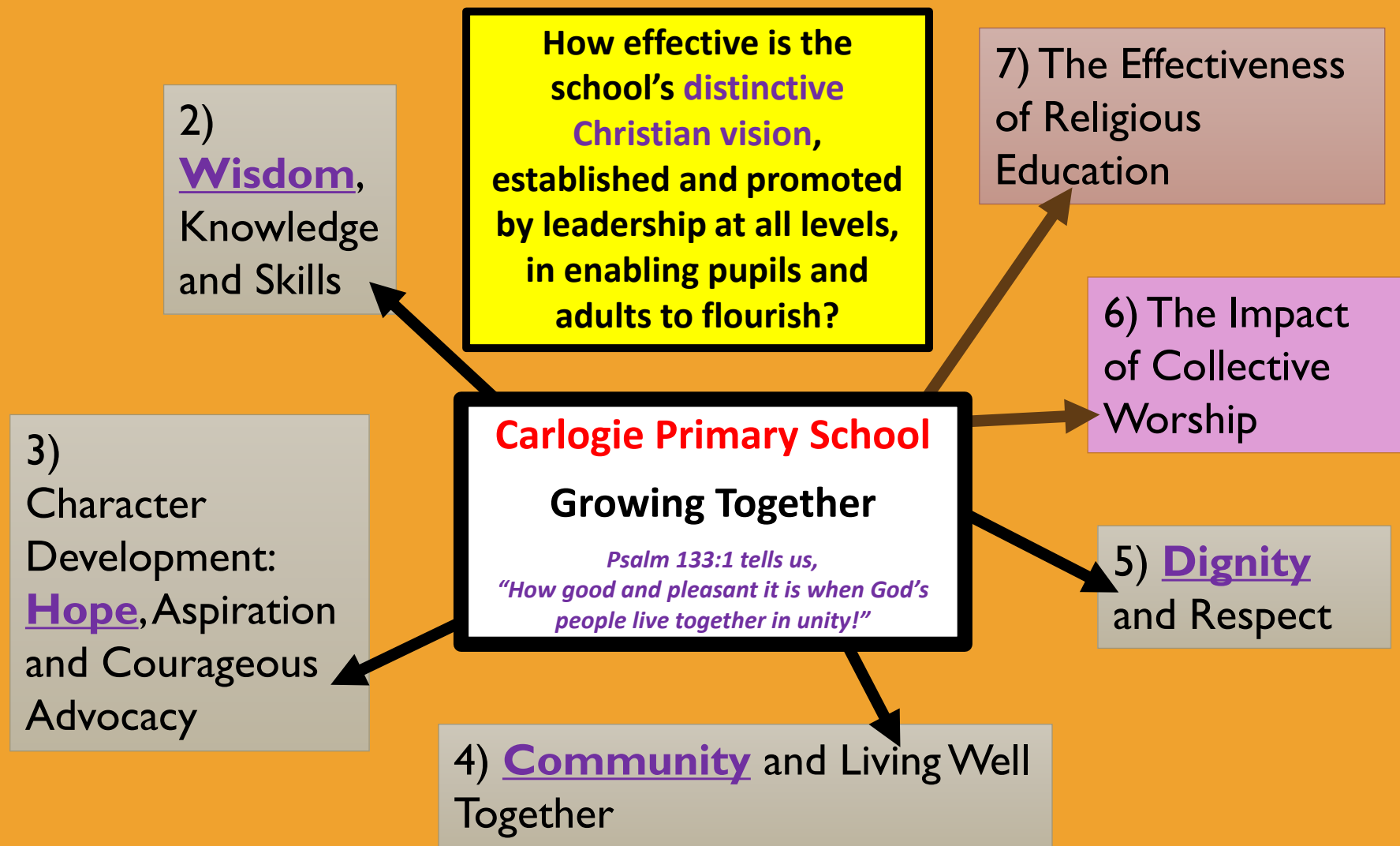
2) **Wisdom**, Knowledge and Skills

3) Character Development: **Hope**, Aspiration and Courageous Advocacy

The school's vision
**Generosity of Spirit;
Service to Others**



“We represented our vision pictorially by showing the Holy Family in the stable, and then the same figures on a boat for the Flight into Egypt. We wanted to emphasise that Jesus himself was a refugee and to make the visual link with the thousands of refugees risking their lives crossing the Mediterranean.”



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

7) The Effectiveness of Religious Education

2) Wisdom, Knowledge and Skills

6) The Impact of Collective Worship

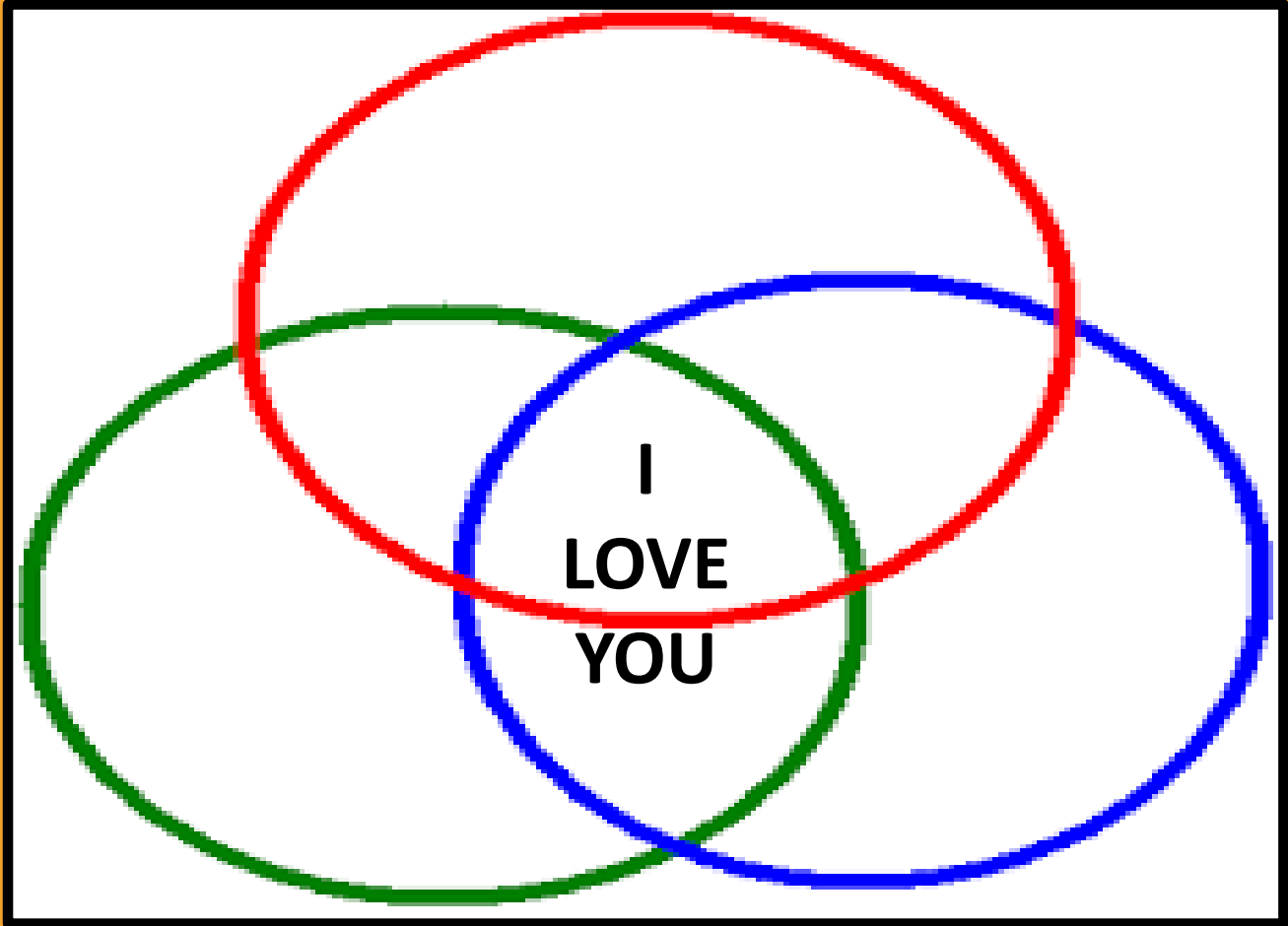
St. Laurence CE School

Our Mission and Values are rooted in the narrative of the martyr St Laurence who, when ordered by the prefect of Rome to bring the treasures of the Church, responded by saying "people are the Church's treasure". In Matthew 6.21, we read: "for where your treasure is, there your heart will be also". At St Laurence you will find a School whose vision and practice is influenced by the belief that people are our treasure, as a gift from God, and are far more important than narrow definitions of educational excellence. In our practice you will see where our heart is.

5) Dignity and Respect

3) Character Development: Hope, Aspiration and Courageous Advocacy

4) Community and Living Well Together



**I
LOVE
YOU**

Biblical / Theological Underpinning is important:

‘From Special Measures To Truly Special’

⁶ We have different gifts, according to the grace given to each of us. If our gift is to speak God's message, we should do it according to the faith that we have; ⁷ if it is to serve, we should serve; if it is to teach, we should teach; ⁸ if it is to encourage others, we should do so. Whoever shares with others should do it generously; whoever has authority should work hard; whoever shows kindness to others should do it cheerfully.

Romans 12: 6 - 8

The Narrative

What's
your
story



St John's Church of England School, Stanmore, London

Vision = We make a difference; You're the reason I make a difference today.

Matthew 25, 40-41: 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'

Narrative / Story =

We make a difference

I made a difference when you felt safe enough to come into school and not look back.

I made a difference when you trusted me enough to talk and allowed me to care.

I made a difference when I recognised your strengths and enabled you to reach for the stars.

I made a difference when you felt it was ok to be different and confident about who you are.

I made a difference when you punched the air and said "yes!" so many times.

I made a difference when I took the time to make your learning exciting and engaging.

I made a difference when I met you 10 years later and saw how happy and successful you were.

You're the reason I make a difference today.

St John's Church of England School, Stanmore, London

Vision = We make a difference; You're the reason I make a difference today.

Christian Values=

Faith is our belief, love and trust in Christ. Through our faith we show, Compassion and Respect. In our learning we Persevere and Aspire to be the best that we can.

Compassion – We are fair, we care and show understanding towards others.

Respect – Thinking and acting in a positive way about ourselves and others.

Perseverance – We look 'I can't' in the eye and say 'I can!'

Aspiration – Be determined to achieve and excel in all we do.

St. Michael's



Therefore, choose

The Narrative:

'Therefore Choose'

Deuteronomy 30 v19

*'This day I call the heavens and the earth as witnesses against you that I have set before you life and death, blessings and curses. **Therefore choose life**, so that you and your children may live and that you may love the LORD your God, listen to his voice, and hold fast to him.'*

We want our school community to know that it is the choices which they make which help determine their futures. Each of us has the power and the right to make these choices for ourselves.

Children can choose the options which they take, the type of person which they are and their responses to others.

Staff can choose to create amazing learning opportunities, they can be ambitious for all young people, they have the right to choose the type of person which they are and their responses to others.

Everyone has the choice to do what is right and to shine.

Therefore, choose!

SIAMS Report:

'Within the vision, 'Therefore choose', is applied exceptionally well. Staff and pupils relate this to the choices they make, including on moral and ethical issues. A wide range of experiences to encourage pupils to make positive choices are provided.

Pupils respond constructively to these. They engage effectively in social action and charitable giving, reflecting on the impact of their decisions personally, within school and further afield. The school's vision effectively promotes strong relationships, a sense of belonging and exemplary behaviour. Pupils recognise that sometimes wrong choices are made. They are keenly aware that justice, forgiveness and reconciliation are practised in school. They know that this reflects a Christian vision and that, 'it is a good way to live'.

SIAMS Evaluation Schedule



Strand 1: Vision and Leadership

In this strand the following must be explored:

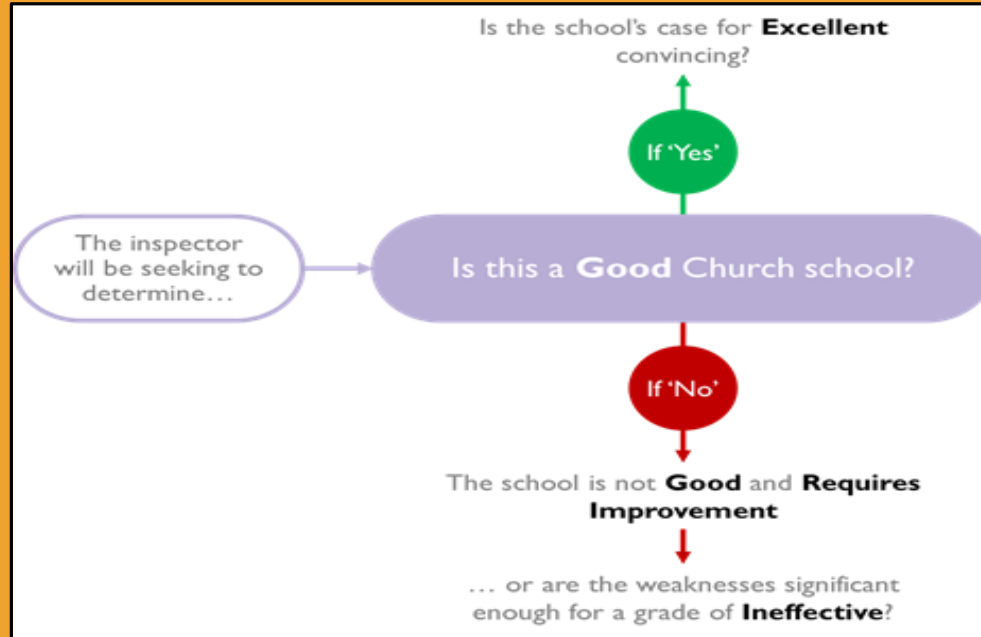
- How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained.
- How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

In developing vision and leadership in a Church school, the school must evaluate:

- a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- b) To what extent does the school's Christian vision shape school policies and Church school development plans? How is priority given to collective worship and to religious education (RE)?
- c) How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.
- d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?
- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

Each Strand:

- Focus Questions which the inspector must explore
- Questions which the school must evaluate
- Grade Descriptors



Strand 2: Wisdom, Knowledge and Skills



In this strand the following must be explored:

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

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the school at meeting the academic needs of all pupils through the curriculum? **How effective is the school in identifying and supporting those who are more vulnerable** and who may have additional learning and personal needs?
- b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?



Does **EVERY** light shine?



'Shaping Everybody's Future'



Equality



Equity



Eliminating Opportunity Barriers

The highest performing education systems are those that combine equity with quality.

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy



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.**
- **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.**

In developing character, the school must evaluate:

- a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?**
- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?**
- c) How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?**

Strand 4: Community and Living Well Together



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.**

In creating a community where all live well together, the school must evaluate:

- a) To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practise forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?**
- b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?**

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.

**Everything
that you are is
enough.**

April 2018: CofE Education Office published
'Mental Health and Wellbeing: Towards a Whole School Approach: Interim advice for schools and SIAMS inspectors ahead of the introduction of the new SIAMS Evaluation Schedule in September 2018'

- Pages 1-8 - sets all in context
- Page 14 - particularly relevant with regard the SIAMS Evaluation Schedule
- Page 38 - an excellent checklist

Strand 5: Dignity and Respect



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.

In creating a school environment built on dignity and respect, the school must evaluate:

- a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community? (* See 'Valuing All God's Children')
- b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?
- c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

Valuing All God's Children

'One of the four strands of the *Church of England Vision for Education* is dignity and respect. Part of this vision is to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood.'

'If any school is not educating pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination they would be failing in their duty to prepare their pupils to live in modern Britain.'

- Page 20 – Primary
- Page 21 – Secondary



*God loves each
of us as if there
were only one of
us.*

~ Augustine

Strand 6: The impact of collective worship

In this strand the following must be explored:

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



nclusive

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:



nvitational



nspiring

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Strand 7: The effectiveness of religious education

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.

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - I. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - II. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - III. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?
- c) How effective is RE teaching and learning in the school? *(150 words in the inspection report about standards and progress)*

Self-Evaluation / Judgements	Grade
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 impact of collective worship	
The effectiveness of religious education (RE)	

The grading scale used for inspection judgements

A four-point grading scale will be used in all inspections to make the principal judgements:

- Grade 1: Excellent
- Grade 2: Good
- Grade 3: Requires Improvement
- Grade 4: Ineffective

The Timing Of Inspections

- A school whose current SIAMS inspection judgement is 'good', 'outstanding' or 'excellent' will be inspected in the fifth academic year following that of its previous SIAMS inspection.
- A school whose current SIAMS inspection judgement is 'satisfactory', 'requires improvement', 'inadequate' or 'ineffective' will be inspected in the third academic year following that of its previous SIAMS inspection.

'an inclusive and distinctive Christian Vision'

'a Christian vision that reflects its local context'

VISION MATTERS

'the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative'

- How well do all pupils attend? ... and how does this relate to the Christian vision? (Strand 1)
- How well do all pupils behave? ... and how does this relate to the Christian vision? (Strand 4)
- How effectively does the curriculum meet the needs of all groups? ... and how does this relate to the Christian vision? (Strand 2)

Excellent:

School has the opportunity to demonstrate:

- ❑ Highly innovative and imaginative aspects of its work
 - ❑ How it attends to the particular needs of its local community
 - ❑ Application of the deeply Christian features of its vision which leads to the exceptional flourishing of groups within the school and goes well beyond Good.
-
- The examples are indicators only.
 - The onus is on the school to make a convincing case for the excellence of its work in 'serving the common good'.

Making The Case For Excellent

Vision and Leadership

- Innovation
- Transforms lives
- Ethical practice
- Diocesan centre of excellence
- Professional Development

Dignity and Respect

- A hospitable community
- Pupils take a lead in challenging prejudicial behaviour and language



Religious Education

- Pupils inspired
- Confident, age appropriate
- Innovation locally, regionally or even nationally

Wisdom, Knowledge and Skills

- Innovation
- Bold ethical arguments
- Academic Progress
- Move beyond planned opportunities



Community and Living Well Together

- Reconciliation, forgiveness and support
- A culture of care and compassion



Excellence is going
the extra mile.

Joyce Meyer

Character Development: Hope, Aspiration and Courageous Advocacy

- Creativity and innovation
- Opening pupils' horizons
- Articulate advocates for change, challenging injustice and inequality



Collective Worship

- Heartbeat of the school
- Creative pupil and church involvement
- The Eucharist

**Parish
Buddies**

**Images; counter
stereotypes and
celebrate
diversity!**

**Planning For Vision, Hope,
Community, Wisdom and
Dignity**

**Charity Links; do
these match
with those in
your church,
parish or local
area?**

**Careers Days;
Futures Work**

**Thinking of becoming a
'Fairtrade school'?**

**'Newsround' -
weekly**

**Partnership With
Traveller Community**

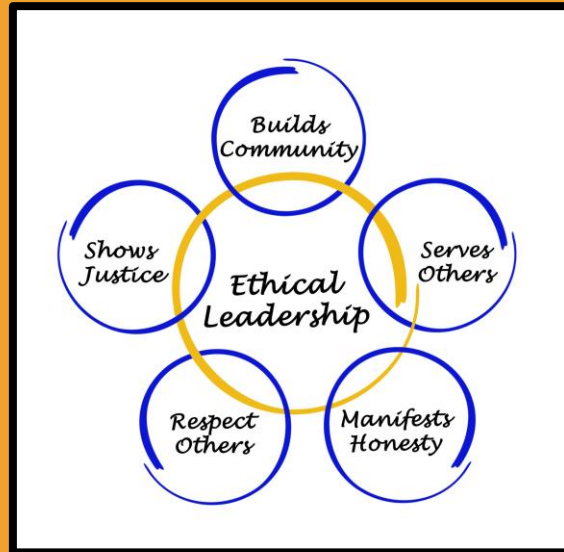
**Year 6 creative enterprise project –
running their own profit-making
businesses to raise funds to give back
to their local and school communities**

Inspirational People

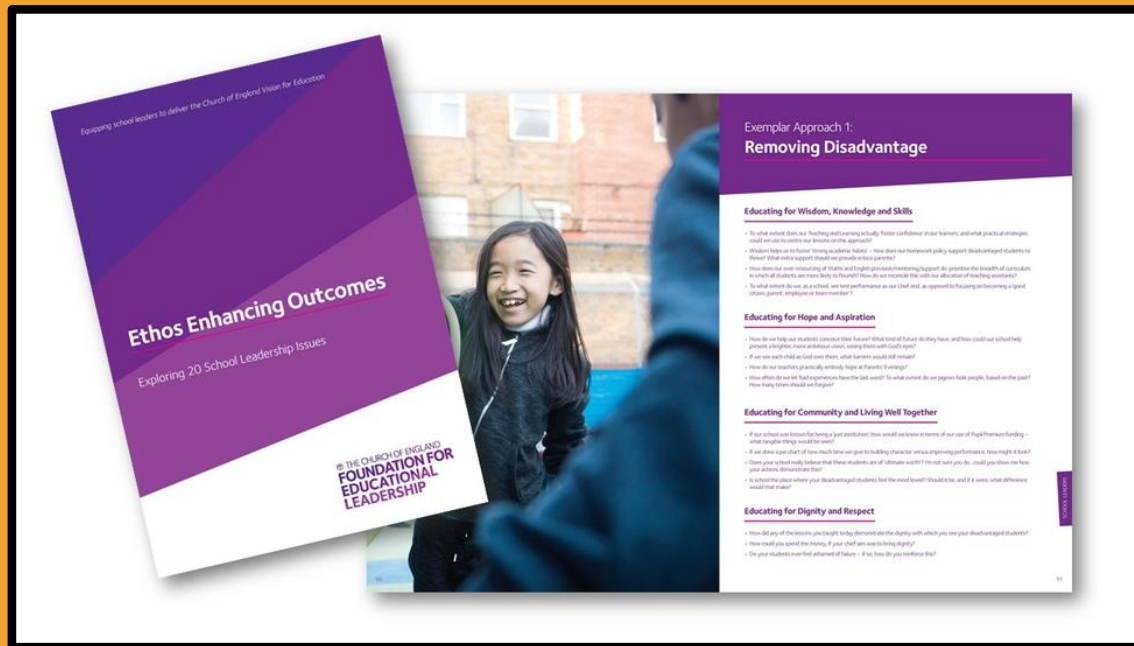
Global Neighbours – The Church of England Education Office and Christian Aid



Ethical Leadership



'Bringing the Vision Alive' - Resources for School Leaders



www.cefel.org.uk/visionresources/
Church of England Foundation for Educational Leadership

Which theological questions should you be asking?

How does our curriculum promote fullness of life?

Do you inadvertently prioritise academic ability as the only way to talk about the most able? Does this narrow a godly view of talent?

What does it feel like to flourish as a teacher in your school?

Do you adapt your Acts of Worship in any way for SEN students?

Biblically, we all make mistakes and there is no limit to God's grace. Is there a limit in your school?

How do you grow the attitude of humility in your most able students?

Advice for schools due their SIAMS Inspection in 2018-2019

- 1) Know your vision and be able to articulate it! Make sure that all leaders can articulate it and that CYP can articulate the message of your vision. The vision must have a known theological underpinning.
- 2) Be certain of who your vulnerable CYP are and of what you are doing to support them. SIAMS leaves Ofsted to focus on the data for all but SIAMS will look at the data for the vulnerable and how the school is supporting these CYP. This is a big shift and links back to the school originally being there for the poor of the parish in its Trust Deed. Is the vision actually true for the vulnerable CYP too?
- 3) Look at *'Valuing All God's Children'* – and reflect on how your school is implementing systems to challenge bullying and to allow all to flourish whatever their characteristics.
- 4) Reflect on your school's work in relation to *'Mental Health and Wellbeing: Towards a Whole School Approach: Interim advice for schools and SIAMS inspectors ahead of the introduction of the new SIAMS Evaluation Schedule in September 2018'*.
- 5) How do you **WELCOME** ('welcome' is key in SIAMS) CYP of all protected characteristics – and indeed all adults - so that they do not feel judged? It is perceived that church schools are not so good at challenging as non-church schools so there is a national expectation on church schools to prove what they are doing in inspections.

Activity... (you may well not have all of the answers yet)

- What is your school's vision?
- What is the narrative which underpins it?
- How is it rooted in the Bible?
- Share (an aspect of) a SIAMS strand where your school has undertaken work.
- Where might you judge yourself to be with this piece of work currently?

Preparing For SIAMS :

Vision

'an inclusive and distinctive Christian Vision'

'a Christian vision that reflects its local context'

VISION MATTERS

'the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative'

- How well do all pupils attend? ... and how does this relate to the Christian vision? (Strand 1)
- How well do all pupils behave? ... and how does this relate to the Christian vision? (Strand 4)
- How effectively does the curriculum meet the needs of all groups? ... and how does this relate to the Christian vision? (Strand 2)

just a thought ☹️

Would a visitor who toured your school and spoke to CYP and adults be able to identify its vision?



NASA Vision
(late 1950s; early 1960s):

**Our Vision Is To
Land A Man On
The Moon**

SIAMS Evaluation Schedule

Page 18:

'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.'

“God creates each person full of potential and wonderfully unique. Every person is fundamentally good. Our job is to ensure that everyone’s uniqueness and potential is celebrated leading to success.”

Our Vision

“Let Your Light Shine”

To provide an inspirational environment where individuals can excel and flourish academically, socially and emotionally, preparing them for life’s journey.

Our Values

Our core Christian Values are lights which, together, make us ‘Shine’:

L – Love

I – Independence

G – Growth

H – Happiness

T - Trust



“You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

“Everyone is equal. We must never let the fact that we may have opportunities in life make us feel superior to those who do not. Rather we should always treat others and respond to others as we hope that others would respond to us, especially at times when life is hard. Remember - we all have hard times in our lives.”

Romans 15

Please Others and Not Yourself

15 If our faith is strong, we should be patient with the Lord’s followers ... We should try to please them instead of ourselves. ²We should think of their good and try to help them by doing what pleases them. ³Even Christ did not try to please himself. But as the Scriptures say, “The people who insulted you also insulted me.” ⁴And the Scriptures were written to teach and encourage us by giving us hope. ⁵God is the one who makes us patient and cheerful. I pray that He will help you live at peace with each other, as you follow Christ.

NOT FOR OURSELVES BUT FOR OTHERS

Like Jesus we belong to the world
living not for ourselves but for others.
The joy of the Lord is our strength.

Mother Teresa

Quotepoint



“Growing in the Forest”

“Help every person recognise and celebrate their uniqueness as a miraculous creation of a loving God.”

Growing in community

Recognising that I belong and that I have rights and responsibilities to my community and environment.

Growing Academically

Learning to learn. Being a pro-active, questioning learner with a growth mind-set.

Growing Physically

Making healthy choices about our health and well-being. Understanding how we grow and change.

Growing spiritually

Understanding that we are all unique and miraculous creations of a loving God. Recognising this in ourselves and each other.

“I am loved.”

Love is patient, love is kind.
It is not jealous,
It does not boast or show off.
It does not speak badly of others,
It is not selfish, it is not angry,
It does not look for revenge.
Love does not enjoy doing the
wrong thing but is honest.
It always protects, always trusts,
Always hopes, always makes its
best effort.
Love never fails.

1 Corinthians 13:4-8

Hackthorn CE Primary School, Lincolnshire



Vision: The child is at the heart of everything we do. We take great pleasure in nurturing our children and celebrating their individual achievements. We know each pupil thoroughly and foster a friendly family atmosphere.

Our Golden Rule is : Treat other people the way you would like them to treat you:

- ✓ Do unto others as you would have them do unto you
- ✓ Speak to and of others how you would like to be spoken to, and about
- ✓ Feel about others how you would have them feel about you
- ✓ Think of others the way you would like to be thought of
- ✓ Make an effort to respect even the unrespectable

(The Golden Rule which underpins our vision is the principle of treating others as one would wish to be treated. It is a maxim that is found in many religions and cultures.

Luke 6:31 – ‘Do to others as you would have them do to you.’)

Our Christian Values are the Hackthorn Way.



THE SALISBURY
DIOCESAN
BOARD OF
EDUCATION

LIVING OUT GOD'S TRANSFORMING PRESENCE

In the Old Testament there is an extraordinary encounter between God and Moses, which results in Moses demanding of God, '**Now show me your glory.**' (*Exodus, 33, 18*)

And the Lord said, 'I will cause all my goodness to pass in front of you, and I will proclaim my name, the Lord, in your presence. I will have mercy on whom I will have mercy, and I will have compassion on whom I will have compassion.' But, he said, '**you cannot see my face, for no one may see me and live.**' (*Exodus 33, 19-20*)

Goodness, abundance, mercy and compassion are part of what God's glory and presence looks like; these are words that God uses to describe Himself. Therefore, if these are the characteristics of who God is and what God is like, then the Salisbury Diocesan Board of Education needs to embody these characteristics in our work and ministry.

To be **living out God's transforming presence** is about nurturing our attentiveness to His presence, continually bringing ourselves before Him, drawing on the abundance of His grace with praise and thanksgiving.

‘Wouldn’t it be boring if we were all the same?’

The Jenny Hammond Primary School, London

Parents and carers are welcomed into the school for the first 10 minutes of the day to read with their child in Key Stage 1 or to do mathematics-based activities in Key Stage 2.

The school celebrates a range of national events, such as:

- Black History Month
- International Women’s Month
- Gypsy, Roma, Traveller History Month

The school was one of the first to become part of the ‘No Outsiders’ project and has been at the forefront of work in challenging homophobia using age-appropriate literature and related activities. This approach enables social and emotional development to take place naturally alongside the development of literacy skills.

Annual Diversity Week. During this week, instead of following the normal timetable, each class reads and completes various activities related to a ‘core’ book. The books tackle a range of themes – from different families and gender stereotypes to LGBT historical figures and civil partnerships.

'Use our gifts as faithful stewards of the grace God has given us'

There is no longer a local church so governors and clergy of different denominations manage on-site opportunities for worship and reflection. Children help lead these occasions.

Strong Christian ethical leadership by the finance staff; careful selection of companies for the school to work alongside including in respect of the cleaning contract.

Strong governor leadership on the timing of RE lessons to maximise learning.

Children are prayer wardens who report termly to governors on the impact of prayer on the school community.

Pupil Eco Team and catering staff have achieved a major reduction in food and energy waste.

Catering staff serve members of the remote community and also hold community lunches throughout the year.

EACH OF YOU SHOULD USE
whatever **GIFT**
you have received
to **SERVE OTHERS**
AS FAITHFUL STEWARDS OF
God's GRACE
IN ITS VARIOUS FORMS 1 PETER 4:10

Deeply Christian
character

E
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Impact on the full
breadth of pupil
outcomes

Vision
(theological
underpinning)

Your Christian
Values
(the tools/route)

Concept
(so what are
your strategies?)

Pedagogical
choices and
approaches to
school life

Strapline – the
gateway
(Bible quote)

Your Concept



One Vision



Creating a Coherent Picture:

- school foundation
- school ethos
- school pedagogy
- externally generated

A vision

- Where are the children?
- What are they doing?
- Where are the governors?
- What are they doing
- Who is driving?

Where are your values?

- What is their role?
- Are they underpinning?
- What would happen if they were somewhere else?



- Where are your other values' based systems?
- Where are your principles?



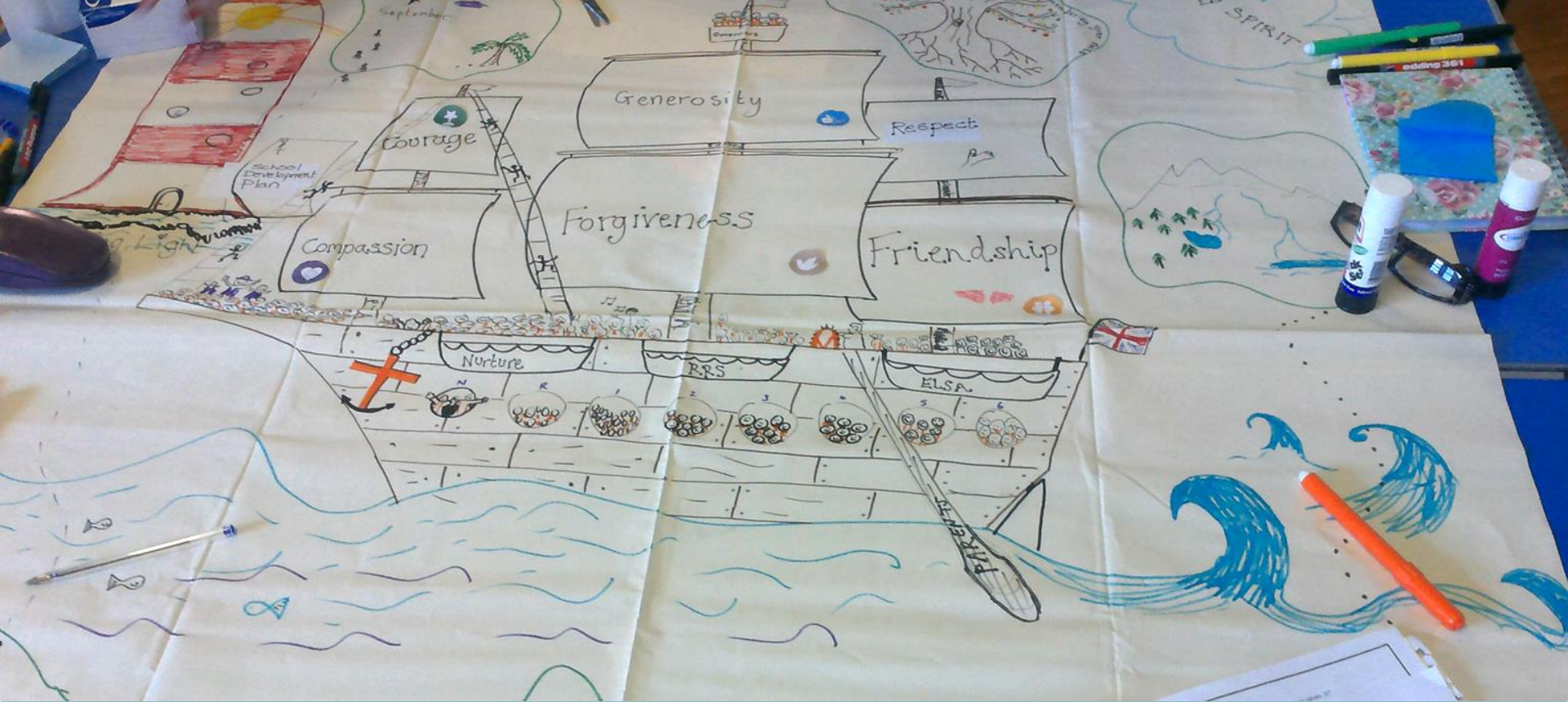
Further questions to prompt thinking:



- who is navigating?
- where are the parents?
- what are they doing?
- how is the role of your development plan represented?
- where are the things that are unique about your school?
- how would you want to be describing your curriculum in three years time?

An image - why?





Refining the image

Impact - the inspectors

- 'A picture of a red bus hangs by the entrance and defines the Christian ethos of the school in a way that even the youngest pupils can explain'
- 'Relationships across the whole community are exemplary because everyone understands the benchmarks set by Christian Values.'
- 'There is a shared vision amongst the whole school community and all are working very successfully to achieve this.'

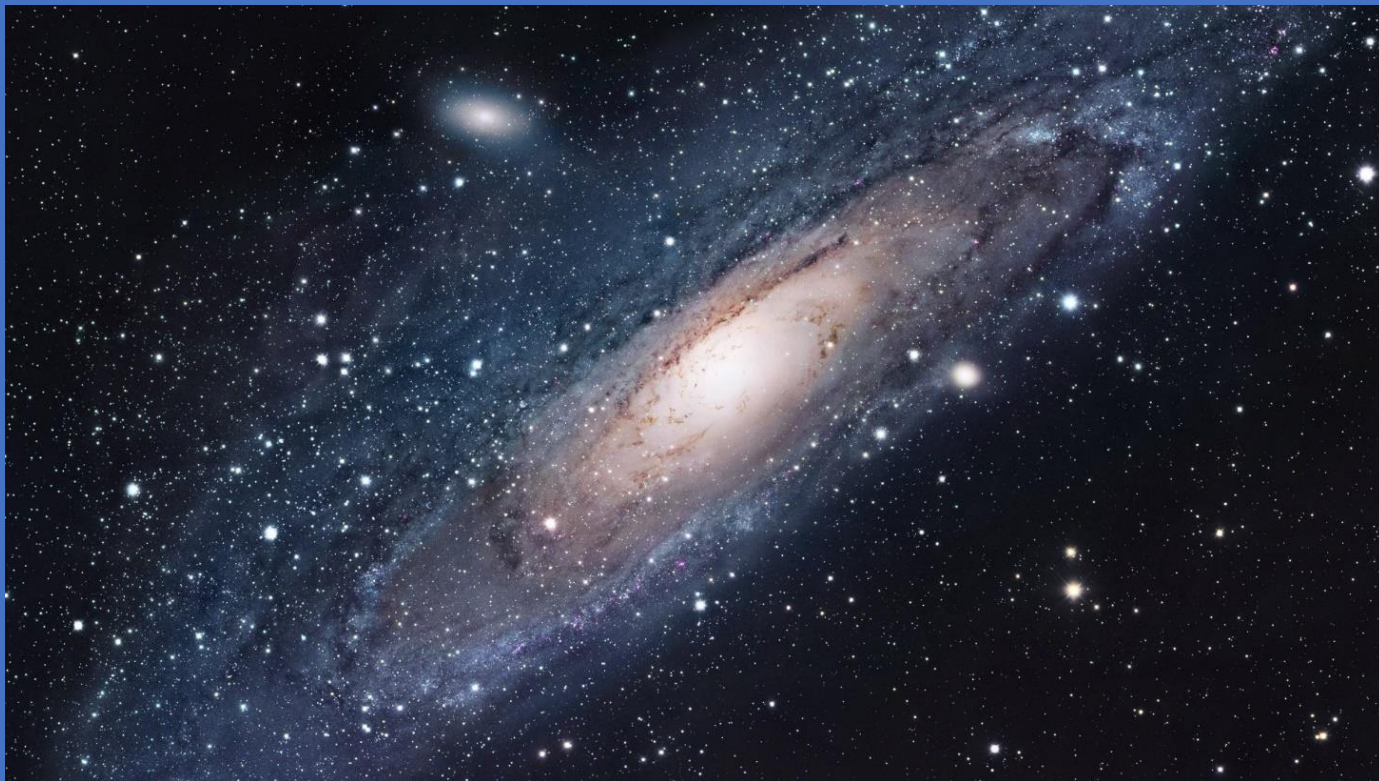
Impact - the community

- ‘Our boat reminds me what we decided was important in our school’
- ‘Everyone helped make our tree, even my Mum understands it!’
- ‘I now know exactly what my child’s school priorities are and what that looks like in the classroom’





What can you imagine?



SIAMS Inspection

- **Reports**
- **Protocol**
- **Self-Evaluation**

Preparing For SIAMS :

Inter-Session Activity



1. Reflect on your vision in the context of today's training!
2. Reflect on three ways in which your vision is shaping practice in your school!
3. Think about your school's work in relation to one of the strands. How do you know the depth of its impact? How might you go about self-evaluating?
4. Reflect on learning from today and consider next steps!

At the next session, some time will be given to sharing ideas and thinking from these activities with colleagues so that we can all learn from each other!