



## Toddington St George Lower School

### How effective and distinctive is our school as a Church School?

#### Section 1 Monitoring Progress from the previous SIAS Inspection

<b>Improvement Target:</b>		
Further develop the entrance to the school to ensure that it clearly reflects the schools Christian foundation and character.		
Relates to key question 1√ 2 3 4	Grade at last inspection- Outstanding	Schools current assessment of grade- Outstanding
<p>Impact of action taken:</p> <ul style="list-style-type: none"> <li>○ A whole school reflective space established in central corridor so it can be seen and a point of discussion or response as children [pass by daily or as they wait for their lunch. This includes the whole school prayer written by the children based around the model of the Lords prayer, a prayer book children can write in and the current value or relevant Biblical text This supports spiritual needs of school community and the Collective Worship we have shared as a school.</li> <li>○ The Christian values and moral values reflected in the whole school reflective area raises the profile of the values shared in Collective worship</li> <li>○ The Christian and moral values shared have been agreed through staff INSET and Governor engagement</li> <li>○ The cross made by a Year 2 class on our RE Cross day is evident in the entrance hall, and is a clear statement of the school's Christian foundation as the school community and visitors arrive in school. It is beautiful and the children respect it.</li> <li>○ The Bible, cross, candle and flowers on the worship table, or in the reflective space, enhance the experience of worship and reinforce how we are as a school.</li> <li>○ The beautiful prayer bowl made by the Art Club that shows hands of different colours joined as one reaching upwards reflects the focus of our prayer and is displayed at the front of school.</li> <li>○ The entrance hall and the hall displays enhance Christian foundations e.g. Harvest/ Remembrance/ Prayer/Understanding/Love/Trust.</li> <li>○ The VC status was added to signage to ensure stakeholders understood the importance of the Christian foundation of our school. Church of England has been clearly added to the school title resulting from Academy status in March 2013 and this is evident as you enter the school on the contact details for the school and on all school letter heads.</li> <li>○ The schools emphasis on sustainability and protecting creation is clearly stated as the school recycling centre in the corridor to the hall.</li> <li>○ Prayer flags made on the school RE Prayer Day are evident in the school library and can be seen as visitors wait to be met at the front of school.</li> <li>○ The warm welcome to all is evident as you arrive in to the building and the work displayed shows how children's work is valued.</li> <li>○ Contact details for the Rector and for Messy Church are displayed in the school office to encourage contact by parents /staff/ Governors with the Parish church activities.</li> </ul>	<p>Next steps agreed:</p> <p>Whole school reflective space enhanced by pupils when overhead heating in hall completed Sept 2013. This-to include values ,art in heaven work and banners designed by the children.</p>	

<p><b>Improvement Target:</b> Build upon the existing close relationships with the local Parish, to ensure that links with the newly appointed Rector continue to enhance the schools Christian character.</p>		
Relates to key question 1 2 3 4√	Grade at last inspection- Outstanding	Schools current assessment of grade- Outstanding
<p>Impact of action taken:</p> <ul style="list-style-type: none"> <li>○ The Rector attends and contributes to Collective Worship strengthening the Anglican beliefs of the school community and supporting the building of relationships with the whole school community. She has also led Leavers services at the Church at the end of the academic year,</li> <li>○ The Rector regularly supports school events e.g. whole school RE day/ and the curriculum work on RE leadership which has strengthened the Anglican input into the events and her relationships with staff and children.</li> <li>○ Over a year as many year groups as possible attend church services improving staff and pupils understanding of a church service and the beliefs of Christians around worship. Their increasing awareness of the role of the Anglican Church in the Parish and in village life is developed. The Rector and the Foundation Governor have also welcomed the children into the Church to understand the church as a place of worship how the Baptism service and wedding services take place and to draw and sketch stained glass windows.</li> <li>○ School/ Year groups attend events such as Celebrations for St Georges Day, Easter Experience and the Harvest Experience strengthening relationships and the children's understanding of Christian beliefs</li> <li>○ The Ecumenical 'Open the Book' team visit the school weekly increasing children's understanding of the Bible ,key Bible stories and opportunities to reflect and pray about the stories shared.</li> <li>○ There are many regular visits from Foundation Governor who supports the Eco club, the Christmas Shoebox Appeal, the school Harvest projects, and trips that support the wider curriculum. This strengthens her relationships and understanding of how the school is developing and how Christian beliefs are being taught and shared in the school.</li> <li>○ The Foundation Governor has welcomed the School Choir sings at the Ploughman's lunches organised by Parish Church and this is a great way fro the children to serve the local elderly parishioners.</li> <li>○ Large community projects which take place in the Parish are developed through the school. The Foundation Governors, Rector and local community groups join together for important village events. These have included the Spring Arts Festival (art/ dance/ drama), the Christmas Tree Festival, the village Jubilee celebrations, the Town band events, the Remembrance Service and the Churches Together Carols on the Green service.</li> <li>○ The school is the Hub for the Parish 'Big Litter Pick (2011/2012).A number of Parishioners join the event which offers a chance for the children, parents, staff and local people to give by improving the environment and village life</li> </ul>		<p>Next steps agreed:</p> <p>Plan a Eucharist for children and staff to attend</p> <p>Summer Term 2013</p>

<ul style="list-style-type: none"> <li>○ Regular meetings between the Rector and the RE leader have led to a review of policy and practice enabling the action planning for next steps in development.(to date these have included RE day planning, Collective Worship review, values audits and planning for events)</li> <li>○ There are discussions between the Head and Rector regarding spiritual events in school and school prayer needs and the Rector prays for the school regularly in the Parish Church.</li> <li>○ A group including Chair of Governors and the Foundation Governor met to review SIAMS SEF ensuring understanding and agreement of next steps. The Deputy, Head and Rector have also met to review the SIAMS SEF.</li> <li>○ The Rector and Foundation Governors visit school to support pastoral needs of stakeholders. This has been especially important as we have supported recently bereaved families. The Rector held a service and prayer time for staff saddened by bereavement in families and gave guidance to the Head about the well being and spiritual needs of the families after she had ministered to them.</li> <li>○ The Rector led funerals for two mothers who have children at school and supported families before and after funerals and was a key support for the school at that time.</li> <li>○ The Governors invited the RE Leader to give feedback on RE/Collective Worship and SMSC priorities for the school at Governors meetings and Parish issues are included in the agenda of Full Governing Body meetings.</li> <li>○ The School is a Hub in the community as we have provided the site for the Children’s Centre, for wrap around care for a Churches Together Holiday Club, activities in holidays to support children’s lives. This has led to key parents, the PTA Chair and a number of parent volunteers who attend the school site working with the Rector to develop Messy Church in the Church Hall, which has been growing in number recently.</li> </ul>	<p>Invite a number of people, from different faiths and different Christian traditions, who attend school to come and share what their faith means to them with the children and Rector in a joint question and answer time.</p>	
<p><b>Improvement Target</b> Attend Diocese Action Research ‘What makes a Church School Outstanding and Distinctive’, write report and action plan, and implement actions.</p>		
<p>Relates to key question 1 2 3 4</p>	<p>Grade at last inspection-</p>	<p>Schools current assessment of grade-</p>
<p>Impact of action taken</p>		<p>Next steps agreed:</p>
<ul style="list-style-type: none"> <li>○ Visits to five outstanding church schools, increased understanding of RE Leader about how Christian distinctiveness is shared and underpins schools.</li> <li>○ Submission of a report written to highlight themes discovered for the Diocese.</li> <li>○ Actions taken to implement findings and to enhance positive opportunities for the children and staff. These have included two very successful whole school RE days on Prayer and The Cross and revised reflective areas in school. The values review gave those staff new to school, the Parent body and the Governing body a chance to share their views.</li> </ul>		<p>Monitor and review the success, pupil and staff response and impact of these actions July 2013</p>

## Section 2 Overall Evaluations

1. How well does the school, through its distinctive Christian character, meets the needs of all learners?	
<b>Grade</b>	Outstanding
<b>Reasons</b>	<p>The school was judged to be Outstanding in its provision for children at the last full Ofsted Inspection.(see attached report)</p> <ul style="list-style-type: none"> <li>○ This judgement was then subject to a desktop review in 2011 and judged to remain Outstanding.</li> <li>○ The previous SIAS inspection was judged to be Outstanding.</li> <li>○ The school is eager to ensure that each child has the best opportunity to achieve and learn irrespective of need.</li> </ul> <p><b>Learners Achievement</b></p> <ul style="list-style-type: none"> <li>○ Children enter the Nursery and are assessed at average ability overall. The children make sustained and positive progress through the Early Years and attain above national averages at the end of Reception year.</li> <li>○ The standards for children at the end of Year 2 reflect achievement that is significantly above national expectations.</li> <li>○ The school has remained significantly above national expectations despite the varying needs and pupil numbers in cohorts, over five years.</li> <li>○ Children with SEN D <u>statements</u> make good or outstanding progress to Year 2 and on to Year 4 against their specific needs.</li> <li>○ Children with <u>School Action Plus</u> needs make at least good or outstanding progress in the majority of cases in Year 2 and on into Year 4.</li> <li>○ The overlap between FSM and SEN School Action needs can be high. Where it is the children do not always meet national FSM expectations but where there are no additional identified needs they make better than average progress against national FSM expectations and in many cases against national non FSM expectations. See data sheet.</li> <li>○ Children leave the school making progress that has been above national expectations of 21 points for the last three years</li> <li>○ Non SEN learners have made between 7 -7.5 points progress over the past three years achieving at 24/25 points.</li> </ul> <p><b>Inclusion agenda</b></p> <ul style="list-style-type: none"> <li>○ The school has taken on the contract for the Hearing Impaired provision in school with two other schools.</li> <li>○ The school has a clear and locally known reputation for being inclusive and strong pastorally and as such has attracted children with complex needs. There are more children with non HI statements this year than ever before.</li> <li>○ Parents and Social Care workers recommend the school for its inclusivity.</li> <li>○ This inclusivity is based on a profound commitment to every child as a child of God who is to be valued for who they are and enabled to develop and learn, within a caring and effective Christian community.</li> <li>○ The school has been recommended by Social Care as a place where children with Child Protection and LAC needs will achieve within a strong pastoral framework supported by excellent teaching support staff, communicator and skilled SEN D assistants</li> <li>○ Very able children progress well and many achieve Yr 4 levels or 4b and up to 5 c.</li> <li>○ Opportunities to develop skills are given through activity clubs as well as in a differentiated curriculum.</li> </ul>

**Behaviour** is recognised to be very good and relationships amongst children are respectful. Behaviour is monitored tightly. There are clear systems for behaviour and shared expectations in the school. Parents are informed and involved in supporting self discipline and high self esteem.

- Pupils know behaviour is based around a Cool Down approach and the need to apologise and forgive.
- Sanctions re discussed and explained as necessary.
- All pupils are required to respect all adults ins school

**Attendance** in high at 96% last year and where attendance falls below these families are contacted supported and encouraged to ensure their child attends school regularly. All cases below 85% are reviewed by the SLT termly and actions agreed.

- Attendance concerns relate primarily to complex health needs or Vulnerable family needs. Support is given via the traveller service, the Missing person service, outside agency support for vulnerable families and a string safeguarding agenda.
- Exclusions are avoided whenever possible in the hope that behaviour plans and work with parents will support children in remaining and achieving in school; Exclusion is very much a last resort after an extreme incident. Exclusion rates are very low (1 child x half a day twice in 4 years).

**The working out of the Christian values to meet all learners needs is reflected through**

- Christian Collective Worship which sets the tone and ethos for the school community
- Values (Christian spiritual values and moral values) are evident in how children behave with each other and these are shared and celebrated through out the school community
- Whole school/ class reflective spaces have been created and used by classes
- Whole school/ class prayers part of daily life in school as is saying Grace before meals.
- There is a unified team approach in which each staff member is valued as each child is and their skills and expertise are utilised to enhance the curriculum.

**Social Moral ,Spiritual and Cultural development is enhanced by**

- Positive relationships are apparent between all stakeholders and parents contribute well to pupil progress and school development.
- The Academic opportunities offered and achievement gained reflects high expectations and commitment to continually develop the school
- We celebrate individual abilities as well as times children have really tried hard and recognise these things regularly ( Well dones ,Heads Awards, Star box, WOW comments, Certificates, shields)
- A busy Extended schools agenda to enable all learners to have additional opportunities to learn. Pupil premium funding now supports a sports club, music offer and the regular support o f children with PP entitlement.
- Relationships extend to our work with other local lower schools and our membership of HAST the areas schools Trust in which we play an active role. Successful transitions result from this ensuring pupil well being and nurturing.
- The impact of policy and practice is monitored e.g. our behaviour policy based on forgiveness and the cool down policy has helped develop self discipline and concern for others reduce high level behaviour incidents.
- Enhanced Collective worship and RE teaching enhances spirituality of all.
- Pupil/ parent views (Parent forum/ meetings/ school council)
- Staff structure to ensure excellence in intervention groups and 1 to 1 support of vulnerable children.
- Constant and challenging work with a wide number of outside agencies to support pupil needs.
- A memorial garden (Ellie's Garden) is used of special memory services and reflective time.

	<ul style="list-style-type: none"> <li>○ Ethos of inclusion in which children’s abilities are celebrated –children learn to sign to each other if they wish irrespective of need</li> <li>○ Strength of Parish links to ensure community, spiritual and cultural opportunities</li> <li>○ Cross curricular links e.g. PHSE Diploma work ,Eco Award and Healthy schools work and Award (twice )</li> <li>○ Social Skills group to support the vulnerable learners and Play Therapy for those finding social interaction challenging. Canopy play to enable children to learn to play</li> <li>○ Whole school INSET/ CPD on Values,RE and SMSC and positive engagement with new RE curriculum</li> <li>○ Previous Member ship of SACRE to support development of new curriculum to enable high quality teaching and learning.</li> <li>○ Opportunities to use the arts to develop spiritual understanding .e.g. music and plays for Christmas/ Easter include R, 2, 3, and 4 and choir, Sing Ulp and Willing Vioces work.</li> <li>○ Clear collective worship programme in which Anglican Church cycle is celebrated from Year R to Year 4</li> </ul> <p><b>Respect for Diverse Communities and faiths</b></p> <ul style="list-style-type: none"> <li>○ Children visit a Gudwara a mosque and an N Anglican Church on a faith tour of Bedford.</li> <li>○ A rage of religious understanding and respect is taught through the new RE policy which is being rolled out across the school this year.</li> <li>○ The celebration of festivals and beliefs from other faiths is part of the cycle of the school, year (Eid al Fitr,Ramadan,Diwali,Chiense New year,Sukkot)</li> <li>○ Pupils of other faiths are invited to give their personal stories and their views are respected and discussed easily</li> <li>○ Children who do not wish to join in the prayer are respected as long as they respect the desire for others to parry,</li> <li>○ Children who wish to leave a letter behind (e.g. Messy Church) are respected if they have another faith but are never excluded from any activity unless requested by their parents/cares.</li> <li>○ Parents from other Christen traditions and speaking other languages have been invited to translate the Lords prior for us and their work is celebrated in the reflective space as you enter the hall corridor.</li> <li>○ Religious education is taught in all classes in all year groups and is easily identified on the timetable.</li> <li>○ The majority of children look forward to Re teaching and learning and sessions are interactive and creative.</li> <li>○ Teaching and learning is enhanced by art, design, take home tasks to engage parent /carers, cooking, poetry and music.</li> </ul>
<b>Next steps</b>	Improvements and actions
	<p>Further develop opportunities to teach children about Anglican believers</p> <ul style="list-style-type: none"> <li>○ Investigate feasibility of every child visiting St Albans Cathedral at least once during TSG(Autumn Term 2013)</li> </ul> <p>Develop achievement and cultural opportunities</p> <ul style="list-style-type: none"> <li>○ Improve all teaching from “many good with some outstanding” to a greater percentage of outstanding teaching and learning</li> <li>○ Majority of cultural opportunities are local or international develop opportunities in the arts and music within next Artsmark award.</li> </ul> <p>Develop capacity to support all children</p> <ul style="list-style-type: none"> <li>○ Work within in HAST to ensure HI and Medical Needs contracts continue to enable all children to be valued within the school(ongoing).Bid for VI contract to ensure continued support of VI pupils.(Summer 2013)</li> <li>○ Preparation for nurture provision to support the most vulnerable in being equipped for the school day. (Sept 2013)</li> </ul> <p>2. Attendance</p> <ul style="list-style-type: none"> <li>○ Reduce Holiday leave taken in term time-HAST cross wide agreement being agreed summer 2013 under new legislation.</li> </ul>

## 2. What is the impact of Collective Worship on the whole school community?

Grade	Outstanding
<b>Reasons</b>	<ul style="list-style-type: none"> <li>○ The children are eager to contribute to and take part in Collective Worship and help with ICT and music too.</li> <li>○ Children know why Jesus was so important and that he is known as the Son of God.</li> <li>○ Many children offer to take part in Hooked on Worship to plan their own Collective Worship for the school.</li> <li>○ Staff all attend Collective Worship and refer back to Values shared and teaching/learning from Collective Worship with their classes. Children independently draw and write about ideas and things they have learnt in Collective Worship and apply them to the Prayers they write in the school prayer book/class prayer areas.</li> <li>○ There is a strong commitment to daily acts of worship e.g. careful planning/ change in time of Collective Worship to bring whole school community together at the start of the day. The act of Collective Worship is a cornerstone to the daily life of the school and is firmly based on Jesus life and teaching and the teaching of the Bible.</li> <li>○ Children enjoy Interactive worship including music, song, prayer, story, drama, art, poetry, ICT.</li> <li>○ All invited celebrate and welcome the chance to join together there is strong stakeholder attendance (teachers, TA's, governors, Rector, parents).</li> <li>○ Worship has been celebrated in the school hall, in classess, in the parish Church and even in the school willow.</li> <li>○ The Collective Worship cycle offers the children an insight into and knowledge of the Anglican year and the key teachings of Christ.</li> <li>○ The three persons of the Trinity is celebrated both in the teaching cycle and the celebration of teaching in the Old Testament, Christmas, Easter, Ascension and Pentecost. Specific Saints Days are also celebrated –most notably St George's Day! The cycle adheres to a Christian and Moral Values led program KS1/2, There is excellent ,clear Collective Worship planning in EYFS.</li> <li>○ Open the Book come to school to celebrate Worship with us and teach the Bible. Other leaders have included the Methodist minister, the Baptist minister, the Christian Meditation team and Christians from Mali, Benin and Uganda.</li> <li>○ The Christian character of the school is enhanced through the singing and signing of the Lord's Prayer, the school prayer and the worship styles used.</li> <li>○ Opportunities to develop Worship come form evaluations made by governors, staff, children.</li> <li>○ A focus on improving children's interaction has led to strong engagement by most and children have contributed wonderfully with regular cross-age pupil led worship-'Hooked on Worship'.</li> <li>○ There have been a series of inspiring visitors –particularly through eth visit of the Bishop and the Smile team.</li> <li>○ The Head teacher and Deputy have benefitted from Diocesan CPD to enhance worship.</li> <li>○ Community services have been held and community events celebrated in and out of school.</li> <li>○ Bereavements and sadness have been remembered through Memorial times and prayer days.</li> <li>○ The RE focus days on the Cross and Prayer have been very successful and finished with Collective Worship to guide and support the days questions and activities.</li> <li>○ Collective Worship values link to the many charitable vents that the children commit to support in school E.g. Caring -MacMillan Coffee Morning, Harvest-St Albans Diocese Harvest Appeal, Foodbank. Women's Refuge, Night shelter, Peace -British Legion Poppy Appeal, Giving -Comic Relief ,Book Relief, Understanding- Micah (we support his Education in Zimbabwe.),Desk Appeal and Tanzanian school,Love -Christmas. Giving- Operation Shoebox.</li> </ul>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>○ Additional opportunities for Collective Worship to be led by visitors as ministers return from leave.</li> <li>○ Develop a flexibility of program based on pupil/ staff evaluation in the next Collective Worship cycle.</li> </ul> <p>Ensuring through times of services that invitations to other school community members can be taken up (e.g.site/kitchen staff).</p>

### 3.How effective is Religious Education?

<b>Grade</b>	Good with elements of outstanding
<b>Reasons</b>	<p>Following from a period of great certainty in teaching the former RE syllabus the staff have made good headway with the new RE syllabus.</p> <p>The new RE syllabus is being successfully implemented this year</p> <p>Teaching Observations of the new syllabus have been at least good (5) with three Outstanding observations this year (in Years 4, 2 and Year R).</p> <ul style="list-style-type: none"><li>○ There has been clear and informed staff training on new syllabus</li><li>○ Work on Key questions and children's starting points has been offered via CPD</li><li>○ Mind Mapping to collate thinking has been introduced</li><li>○ Staff CPD has continued during the year and has also included work on higher order questioning "Big Questions" and philosophy for children questions within RE focus days.(RE lead/ Humanities team/ whole staff)</li><li>○ The first whole school RE day based on prayer was a great success with children</li><li>○ The second whole school day (one The Cross) produced some outstanding work and this was shared with Parents</li><li>○ Some of the Land Art Crosses were beautiful and the Parents were staggered by the children's creativity</li><li>○ Take Home tasks linked to teaching projects have resulted in a wonderful range of models of Places of Worship. These were completed after the school's year 4 faith tours to Bedford to visit a Gudwara, Mosque and Anglican Church.</li><li>○ Staff confidence has grown through the RE days.</li><li>○ The RE leader and Rector have evaluated the RE days through Learning walks</li><li>○ The teaching of other faiths and practices has been clear and well informed with pupils questions and tasks revealing strong interest and increasing knowledge in the classes of older children.</li><li>○ A new assessment system has been created and implemented and this will be reviewed at the end of the year</li><li>○ Gifted and Talented opportunities for RE pupils is developing successfully</li><li>○ These have included writing the whole school prayer, leading a number of Hooked on Worship times with the whole school, Art in heaven work and Spirited Poetry work.</li><li>○ Evidence of effective teaching has been assimilated through book scrutiny work, pupil questions in worship and in teaching and learning sessions, pupil responses and independent pupil responses to RE teaching and Worship</li></ul>
<b>Next steps</b>	<ul style="list-style-type: none"><li>○ Review planning in light of new syllabus and Collective Worship cycle</li><li>○ Monitor assessment of standards through assessment sheets</li><li>○ CPD for Teaching Assistants –to be offered locally for a number of schools with TSG hosting and leading the CPD</li><li>○ Implement further activities for G and T pupils</li></ul>



#### 4. How effective are the Leadership and Management of the school as a Church School?

<b>Grade</b>	Outstanding
<b>Reasons</b>	<ul style="list-style-type: none"> <li>○ The school has benefitted from a review of the Church status of the school with the arrival of the Deputy Head. This has led to opportunities to build on a strong and established Christian leadership of the school as a Church School and Christian Community.</li> <li>○ The whole staff are encouraged to role model the Christian Values of the school and teaching, teaching support staff ,administrative staff attend Collective Worship or specific services as regularly as possible</li> <li>○ The new Deputy Head/ RE Leader, attended the Diocese action learning set/ wrote a report and implemented actions to enhance the school's Christian worship and teaching</li> <li>○ The children have had a clear understanding of prayer and worship for a number of years and are eager to be part of leading worship in school.</li> <li>○ There is significant commitment by the Head/ Governors/ SLT to the leadership and management of the school</li> <li>○ There has been a strong focus on CPD focussing on SMSC and RE over the last year and this is being cascaded to all staff. Regular whole school INSET/ staff meetings has supported Re focus days, pastoral care and commitment to progress fro every pupil</li> <li>○ There is as strong understanding by Foundation Governors of their role in school</li> <li>○ Diocesan involvement has increased and is very positive(Action Learning set, Quality Mark training, Consultation with the Director of Education re Academy status and engagement with Rector, Teaching Schools consideration)</li> <li>○ Engagement with the PCC and Parish Council over matters relevant to the school and local community (e.g. Academy status,Parish visit by Bishop, Local Environmental initiatives)</li> <li>○ Governors have received on Collective Worship /RE/SMSC by RE leader and welcomed and supported next steps</li> <li>○ Parents have awareness of school status and their views have been accommodated through Parent forum meetings</li> <li>○ Regular Newsletters in relation to RE/CW/SMSC have enabled clearer understanding of Church schools ethos, events and teaching and learning</li> <li>○ Opportunities to develop learning and the school as a whole have been sought through Surveys (pupil/ parent/ staff)</li> <li>○ Action plans from these surveys are enacted</li> <li>○ The development of the Re curriculum and Collective Worship is evident in both the SEF and SDP</li> <li>○ The Rector opens/ closes governors meetings when in attendance</li> <li>○ Policy is clearly evident in practice on CW/RE/SMSC and others e.g. inclusion/ behaviour</li> <li>○ The Cool Down policy is based on forgiveness following repentance and confession (i.e. admitting what one has not done correctly and apologising to those concerned before starting afresh)</li> <li>○ Church of England status shared with new visitors to school e.g. prospective parents</li> <li>○ There are helpful and productive meetings between the Head/ Deputy/ Rector and also with Foundation Governors who are regular visitors and contribute to the life of the school e.g. Collective Worship / Clubs/ Special Days/Events</li> <li>○ The whole school INSET supports leadership and management of the SMSC and RE developments in school</li> <li>○ Shared Inset ,hoisting other schools is a regular feature of the school and give s opportunities to learn from and d share with other local school</li> </ul>
<b>Next steps</b>	<p>Further INSET by Jane Chipperton on excellent RE teaching and learning and co planning of TA CPD (Autumn 2013)  Strategic leadership in this area by Rector on behalf of Governors (As above)  RE Quality Mark application for 2013-2014</p>