

# Summary SIAMS Self-Evaluation Redmile C of E Primary School

## Introduction

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

### School’s theologically-rooted Christian Vision

**“Teach children how they should live, and they will remember it all their lives.” (Proverbs 22:6).**

Our school welcomes everyone: those with faith and no faith. Our vision has been devised in collaboration with staff, pupils, parent and governors and is a reflection of the strength of our partnership as a whole community with inclusivity at its heart. Our Christian vision underpins everything that we do. In order that we can shape children’s lives through the strong Christian values so that they develop into adults who value and respect each other and the world that they live in.

### Inspection Conversations: Context

#### Who are we?

Redmile Church of England Primary School is Voluntary Controlled. Redmile joined the Diocese of Leicester Academies Trust (DLAT) on 1<sup>st</sup> December 2014 which later became the RISE Multi Academy Trust. A key driver in the school’s decision to join DLAT was the opportunity to work with likeminded schools with a Christian approach. Thus enabling the sharing of good practice and networking so that the teaching of RE and collective worship can be as strong as it can be. Redmile offers a predominantly Christian religious education.

Our last SIAMS inspection was June 2019 - Good

Geographical location: we are a very small rural Leicestershire village primary school, within The Vale of Belvoir. We serve 3 local villages and surrounding areas and there is a mix of predominantly

	<p>affluent private housing but also social housing. The school is on the fringe of 2 neighbouring LA's (Nottinghamshire and Lincolnshire).</p> <p>Pupil Profile: There are 62 pupils (4 – 11 years old) on roll, with an increasing number out-of-catchment. We have an increasing number of pupils with SEND (19%) including pupils with EHCPs/Top up Funding. 15% of pupils are eligible for pupil premium plus LAC and EAL pupils. 90% of pupils are white British. 10% of pupils are other white backgrounds.</p> <p>Community: Some parents have professional occupations commuting nationally and globally. Others work in rural farming. Rural isolation and deprivation is something that the school is aware of. We ensure that the need for our pupils to be aware of diversity and inclusion and that there is a wider world is addressed.</p>
<p>What are we doing here?</p>	<p>As a Church school, we strive to provide a strong education which will give them the foundations for life through the values of <b>friendship, respect, forgiveness</b> and <b>perseverance</b>. By embedding these Christian values, we enable our pupils to flourish giving them the bedrock to hope and have aspirations for the rest of their lives. We aim to instil confidence and belief within our pupils so that they can achieve great things and experience the fullness of life in a caring, compassionate way.</p> <p>Our school vision “Teach children how they should live, and they will remember it all their lives.” (Proverbs 22:6) resonates with that of our Academy Trust, which strives for all children and staff to ‘flourish and succeed’. As a result of trust support, our staff benefit from excellent professional development opportunities, through accessing NPQs, trust networks and trust-led CPD. Staff turnover is low and children benefit from an increasing range of experiences through the RISE Pupil Charter, including the year 4 choral event.</p> <p>For a number of years, our village church has not been active due to a vacancy for a vicar. However, as a school we have maintain regular links with the wider church community (Cannon Judith Wells and Open The Book) and more recently Reverend Monica Judson who has been appointed as the local ‘Growing Faith’ minister. They join us and the wider school community to ensure that theological messages from the bible are shared and key Christian festivals such as Harvest, Remembrance and Easter are celebrated. We are committed to ensuring foundation governance, and Reverend Monica has taken up this role. Redmile school also acts as a monthly meeting venue where Reverend Monica and Cannon Judith hold ‘get togethers’ and invite the whole community.</p>

	<p>Collective worship takes place daily and involves the Clergy, school leaders, class teachers and Open the Book. As a church school, worship is predominantly Christian. However, time is taken to affirm British Values, Spirituality and Equity, Diversity and Inclusion. Celebration Collective worship takes place fortnightly.</p> <p>Religious education at Redmile reflects the church of England statement of entitlement. We provide our pupils with a balanced approach that includes a comprehensive understanding of different religious traditions, beliefs, practices and ethical teachings, with Christianity at the forefront of learning across our school. In Religious Education, we work from the Leicestershire agreed syllabus and the 'Understanding Christianity' units.</p>
<p><b>Inspection Questions (IQ)</b> How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
<p>Inspection Question (IQ)</p>	<p>Impact of provision and sources of evidence</p>
<p>1. How does the school's theologically rooted Christian vision enable people to flourish?</p>	<p>Staff and governors place the school vision and values of, friendship respect, forgiveness and perseverance at the heart of everything we do. Our values are linked to bible stories:          Friendship - "Ruth and Naomi" (Ruth 11 – 13 and 14 – 22)          Perseverance - "Daniel and the Lion" (Daniel 6: 1-28)          Forgiveness - "The Prodigal Son" (Luke 15: 11 - 32)          Respect - "The Good Samaritan" (Luke 10: 25 - 37)</p> <p>Our vision is seen throughout the life of the school. Through: collective worship; daily prayer; spirituality; opportunities for pupils to reflect to gain a heightened sense of awareness of their role in the world around them; develop deep feelings about what is important in order to develop a sense of security, well-being, worth and purposefulness.</p> <p>The value of respect is evident in exemplary behaviour inside and outside the school. Redmile was awarded 'Gold School Games Mark 2022.23.' Pupils won the Spirit of the Games Award 5 times in 2022.23 due to displaying respect and good sportsmanship. Years 3,4,5 history visit "This is the politest group of children that I have transported in a long time."</p>

At Redmile, we strive for excellence in all that we do. Pupil outcomes for the last 2 years, in statutory testing, indicate that the vast majority of our pupils performed in line or better than their peers nationally. The school also excels in sports, winning the Melton and Charnwood Yr 3.4 hockey competition, mixed netball competition and Yr 5.6 girls being awarded the football team of the year. Pupil surveys indicate that they feel safe with over 91% saying that they are happy in school (72 pupils surveyed, May 2023). Attendance is in line with national averages and there have been no exclusions.

Redmile prioritises professional development for staff to enable all individuals to flourish in their roles, in addition to preparing and encouraging those seeking promotion – Senior teacher recruitment July '23. Continued Professional Development (CPD) is tailored to individuals (e.g. NPQ and ELSA qualifications), school and trust needs and provided by a combination of in-school, trust-level and external providers. Instructional coaching is embedded across the school and used to enable classroom-based staff to flourish in their roles.

Staff wellbeing is considered in all decision making and policies. This includes release to attend family events, taking planning time offsite, flexible working, no e-mail communication during unsociable hours, removal of duplication of work, protected lunch times for those teaching in the afternoon and focused meetings with a clear agenda and prompt finish. Staff attendance is high and team work is strong. Staff engage in social events outside school. This has created a positive atmosphere, helped to build trust between colleagues and encouraged collaboration.

Parent engagement with the school is high. With excellent uptake for our Fortnightly Celebration Collective Worship; providing transport to sporting events; attendance of parents' evenings (98% attendance – Autumn '23) and curriculum based events such as phonics and early maths. Redmile collaborates with a local charitable organisation The Viking Challenge by hosting the annual cycle race money raised is donated to local charities and the school. The Viking Challenge financial donation Oct'23 allowed for: a new outside classroom; new playground markings and new trim trail.

2. How does the curriculum reflect the school's theologically rooted Christian vision?

In 2022.23 the school along with others in RISE adopted the RISE curriculum for EYFS, history, geography, science, art and design technology. The curriculum is research-based; has high expectations; helps children to know and remember more; understand that everyone is different and diverse so that they can flourish and succeed. In 2023.24 the school adopted the RISE RE curriculum and Collective Worship programme. They have been designed to embrace our Christian values. Our curriculum also include a range of enrichment opportunities, including day-trips, visitors and experiences. The impact of this is evident when speaking to pupils during book study, through lesson visits and internal assessment data.

Spiritual development underpins our curriculum, through our lived vision and ethos. In July 2023, all KS2 pupils reflected to share what spirituality means to them. As a result, a local artist interpreted their thoughts and feelings to create a Spirituality frieze which can be seen in our hall today.

Being a rural school of predominantly white British pupils, Diversity, Equity and Inclusion is highly valued and explicitly taught. The recognition and celebration of diversity in religious and cultural backgrounds is an important element of our inclusive ethos. Practical changes can be seen across the school including the addition of dolls with a range of skin tones in Early Years, the use of videos that portray blended families in Relationship and Sex Education and preparing a range of dishes from different cultures in Design Technology. Our reading curriculum includes characters from a range of backgrounds, as do our library books. Furthermore, our children take part in inclusive sports during sports day and through the Charnwood & Melton Sports Partnership.

Redmile is passionate about providing excellent Physical Education and pupils from EYFS – Yr 6 attend PE and dance lessons provided by qualified specialist instructors. Our extra-curricular clubs also provide a range of sporting opportunities, reflected in our 'Gold' status for school games.

Pupils from disadvantaged backgrounds are well-supported. We offer a range of financial support to families to remove barriers to attending breakfast club, sports clubs, day trips and residential, in addition to issuing laptops, to ensure that all children have access to the full curriculum at school and home. The team including our ELSA work tirelessly to support vulnerable children and are quick to intervene if pupils fall behind.

	<p>Redmile adapted the curriculum to meet the needs of our pupils during and following the pandemic, with the aim of supporting children to ‘catch-up’. Since the pandemic, pupil outcomes, in statutory testing, indicate that the vast majority of our pupils’ attainment is in line or better than their peers nationally.</p>
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Great value is placed on collective worship as this the opportunity for us to come together as a whole school family. Pupils, adults, parents, governors and the wider community are welcomed into our school to celebrate and worship. It creates a family community and enthusiasm for our school and Christian Values – it is at the core of our school life and is valued by all.</p> <p>Worship is very important as it enables pupils to experience the yearly church cycle, understanding and learning from the life of Jesus. Our daily collective worship is predominantly Anglican, including greetings, prayers, hymns and liturgical colours. There is a daily focus on prayer- some of which are written by pupils. Acts of worship are planned and led by the adults, pupils or members of the clergy and allows for partnerships and deeper understanding to develop. Through the RISE Collective worship programme, Diocesan themes are explored along with the school’s values to create a shared vision for the week. Pupils of all ages volunteer to organise and lead weekly assemblies thus giving them an opportunity to share their thoughts and reflections. This high involvement by both pupils and adults in planning, leading and evaluating collective worship ensures spiritual development that is meaningful and is understood by all as it links theology to everyday life.</p> <p>Pupils and adults enjoy a rich variety of worship experiences including weekly singing assemblies which promotes general wellbeing as well as celebrating the life of Christ; in-class assemblies which allow for more age-appropriate discussion and our partnership with the local church. This partnership is mutually beneficial and enhances our provision by delivering a fortnightly assembly called ‘Open the Book’, which develops our pupils understanding of Bible stories. Our growing faith minister, Reverend Monica, also leads collective worship. The partnership between the church, community and school is well established and complements our Christian distinctiveness. As a result, our pupils and adults gain an impressive knowledge of key Christian beliefs from the richness of what they experience through collective worship.</p>

	<p>Refection is also an integral part of our worship symbolising this is a “special” time. Refection has been extended into our classrooms, as each room has a reflection area giving pupils a safe place to focus on their own personal religious, spiritual and philosophical views.</p> <p>The trust supports the spiritual development of the school through the RE network and provision of collective worship resources.</p>
<p>4. How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>Our values of <b>friendship, respect, forgiveness</b> and <b>perseverance</b> is for each and every pupil and member of staff and our aim is to provide the environment and support in which this can happen.</p> <p>Being a small school pastoral care for our pupils is strong as all adults know all our children. Redmile has and ELSA. Furthermore, staff are skilled at supporting children who have suffered e.g. trauma or are experiencing social, emotional or mental health difficulties. Reasonable adjustments are made to enable pupils to access the curriculum and national testing. The RISE Behaviour Curriculum was introduced in August ’23 to ensure that children feel safe and are treated with equity. SLT support families in need to access external services including access financial assistance through foodbanks. All staff receive regular safeguarding training and know how to report concerns however small on CPOMS thus ensuring that support is co-ordinated and no child is unseen.</p> <p>Policies aim to minimise workload and focus staff time and efforts on what matters. We have purposeful meetings, with a clear agenda, that finish promptly and only require relevant staff to attend. We avoid meetings in parents evening week and, wherever possible, provide time within directed hours to lead subjects and write reports. Each year, changes are made to the school calendar to spread out events and avoid pinch points. Staff are encouraged to seek ways to remove duplication of tasks.</p> <p>Staff wellbeing permeates all decisions in order to promote good mental health. There is a culture of support, respect and team work throughout the school. Staff are supported to attend family events and appointments. All staff have access to the Schools Advisory Service (through the trust) and our mental health first aider. Relationships between colleagues are strong and we aim for excellent communication with no surprises. Our staff survey (March ’23) indicated that 93% of respondents said that staff support and relationships were positive.</p>

	<p>The decision to move to the RISE curriculum has reduced workload as it has given staff confidence in knowing that the lessons are well sequenced and academically rigorous. Staff have therefore been able to use this time to focus on pedagogy in order to improve teaching and learning.</p> <p>In addition to subscribing to the Schools Advisory Service, the trust also provides menopause support and a member of Redmile staff is on the working group. The Trust also runs an LGBTQ support group and facilitates annual Edurio surveys to ensure all voices are heard.</p>
<p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>Our school vision is "Teach children how they should live, and they will remember it all their lives." This is the bedrock of creating a culture of justice and responsibility.</p> <p>Every year, children from key stage 2 are invited to become an MP (Mentor of Pupils). Those selected, take a leading role in key collective worships such as Harvest and Remembrance. They take the lead when raising and collecting money or items for local and national charities e.g. Trussell Trust, The Royal British Legion.</p> <p>Our house and deputy house captains are selected across key stage 2 and are democratically elected. Year 6 children act as lunchtime dinner monitors taking on the responsibility to support younger children whilst in the dinner hall.</p> <p>All year 6 pupils take on the role of sports leaders. This skill is developed throughout the year and culminates in them organising and running our annual whole school tennis event.</p> <p>All children are given the opportunity to represent the school be it in competitive or non-competitive sports, music events or school visits.</p> <p>All children become worship leaders. This entails creating and delivering collective worship linked to the weekly value; preparing the hall and evaluating collective worship.</p> <p>Our school rules are at the heart of justice and taking responsibility. Over time, our pupils have worked with staff to develop Redmile's. As they have taken ownership of these, they reflect what is important to them and how they wish the school culture to be.</p>

<p>6. Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)?</p>	<p>At Redmile, the RE provision that pupils receive reflects the church of England statement of entitlement. Working from the Leicestershire agreed syllabus and the 'Understanding Christianity' units, we provide our children with a balanced approach that includes a comprehensive understanding of different religious traditions, beliefs, practices and ethical teachings, with Christianity at the forefront of RE learning across our school.</p> <p>Through the RISE curriculum teachers are provided with planning and resources from the agreed syllabus to enable them to deliver high quality learning, which is accurate and well-sequenced to build on prior learning. RE is delivered through weekly age-appropriate lessons and cover Islam, Hinduism, Judaism, Sikhism and Buddhism addition to Christianity. High quality resources are available which contribute to a better learning experience and help to minimise teacher workload.</p> <p>Professional development is provided through teacher in-service training and external support from both the DBE and Trust. This helps to ensure teachers have confidence in their subject knowledge to deliver excellent lessons and respond to children's questions.</p>
<p>7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?</p>	<p>Children know and remember more about religious education because they receive a balanced RE curriculum which shows clear progression during their time at the school. Their understanding of Christianity and world religions is deepened through the curriculum and wider experiences.</p> <p>Through effective monitoring, including book studies and learning walks, we ensure high quality teaching is consistent across school. In addition to teacher assessments, which show around 90% of our children are working at the expected standard in RE, we use pupil interviews to give leaders an insight into the level of engagement in lessons and extent to which learning has been retained. We gather pupil feedback on lesson content, teaching methods and overall experience to evaluate the quality of education provided.</p>