



Oxenhope Church of England Primary School SIAMs SEF 2023-2024

Oxenhope Church of England Primary School

URN:142946,

DfE:380/3375

UKPRN: 10057178

Date and grade of last SIAMS inspection: 6th July 2023 – Excellent

Date and grade of last Ofsted Inspection: June 2019 – Good

School context

- From February 2019 the school appointed a new Headteacher and in September 2021 a new Assistant Headteacher. Both the new Head and the Assistant Head had been established members of Oxenhope staff for several years. The Head had previously been the schools Assistant Head SENCO, Deputy, and Head of School.
- The school's Assistant Head is the school's RE and Christian Distinctiveness Lead
- Oxenhope is a one form entry Church of England primary school without a nursery, located in the in the Worth Valley area of Keighley.
- 204 pupils on roll (17.5.23)
- Oxenhope has a gender split of 51% Male and 49% Female
- Numbers of pupils with EAL is 3.9%, pupils supported at School Support is 7.8% pupils with 1.5% children with an EHCP
- The school's demographic shows: 91% White British, 3% White and Asian, 2% any other White background, 0.98% Gypsy Roma, 0.49% Indian, 0.49% unclassified, 0.49% White and Black Caribbean
- Disadvantaged, Pupil Premium numbers are 13.7% and current FSM is 22 children.
- Oxenhope currently has 3 LAC children
- Oxenhope is a popular village school with a good local reputation. Parent and carer survey come back as consistently good and full of praise for the work the school does
- Children generally come into Reception in line or slightly above the national average and this trend continues throughout their journey through Oxenhope.
- Oxenhope is a solid member of the village and local community supporting charities, local events and linking with the local churches.
- Attendance at Oxenhope is good and in line or above national averages
- Member of BDAT since September 2017
- The school engages in external reviews offered by BDAT including B11 and safeguarding audits. These have proved very positive and clear strengths have been identified.
- The school works tirelessly to engage with the LA's children's social care team. It has a designated nurture provision providing all children who attend the opportunity to access specialist nurture support. The pastoral team also do focussed work with children on CIN/CP plans and tenaciously engages with external professionals to ensure needs are being met.
- Excellent SIAMS (6th July 2023)

Some

additional information

<p>Local church/parish involvement: Involvement of clergy</p>	<ul style="list-style-type: none"> • Oxenhope Parish St Mary the Virgin Church of England – the whole school visits at least once a term • Rev. Cat Thatcher and Rev. Elspeth work well with the school, leading on collective worship, having involvement in some of the curriculum, supporting the schools family praise, leading Reflection Time, promoting the school at church, attending governor meeting, having a voice in the direction of the school vision and offering support for families and staff. • Other supporting clergy include - Reverend Tracey Birks from Oxenhope Methodist Church and Pastor Paul from Hall Green Baptist Church. • Head teacher and other school staff attends certain services throughout the year usually alongside some pupils and the chair of governors. • Clergy support staff in some lessons and this allows children to ask directed questions to the clergy. • Family Praise is a 'messy church' type family workshop which is run by the local clergy and the school's Assistant Head. This is well attended by families and staff.
<p>What charities does the school currently support?</p>	<ul style="list-style-type: none"> • British heart foundation • UNICEF • Christian Aid • Children in Need • Comic Relief • World Reader • Manorlands • Macmillan • Social injustice projects • Local food banks • Local children's charities • Children support a range of charities personal to them with bun sales etc – RSPCA
<p>Do you have links with other schools e.g. abroad?</p>	<ul style="list-style-type: none"> • We are actively involved in our other BDAT schools which has a mix of faith and non-faith schools. We also enjoy working with pre-schools, childminders, nurseries and high schools to promote transition links. • We are part of the BDAT school's linking project this year and in the past the local authorities linking schools project • We engage with other local schools (Non-BDAT) through sporting events (cross country, swimming galas etc) • We have also been involved in developing links with other C of E schools in Keighley, however this work is still being developed
<p>What RE syllabus do you use? Key support resources used, for example Understanding Christianity</p>	<ul style="list-style-type: none"> • Dioceses of Leeds and York • Understanding Christianity
<p>Accreditation, awards, and quality marks?</p>	<ul style="list-style-type: none"> • Investors in pupils • Healthy Schools • Active mark 2007 • Diversity Mark – Bronze <p>Working towards/future plans</p>

	<ul style="list-style-type: none"> • Asthma Friendly Schools • Healthy Minds • RE Mark • 360 degree Safe – Online Safety Mark • Rights Respecting Schools
Links with diocese, for example service level agreements, secondments	<ul style="list-style-type: none"> • Oxenhope has a service level agreement with the diocese • Staff/Governors attend training through the diocese and BDAT • Where possible staff attend the Church school conferences and other appropriate courses

Data box:

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is 'below floor' please give some context. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school. Here to serve the poor of the Parish.

<p>Outline briefly headline data for all key stages.</p> <p><u>ACADEMIC YEAR 2023 - 2024</u></p>
<p>It would be helpful if you could attach your IDSR OFSTEDs Inspection Data Summary Report</p> <ul style="list-style-type: none"> • Ofsted Report Oxenhope CE Primary School (oxenhopeprimary.org.uk) •
<p>Support for vulnerable pupils:</p> <ul style="list-style-type: none"> • Looked after children -3 • SEND children • EHCP children • SEMH is our main need • PP children – 28/204 <p>All of these groups make progress from their starting points and have bespoke plans in place to support further progress.</p>
<p>School Development Plan.</p>

School Vision

We provide the rich soil which allows the children to flourish and develop deep roots. We nurture growth, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural community where children are loved and valued as they journey on their unique path to a bright future.

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

'Live in harmony with one another.' Romans 12 v 16

Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.' Ephesians 5 v 2

Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.' 2 Peter 3 v 18

Provision and Impact

How then do we live?

Provision: What do you do because of your Christian vision? (Actions taken)	Impact: How do you know it is working?
<i>Focus on the 'Valued added' of being a Church school, point to the things that happen because it's a Church school. Explain how these things go stem from your Christian vision.</i>	<i>This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports.</i>
Strand 1: Vision and Leadership 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 your 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?

Actions taken	Impact
<p>a) <i>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?</i></p> <p>Our vision was created with biblical underpinning and a bible verse strapline.</p> <p>Each of the 3 values were based on biblical theology.</p> <p>Each of the 3 values have an associated bible verse that the children are learning alongside.</p> <p>Our vision has been explored through several collective worship times and reflection times with children being given many opportunities to reflect on its meaning.</p> <p>Our vision is at the heart of all we do and is referred to throughout each day and in staff and governor meetings.</p>	<p>SIAMS Report – The three golden threads of love, community and growth stem from a profound understanding of the example of Jesus. The transformational Christian vision is the embodiment of all that the school does. The school's dynamic leadership ensures that it is a beacon of hope to all. Consequently, all feel safe, valued and enabled to grow to their full potential. • The vision underpins a bold and empowering curriculum. This builds resilience and equips pupils to flourish and become agents of change in their community and beyond. • Strong curriculum planning seamlessly incorporates the vision. Pupils are able to explore beliefs with confidence and security resulting in superb progress. The Christian vision weaves seamlessly through all areas at Oxenhope school. Consequently, it has a powerful impact in the daily lives of everyone. Leaders confidently articulate the message to grow as individuals, to love unconditionally and to bear the burdens of others. In addition, the vision inspires courageous decisions that empower adults and children to bring about meaningful change. Governors formally review decisions made in meetings against the words of the vision. They are resolute that all outcomes should directly mirror the vision and the biblical teaching that underpins it. Thorough evaluation and challenge by leaders ensure that the school's Christian distinctiveness continually meets the needs of the community. Consequently, both staff</p>

Our vision not only reflects its biblical roots but the local context with the image of nature which not only represents growth but the heritage of Oxenhope's community and the love we have for our rural locality.

Our school vision has inspired our entire curriculum as demonstrated through our Curriculum Intent which seeks to change our pupils' lives for the better and allow them to flourish.

As a school, we have understood the dioceses desire to support staff and pupil wellbeing, we appointed mental health first aiders for children and staff and ensure that mental health is promoted through the curriculum and ethos of the school.

All staff have digested and embraced "Valuing all God's Children" and "Spiritual Development".

and governors have an excellent understanding of Church school education and implement new developments in a timely manner.

As a result of leadership training, Christian distinctiveness has become a priority.

The children are beginning to associate the Christian values with examples from scripture but also linking them to their own experiences.

Our vision reflects the Mission Statement along with our core values.

Our Vision and Values are at the centre of everything we do and are embraced.

We reflect our Christian vision by being inclusive, welcoming children from all backgrounds including those of different faiths, disabilities and Special Educational needs and so creating a diverse population that 'children are loved and valued as they journey on their unique path to a bright future.'

Children are learning Bible verses, ensuring their grounding in clear theology, and can articulate what our Christian values look like in practice.

b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?

Policies and practices are supported by Christian values; the school is part of BDAT and follows the trust's policies which are underpinned by Christian values.

The school vision and values are on the front cover of every policy.

The vision and values are made explicit in the CW rota / reflection time.

SIAMS Report - The curriculum has been designed with exceptional care and is vision driven. Each curriculum area cohesively articulates how the subject enables all to flourish. The transformational Christian vision is the embodiment of all that the school does • Collective worship is highly valued and has an exceptional impact on the lives of children and adults. They are inspired and enriched by this daily experience. This brings about positive change in their own lives and those of others. • Religious education (RE) is inspirational. Strong curriculum planning seamlessly incorporates the vision. Pupils are able to explore beliefs with confidence and security resulting in superb progress.

Having the vision and values on the front cover of each policy has served to remind each staff member that the vision and values should permeate through every aspect of school life and

All available staff members are expected to attend daily CW and to have at least 5% of their curriculum time devoted to the teaching of RE, to meet the statement of Entitlement.

The class and other parts of the school community have a crossing the threshold bird is brought into CW to develop whole school community

RE data is generated through the RAG rating of unit objectives. A box for SMSC has been added to the lesson observation proforma.

Our vision inspires us and drives us to improve standards continuously and forms our decision making with regards the areas set out in the School Improvement Plan.

The further development of Collective worship has been given prominence on the School Improvement Plan.

The school's Christian vision is discussed at SLT and governor meetings, keeping it a high priority as policies are agreed upon and strategic decisions are made.

Governors are involved in self-evaluation and work closely with SLT to ensure the distinctiveness of our church school and that standards are scrutinized and remain high.

Our children are active stakeholders and along with the school council contributed to the development of our new Behaviour Policy, in which children are recognized for demonstrating core values and from which classroom rules are based.

Collective worship is an important part of daily routine involving all staff and led by both staff and children. Every class leads worship for parents on a rota, where they explain the current value, what it means to them and the impact it has.

Our Worship Team also leads worship across both Key Stages, based on each half term's value.

underpin everything we do. Starting the year with a lesson, discretely teaching the vision, has proved to remind the staff and children of its importance, and given it a higher status.

As most of the staff members attend CW we share a strong feeling of family and community, all sharing in worship together.

Prioritising the teaching of RE alongside other core subjects, has given RE a higher status within school. Having RE data has provided us with an assessment tool, enabling us to see progress of RE within school.

The SMSC links in planning and through the curriculum ensure that we are allowing children to feel they can ask questions and develop their moral and spiritual compass.

Children develop a sense of responsibility towards our Behaviour Policy and its implementation in school. Our core values and Corinthians is at the heart of our School Rules.

Learning walks have shown substantial improvements overtime in the delivery and quality of collective worship. As a result, the children are developing a deeper understanding of our core values and the positive effect they have on people's lives locally and globally.

Our Worship Team are our ambassadors and work hard to further promote values throughout the school, locally and globally and alongside leading whole school worship they show round visitors, develop reflection spaces, invest time in supporting the community and enjoy contributing to school life.

The quality of RE is constantly monitored and reviewed as seen in the SIP and members of SLT and Governors attended SIAMS training.

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.

The school participates in Diocesan training through SLA and we receive regular support, updates and training from BDAT. Both the diocese and BDAT are both biblically underpinned and have a Christian ethos. There is a strong support network amongst BDAT schools and a high level of CPD.

We have a strong relationship with churches in our locality.

Members of church lead worship in school and are invited to join in school led worship.

Clergy deliver worship regularly either in school or at church and also works with the Worship Team to support them on their quest to promote spirituality throughout school.

Family Praise is held in school.

We take our children to church regularly- Christingle, Christmas, Easter, Leavers Service and the children often take a role in leading the worship in church. Classes also visit church

Prayer meetings are held for staff in school

There is regular contact with 3 local churches, whether delivering CWs or visiting their church buildings.

SIAMS Report - Governors formally review decisions made in meetings against the words of the vision. They are resolute that all outcomes should directly mirror the vision and the biblical teaching that underpins it. Thorough evaluation and challenge by leaders ensure that the school's Christian distinctiveness continually meets the needs of the community. Leaders work closely with the Diocese of Leeds to access training and support. Likewise, a strong and mutually beneficial relationship is promoted with the Bradford Diocesan Academies Trust (BDAT).

Church is at the heart of our school community.

As a result of many church visits, the values of Jesus are shared in creative ways which meet the needs of our community.

Children have first-hand experiences to enhance their learning.

The partnerships provided by BDAT and the Diocese ensure that we stay up to date with government changes, developments and educational initiatives. The CPD provided ensures that staff are developed and trained to a high standard. Having the close relationship with other BDAT schools means that there is an accountability and a community where expertise and resources are shared.

Partnerships with the local church are strong.

Prayer meetings are part of our school culture and strengthen staff's faith and fellowship with each other.

Professional discussions centred on good practice provide opportunities to evaluate own provision

We work collectively throughout the year with schools within our Trust on many aspects of School Improvement

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?

The role of RE lead has been taken by an Assistant Head who is supported by head teacher. She has attended RE coordinators training, conferences and courses.

Governors have attended training on SIAMS led by the Assistant Head.

All staff are involved in the writing of the SEF and vision.

Whole staff (including LSAs) have received recent and up to date RE/CW/SMSC training, discussing the school vision and values, and intent, implementations and impact within these areas which JB has created. Staff are encouraged to share their ideas and consider how we can improve practice in accordance with government guidelines.

Recruitment questions require candidates to articulate how well they can align themselves with the school's Christian ethos.

The Headteacher and Assistant Head have completed the Understanding Christianity training.

The RE lead provides CPD for staff, providing opportunities to share good practice, scrutinize work, improve planning, explore resources and give updates.

Because of regular whole staff CPD, we're all of one accord and unified in our desire to promote spirituality.

There is a whole school expectation that the values and vision are to be not just learnt, but lived.

The lunch time and end of day prayers are said in all classrooms, liturgy said before all CWs and interactive reflection areas in classrooms (and outside pre-covid) are all evidences of how spirituality is lived out on a daily basis.

The leadership is able to lead effectively and can disseminate SMSC across the school.

During recruitment candidates are informed from the beginning that SMSC is of high importance and will need to be adhered to.

Regular scrutiny has allowed sharing of good practice, and also highlights where improvements can be made. This process enables good teaching and learning to be refined and the constant evaluation ensures that needs are being met and necessary changes and adaptations can be made.

Teachers provide positive role models and the teaching of RE is consistently good.

Worship is of a high standard, children immerse themselves in it and enjoy it.

Staff voice strongly states that they are continually developing within their role, that they are given opportunities to gain experience and develop expertise and are fully supported to do this.

As a result lessons are judged to be good or better and continue to improve over time.

RE staff meetings are based on targets from monitoring.

The Head teacher has attended diocesan training on Spirituality.

Staff are encouraged and supported in their professional development.

The Headteacher is keen to develop leaders at all levels and provides numerous opportunities throughout the year for staff to flourish e.g. - subject leader cycle of monitoring, CPD and Deep Dives.

SLT develop quality of teaching and learning. Regular CPD is delivered on all aspects of quality of teaching.

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?

Governors and BDAT ensure there is a robust self-evaluation in place

All governors have recently attended SIAMs training.

Governors are invited to Collective Worship and into classes so they can evaluate provision for themselves.

Governors contribute to both the writing and evaluation of our SEF.

Governors contribute to the writing and dissemination of our school vision

SIAMS Report - Governors formally review decisions made in meetings against the words of the vision. They are resolute that all outcomes should directly mirror the vision and the biblical teaching that underpins it.

As a result, governors know the school well and can challenge the leaders to provide high quality learning.

Governors are aware of changes and expectations.

The school governors have a deep, well-informed, and first-hand knowledge of the school.

They are able to question senior leaders and hold them to account.

Governors play an active role in the shaping of the school's vision and are involved in CPD and working groups alongside staff.

After being part of the process of creating our school's vision, all stakeholders have an excellent understanding of the schools' Christian vision.

f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

AFIs from previous inspection

- Global communities have been strengthened through new curriculum and visitors / trips to see places of worship of different religions.
- Six visitors are being/have taken place this year. Representatives from the Bradford Interfaith have visited different year groups (e.g. Jewish man explaining what it's like to live as a Jew, a Sikh man talking about Sikh practises and the 5 Ks)
Leeds and York Diocesan syllabus provide the robust and in-depth planning tools needed to deliver different religious effectively. Taking part in the Linking Project
- Children delivering and planning CW has been embedded with the strengthening of the worship team and the regular evaluation of CW carried out by pupils and the worship team.
- The worship team have been more supported and scaffolded as they have been in Year groups
- Assistant Head has been given for RE and staff are equipped for leadership roles.

SIAMS REPORT - Further develop the school's inspirational collective worship beyond the school. This will enhance the deep and transformational links between the school and the wider community. • Extend the excellent provision of the Nest, which provides pastoral support to individuals and families. This will further promote the impact of the vision

Due to Oxenhope's bespoke curriculum, children have a better sense of how they belong to a school, local, national and global community.

The Linking project has provided opportunity to broaden experiences when looking at similarities and differences between rural and urban schools.

The in-depth and robust planning tools found in the Leeds and York Diocesan Syllabus, and high-quality teaching, enables the children to be respectful and compassionate in their views of other religions. They can see what the 6 main religions look like in our local community, and in the global community.

The Worship team planned, delivered and evaluated CW and had more autonomy. This gave them ownership and a louder voice, sharing what was important to them and the views of the children.

The children can self-reflect and evaluate the CW and are constantly seeking ways to improve their practice.

High status is given to RE due to the Assistant Head and through training by BDAT and the Diocese, staff are more equipped for the leadership role and are confident to lead more effectively.

To work with Cullingworth and East Morton, leading worship. JB has attended Picture News training and will develop the worship team further so they have ownership of leading that across school – own display board.

Plans have been made to extend the nest provision – awaiting finance

Strand 2: Wisdom, Knowledge and Skills

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?

Actions taken	Impact
<p>a) <i>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?</i></p> <p>Children’s academic achievement is rigorously tracked and monitored through the use of FFT and discussions during pupil progress meetings. Underachieving and vulnerable children are identified from the outset. Appropriate deployment of specialised staff and intervention strategies put into place to meet the needs of all children.</p> <p>Prior learning activities implemented in all subjects where children’s knowledge and skills are assessed before a unit of work. Teachers can then use this information to inform their planning leading to excellent standards of teaching and learning.</p> <p>Gap analysis is used to ensure that teaching narrows the gap for all children.</p> <p>Teachers liaise closely with SEND Lead to ensure the needs of the children are met through SEN drop-ins, termly meetings and progress meetings.</p> <p>LSA’s are used to support children in carefully planned evidence-based interventions, the impact of which is monitored closely by the SEND Lead.</p> <p>SEND Lead has an open-door policy and also has input during parent consultations.</p> <p>SEND review meetings are held termly for every child with teachers which allows the SEND Lead to closely track and monitor progress. Meetings also held with parents throughout the year.</p>	<p>SIAMS Report - A culture of exceptional care, nurture and compassion is prevalent throughout the school. All are valued, loved and respected no matter their background. The Nest is a haven where all are supported. This pastoral provision within the school, managed by highly experienced staff, is integral to the school's vision. It ensures that practical and emotional needs are addressed so that all are able to flourish exceptionally well. Parents are effusive in their praise for the help they have received here in times of need. The ‘Magic Mondays’ provision is proactive in ensuring that the school week starts well and issues are addressed. Adults and pupils feel deeply cared for and valued as the unique individuals that they are. They skilfully articulate how biblical stories and the teachings of Jesus underpin their service to others. They speak of the school’s relentless determination to live out its vision to create a community of love and growth. Behaviour is excellent. Where there are issues, they are dealt with highly effectively. A sense of acceptance and forgiveness alongside restorative justice enriches relationships. At its heart, Oxenhope school is an exceptionally nurturing community where all are enabled to grow as a unique and precious child of God.</p> <p>Personalised learning for the vulnerable and those pupils with special educational needs and/or disabilities (SEND) is excellent. This is evident in detailed planning to meet individual needs and outstanding communication with parents to promote learning beyond school.</p> <p>Because of the high status given to nurture and care, children feel comfortable and safe, knowing that they will be listened to and valued.</p>

A variety of assessment strategies are used to support judgments made including prior learning and termly assessments.

Involvement of SCIL team and Education Psychologist.

Early Help is used to support families alongside CAMHS link worker.

We have parent and carer events to support and inform parents and carers relating to safeguarding, pastoral and vulnerable children.

The school puts high value on nurture support. We have two pastoral support in school one who is purely non-class based and one who works half of the time with a vulnerable child and have of the time in the nurture provision. This team lead on referrals, attending meetings with multi-agencies, linking with early help and children's social care, challenging professionals, gathering evidence for referrals, leading of interventions, parents and carer liaison, and providing crisis support for pupils.

A safeguarding newsletter goes to families once every two weeks with a specific link to Online Safety and other aspects which are prevalent at the time such as road safety, friendships, body safety and having time to talk.

The school engages with external safeguarding audits to ensure that best practice is being followed

The school accesses training from Safeguarding Support, an external provider to ensure that staff have access to the most upto date information.

The school's curriculum supports learning about mental health, healthy bodies, safety, goals and challenges and changes.

We have 5 mental health first aiders in school including one for adults

We have a mental health lead practitioner trained in school

We have a clear understanding of the needs of our children with SEND which informs planning and improves progress.

SEND training has improved knowledge and provision for eg ADHD, Code of Practice, and intervention strategies.

SEND Lead and class teachers have a clear picture of the needs of all SEND children and inclusive teaching and learning leads to good progress for SEND children.

Having non-class based pastoral leaders allows swift responses to parental concerns and allows for face-to-face meetings or TEAMs consultations throughout the week. S

END Lead parent consultation appointments enable more in-depth discussion around individual needs and provision to take place, resulting in better home/school collaboration.

We have strong relationships with the Bradford SCIL team and the educational psychology team ensuring that provision is accurate and supportive for families and children

Parents and carers have the opportunity to have their voice heard and have access to workshops that supports pupil's learning.

The whole family is supported by the school community.

Children have a voice in their learning through the curriculum they learn about aspects of mental health and safety.

Progress in EYFS is closely assessed ensuring children make progress from their individual starting points. Individual gaps are identified and the children receive interventions to fill the gaps. Strengths and weaknesses are highlighted. Through Tapestry, parent contributions ensure involvement in their child's progress.

Progress of vulnerable groups is tracked on a bespoke basis which means that individual children make significant progress from their starting points.

<p>We have had training from the virtual school about trauma and attachment</p>	<p>Careful targeting of Pupil Premium funding impacts on progress and enables needs to be met so that children can work more effectively.</p> <p>Having a pastoral team allows the school to be a bridge between the LA and school and provide support during waiting times and mitigate against failings from the LA.</p>
<p>b) <i>How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?</i></p> <p>Spirituality development is underway using such strategies of Pockets or Joy and Just for the Joy.</p> <p>The leadership defined what spirituality looks like at Oxenhope and put it in a sentence</p> <p>Each subject has outlined how spirituality and the vision is seen through their subject.</p> <p>Christian Values have been streamlined and promoted to the whole school community through posters, display, CW and newsletters.</p> <p>The school has worked with staff on what Spirituality looks like at Oxenhope and is working to further develop this into planning and learning opportunities in all subjects.</p> <p>Developing a sense of Awe and Wonder has been a main focus of this year allowing learning to come off the page for the children and bring it to life and give it meaning.</p> <p>We have tried to develop understanding of long term goals with our Oxenhope Alumni. These are past pupils who have informed us of their life journey and written to inform other pupils of the part Oxenhope played in their journey. This aims to inspire and support pupils to feel that if they attend Oxenhope they will be successful.</p> <p>The head has attended Diocese training on spirituality</p> <p>Spirituality is promoted through collective worship and visits to church</p>	<p>SIAMS Report – Spirituality is exceptionally well developed. All embrace meaningful opportunities to grow due to a rich culture of deep reflection.</p> <p>Spiritual development is at the heart of a curriculum that is bold, courageous and transformative. Adults and pupils demonstrate an exemplary understanding and appreciation of its importance and value. Its definition, which includes to ‘go beyond the ordinary, sparking enquiry and compassion’, is evident in all areas. Occasions to visit the local hospice to sing to patients, provide opportunities to consider the impact of death in lessons. This creates powerful space to discuss personal beliefs and views of how death is interpreted by different faiths. Within a safe environment, pupils are able to reflect, to contemplate life’s inherent meaning and to explore compassion. The nature area provides a quiet space where the beauty of the world can be appreciated. Likewise, art lessons enable pupils to look beyond the obvious, to explore self-expression and appreciate beauty. Consequently, the impact of spiritual growth is tangible and transformative amongst adults and pupils.</p> <p>Using cross curricular links and a range of learning styles, different learning needs are met and catered for.</p> <p>Children feel safe to voice their opinions, even if they’re unconventional. Because they’re given the time to think and articulate, they know themselves better and have a sense of what they believe and why. As a result, they are more self-aware, comfortable with themselves and are more self-confident, meaning they will flourish and thrive wherever they are.</p> <p>Celebration events have resulted in EVERY child being celebrated, appreciated and valued. They know where their strengths lie and it encourages pride in themselves and a sense of achievement.</p>

<p>RE, reflection time and CW allow children chance to explore their own attitudes to faith, question and discover about other people's views.</p> <p>Spaces around school have been developed to encourage spirituality such as our Prayer Station where children have the opportunity to reflect and write either a private prayer or a prayer to share with others, light a candle for loved ones and reflect in peace.</p> <p>We are currently developing an outside reflective/sensory area in our nature area which will be available for pupils, staff and the community once established.</p> <p>Opportunities are planned throughout the curriculum to get involved in a variety of topics relating to environmental issues, human rights and British Values.</p> <p>Outside of planned opportunities teachers adapt lessons in order to respond to questions raised spontaneously by pupils</p> <p>Children actively engage in fundraising for local, national and global charities.</p> <p>Children are given the opportunity for spontaneous spirituality through the reflective prayer spaces in school, through moments of stillness throughout collective worship and in our curriculum and through oracy and drama.</p> <p>Children's achievements are celebrated in special get-togethers during the week. These get-togethers also incorporate achievements brought from home.</p> <p>Out of school hobbies are also valued through displays and through talking about successes in celebration events.</p>	<p>Teachers discuss opportunities when planning lessons and incorporate opportunities for the children to develop their own spirituality.</p> <p>Worship is relevant and accessible to the whole school community leading to a shared and common understanding of our school Christian values.</p> <p>Pupils have a greater understanding of others' faith and are confident in their own faith.</p> <p>When we pray children are given the opportunity to do so on a personal level in a way that is appropriate to them.</p> <p>Children are given moments for spiritual reflection through reading, music, relaxation and silence, enabling to think deeply in a personal way</p> <p>Children are curious and confident to raise questions in the knowledge that their questions will be discussed. They are developing an awareness of local, national and global issues and can identify ways in which they can help. They are encouraged to think about 'big questions' and investigate the impact on the world around them and themselves.</p>
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Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

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?

- c) How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- d) How well does the school community connect their ethical and charitable activities to their 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?

Actions taken	Impact
<p>a) <i>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?</i></p> <p>We have recently reduced the amount of Christian values to 3,</p> <p>A song has been written by the children about the school vision and values.</p> <p>During talking assemblies/reflection times / PSHCE/ RE/ oracy lessons, children are taught to put themselves in other people's shoes. They are given scenarios and are encouraged to think what they would do in that situation.</p> <p>Growth mindset is a feature not only of our Growth term but throughout the year in transition, in lessons in general and through conversations with teachers.</p> <p>The children start the day on the sunshine (KS1) or green (KS2). There is an aspirational rainbow in KS1 or gold star in KS2 for wonderful work / attitude/ behavior</p> <p>School assessment procedures lead to detailed analysis enabling areas of weakness to be identified and then supported/addressed.</p> <p>Feedback focuses on the positives and targets or next steps. It also gives children to opportunity to respond to feedback.</p> <p>Our school behaviour system allows for children to be rewarded for both academic achievement and positive behaviour that displays an understanding of our values.</p>	<p>SIAMS Report - Resilience and character development empower adults and pupils to bring about transformative change. There is an uncompromising culture to ensure that others, both locally and nationally, thrive as they do. When considering how to help the people of Ukraine, pupils also considered ways to support Russians affected by the hostilities. Consequently, pupils have a deep understanding that God's love transcends national boundaries and envelops everyone.</p> <p>Because of the high quality and up to date training and CPD, things are constantly evolving and being evaluated resulting in improved practice. For example, the amount of Christian values has been reduced to 3, 1 every term, to make the value more effective and impactful.</p> <p>The song enables the whole school's body to articulate the vision and values of the school as a family and community, giving them hope and a sense of belonging.</p> <p>Children can help themselves using the 'stuck' reminders, putting the onus on themselves. They're not reliant on other people to get them out of tricky situations but use the strategies in place to develop resilience and perseverance.</p> <p>To get on the rainbow or gold star, the children have to make positive choices which are then celebrated. This focus on positivity (not always moving children onto clouds / red – focusing on the negative) gives the children an aspirational goal, resulting in better behavior. In fact, our last OFSTED cited behavior as being 'impeccable'.</p> <p>Interventions tailored to children's needs lead to rapid progress in all subject areas including social and emotional needs.</p> <p>Pupils understand what they need to do to improve and the targets help to guide them on their learning journey.</p>

A team of school pupil voice groups provide good role models and are available for other children for help or guidance – School council, worship team, safety squad, eco warriors, reception buddies and play leaders

We are also beginning to develop a Peace Pal group who with support with conflict resolution for children

Our behavior policy has clear vision from the children and is build on the value of love and Corinthians.

We are developing understanding in the children of problem solving and strategies to deal with academic and social issues which are less heavily reliant on adult intervention.

The pastoral team are key developers of resilience with children. Their specialist support guides vulnerable children and gives them strategies to deal with change.

Children are motivated to achieve and become better citizens and show respect for one another.

There are many ways in which pupils can find support within school including peer support and as a result children feel safe in school.

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?

Issues of global significance and the ecology of the world are studied and discussed through our Whole School Curriculum, British Values, Diversity Week, Anti-Bullying Week, World Day, Good To Be Me Day and Collective Worship.

Big Questions are asked across all curriculum subjects.

SMSC questions run through our curriculum with a focus on the 9 protected characteristics.

The RE Whole School Overview shows where opportunities to discuss Courageous Advocacy can be built in for each year group.

SIAMS Report - Pupils enthusiastically and inquisitively engage with demanding questions in a highly sensitive and respectful manner.

Because of the many opportunities we give them, our children are not afraid to question. For some of the questions, they will learn how to answer them, as we equip them with the tools they need to learn and discover for themselves.

We encourage the children to ask the big questions, even if we don’t know the answers. This way, they know that it’s ok not to have all the answers and even adults are still learning. They know that they might never have the answers to some questions which creates in them a sense of awe and wonder at the vastness of the universe and their small but significant part in it.

Children are taught the British values so they understand what’s right and wrong. They have opportunity to talk these through when faced with scenarios (both global or personal) or questions to discuss. Is it fair or not – why? They know they have rights and responsibilities and are aware that they can make a difference in the world they live in. That their life is impactful and purposeful.

Through Collective Worship children are asked 'big questions', discuss injustices within bible stories and events in the Christian calendar

Reflection time in classes give children the opportunity on a smaller scale to discuss questions

Through social injustice projects, charity work and fundraising the school engages children's moral compass drawing links to faith and no-faith

Children confidently talk about disadvantage, deprivation and exploitation of the natural world. They are able to express how it makes them feel and how they can help raise awareness

c) How effectively has the school explored and engaged in diocesan and other global companion/world church links?

School Collective Worships are embedded in the Anglican church calendar. We celebrated the apostle days and events such as Pentecost and use the Anglican colors in our reflection areas. During Lockdown we used

We used the Church of England Rhythm of Life resource in CW during the advent period.

Each year our children contribute parcels for harvest which support vulnerable people in our immediate community.

Our focus on our values in Collective worship gives the children the opportunity to reflect upon how we can help to improve lives by following Jesus' example

The school engages in Christian Aid and has a focus over a couple of weeks to support the children to understand about global awareness.

The school promotes where all their pupils come from in it's 'good to be me' day acknowledging heritage and journeys. This allows the school to investigate refugees, asylum seekers and the reason families come to England through history.

SIAMS Report – . Leaders work closely with the Diocese of Leeds to access training and support. Likewise, a strong and mutually beneficial relationship is promoted with the Bradford Diocesan Academies Trust (BDAT). This includes the RE lead providing training for other schools in Trust * SKITT. When considering how to help the people of Ukraine, pupils also considered ways to support Russians affected by the hostilities. Consequently, pupils have a deep understanding that God's love transcends national boundaries and envelops everyone.

Links and partnerships between our school and the Church of England are stronger.

The children are aware of the Anglican calendar and know the order of events, such as Pentecost comes after Easter.

Leaders are more aware of the resources available through the Church of England and Diocese.

Pupil voice groups have looked into charities to support in the future and are able to justify the reasons for their choices.

They have shared the work carried out by the charities with the children. Developing an understanding of Society through charity work.

Through social injustice projects the children investigated local charities such as foodbanks, this also allowed them to look at food poverty around the world as well as fair trade and waste.

The school is beginning to develop the idea of being a Global Neighbour (through Christian Aid) and what this means. This project will look at a range of global concerns which affect the world and the future generations.

d) How well does the school community connect their ethical and charitable activities to their 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?

We support charities by raising money and take part in national charity days such as world book day, Children in Need, Comic Relief and Macmillan Coffee Morning.

We also raise money for our Local hospice, Manorlands, which many children have personal associations with. (Quite a lot of the children take part in sponsored events such as the Starlight walk, and colour runs.) At Christmas Year 6 sing carols for them and we often make cards to cheer them up. Year 3 also sing carols for a local old people's home, Lindisfarne. They visit the home and make gifts for them. We have also put pictures in Haworth Doctors surgery to make them feel better. Every Christmas we collect items for the shoebox appeal. Children this year wanted to send the Queen some sympathy cards with the loss of Prince Phillip.

Children at Oxenhope take the initiative when it comes to making a difference. Children in school (AP, HP) have taken it upon themselves to write to Boris Johnson about the rubbish in Oxenhope park, wanting something to be done about it. Children in Year 3 wanted to help the village of Fishguard during the floods and organized food, blankets, clothes, hygiene products etc. to be collected.

SIAMS Report – Social action projects are pupil inspired and led with great purpose and enthusiasm. Involvement in the community café and the decision to ban palm oil products being representative of their many initiatives. Resilience and character development empower adults and pupils to bring about transformative change. There is an uncompromising culture to ensure that others, both locally and nationally, thrive as they do.

Our vision and values are being lived out – for example, helping our community and every person being valued by God. The children are demonstrating, courage of conviction, love and compassion, service, respect etc.

Our children have a strong sense of injustice and what is right or wrong and they want to challenge that.

Because we support a lot of charities and do a lot to help others, the children have developed a sense of responsibility alongside their compassion and selflessness. They have a desire to help others and not just by paying lip service and handing over a pound. It means something to them. The children spot injustices and want to rectify them, often initiating ideas and being proactive in their desire to help.

Our children believe they can make a difference, and so they do.

The community always pulls together to collect food for the local foodbank at harvest, and children and parents-initiated help for those who were struggling with food in Lockdown, so again, we collected items for Worth Valley foodbank.

Social injustice projects allow children to investigate charities close to their hearts.

Strand 4: Community and Living 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 practice 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?

Actions taken

Impact

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 practice forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion and attendance policies?*

Regular CW and Reflection times, oracy lessons, debates, PSHCE lessons take place teaching the children how to live out our Christian values.

Our pastoral team work hard to promote positive behaviours and healthy relationships.

We reward children with excellent attendance termly and at the end of the year with attendance awards. We are currently reviewing supporting the children's attendance with a weekly competition. We are in consultation with the school council.

SLT/SEND team provide behavior support/Interventions

SIAMS Report – Adults and pupils feel deeply cared for and valued as the unique individuals that they are. They skilfully articulate how biblical stories and the teachings of Jesus underpin their service to others. They speak of the school's relentless determination to live out its vision to create a community of love and growth. Behaviour is excellent. Where there are issues, they are dealt with highly effectively. A sense of acceptance and forgiveness alongside restorative justice enriches relationships. At its heart, Oxenhope school is an exceptionally nurturing community where all are enabled to grow as a unique and precious child of God

Children are used to having debates, listening to other peoples' opinions and voicing their own. This means their listening skills are improving as is their articulation of their beliefs and opinions. They respect opinions that differ from their own. They discuss scenarios which encourage empathy, forgiveness and reconciliation which are then encourage to be lived out.

Children have learnt to reflect on their behavior and the impact that it has on others. Pupils have developed listening skills, take into account others feelings and learn to forgive.

They have a greater understanding of community and how we should work together to be an effective school community.

Behaviour management strategies and Trauma/Attachment Informed interventions are well thought out and tailored to individual children's needs.

Feeling boxes in reflection areas provide a platform where children can express their feelings and concerns about issues with peers.

High quality curriculum planning and teaching and learning ensures children have the opportunity to communicate, present and debate

Children are encouraged to questions each other's views and provide evidence to support this.

During the launch of our Christian values we link back to behaviours – Community links to forgiveness, Love links to respecting others, growth links to being the bigger person

The impact of this can be seen in the discussions that the children have with each other and in class. These are much more relationship based.

Children can confidently articulate what makes a positive relationship and what makes an unhealthy and unhelpful relationship.

Bullying is extremely rare but children can articulate where they can get help if they need it and they trust adult intervention to support them.

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?

All staff took part in a Mental Health Inset Day and we ran activities during Mental Health week.

We have 5 mental health first aider including 1 for adults in school

We have planned menopause training and drop-ins for staff to attend

We refer to occupational health where needed and ensure we address work life balance issues raised by staff.

Staff and children wellbeing is reported at each governing body meeting

SIAMS Report – Leaders recognise that promoting good mental health is central to decision making. Staff are trained as mental health first aiders. As a result, adults and pupils receive highly effective support and seek help when needed. Teachers are positively encouraged to develop areas of expertise, and professional development is given high priority.

There is support available for children's (and parent's) mental health and wellbeing, especially through those who received their MHFA training.

Staff feel supported with help readily available, reducing anxiety and increasing confidence.

Staff are given opportunity to raise any issues or worries which will in turn be dealt with, reducing stress and anxiety.

Children have access to a range of resources and emotionally available adults. Individual children are provided with bespoke plans to ensure they are given the support they need. As a result

The school are involved with mental health champions

The school was a lead in developing the Trusts ICARE statements for children

The school have an inclusion champion

The school has a feedback policy which has been developed to address workload and support teachers and children have effective feedback based on EEF evidence.

Mental health is present in displays around school for both adults and children and features heavily on newsletters

The main entrance features support networks for adults such as – prayer cards, phone numbers and support groups which they can engage with.

The head teacher accesses stress management occupational health support once a fortnight.

The children take part in a day of activities run by the NSPCC where they were taught to “speak out, stay safe”.

We worked with the Young Health Champions from the local high school who came in to talk to our children.

We deliver our PSHE curriculum from CORAM education which helps to build character, emotional health, and resilience in children.

Our pastoral team support many families within our community and provide Early Help where needed and continually assess pupil wellbeing.

The school engages with the SCIL team to ensure children are accessing support in the interim between refer to CAMHs and accessing the facility.

children feel safe and can communicate their thoughts and feelings. Senior Leaders are highly trained and effective in support children to develop their social and emotional health

External support is effective in supporting children to develop their mental health and needs through targeted support.

Families feel supported by school. They know who to speak to with concerns and feel valued by all leaders. As a result, children and families receive the support they need to develop their mental and physical health.

Staff have access to wellbeing opportunities leading to good mental health for most staff. Where this is not the case, leaders are available and effective in supporting staff to develop their mental health.

We believe the in-house therapeutic sessions we offer are excellent and the impact is tracked through an emotional system tracking system (Boxall). Children are clearly seen and tracked on this system as being more regulated and ready to learn

Our school provides support not just for our pupils but for the whole family in a variety of ways e.g. the church and school community provide food donations which we discreetly give to families in need, we also offer payment plans for our before and after school club and trips as well as other initiatives.

Parents know they are welcome to come into school for support.

The school effectively challenges outside professionals to ensure that referral is picked up and support is given in a timely manner.

We offer parent and carer coffee mornings throughout the year to ensure families can connect to the school and feel that we can work in partnership together.

Strand 5: 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 Valuing all God’s Children*, ensuring through its policy and practice the protection of all members of the school community?
- 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 education that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and dignify others.

* See [Valuing All God’s Children](#).

Actions taken

Impact

a) *How well does your school’s Christian vision and associated values uphold dignity and Valuing all God’s Children*, ensuring through its policy and practice the protection of all members of the school community?*

Policies, rigorous safeguarding and CPD are in place, alongside our inclusive vision, to ensure Valuing All God’s Children is adhered to and upheld.

Through diversity week the children are encouraged to learn about all members of society.

Safeguarding leads and procedures are well known to staff and safeguarding is an agenda item at the weekly SLT meeting where updates are given.

All safeguarding policies are up to date and are clearly accessible, single central record continually updated and checked including DBS checks.

Children feel safe and welcomed, whoever they are. Children are not considered as different but celebrated as being unique and one of a kind.

We have had children articulate that they feel like a boy (from a girl) and that they like children of the same sex. Children feel comfortable and confident to voice things that might be hard to articulate. They feel safe, valued and accepted to be who they are.

We have many different families represented: - Adopted, fostered, gay parents, step families.

Our vision, values and policies ensure that our children can “grow and learn together” within an appreciation of each other’s differences and we have an all-inclusive setting Pupil voice shows that our children feel safe. Pupils access to pastoral team and resources such as feelings boxes enable them to report any concerns in a safe environment showing responsibility for themselves and others. Staff work hard to recognize signs early so that potential risk is prevented. They are trained to identify when a pupil may be at risk, and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk,

<p>Photos and titles are displayed around school and on website. All staff know who to speak to and the procedures to follow.</p> <p>Staff receive regular safeguarding updates, and a rigorous checklist of staff training is kept on SIMs.</p> <p>As a school we work hard to ensure that all our children are “kept safe and can flourish.” (Valuing All God’s Children)</p> <p>Safeguarding team regularly listen to pupil voice with the most vulnerable.</p> <p>The safeguarding team meet regularly as a team to discuss cases/families/actions</p> <p>Safety drills are regularly undertaken such as fire safety and missing child procedure</p> <p>Safeguarding updates are standing items of all meetings</p> <p>Our behaviour management strategies build upon the fundamental aspects of praise and verbal intervention in a way that shows respect for the child.</p> <p>Our values are displayed around the school, in classrooms and communal areas. Children are recognized for displaying these values and much work is done to develop their understanding of them.</p> <p>Any incidences of bullying are recorded on CPOMS and dealt with seriously in line with the school policies.</p> <p>Staff have completed safeguarding training and governors are regularly reported to.</p> <p>The bible stories linked to our Collective Worship highlight and develop good moral character and children can explain the moral meaning of them.</p> <p>Safeguarding newsletter engage parents</p>	<p>Parent and carer feedback clearly shows that they feel their children are happy and safe in school.</p> <p>There is positive behaviour around school and children develop understanding, tolerance and respect for one another in an environment where they are made to feel welcome and flourish.</p> <p>Children feel confident to discuss and raise questions with all staff and in particular the pastoral team.</p>
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Safeguarding collective worships target real aspects of need in our school

Staff are fully briefed on the issues effecting Oxenhope

b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

The revised curriculum has been designed to ensure children celebrate difference and diversity and that all children will observe and respect it.

SMSC strands run throughout the curriculum

The children and staff are all aware of the 9 protected characteristics

Specific weeks are devoted to celebrating diversity; diversity week and antibullying week.

Through both our curriculum and worship, children are given opportunities to discuss differences between themselves and others. For example, children explore the differences between life in modern Ince to life during the Victorian era, the Stone Age, North and South American towns and cities and civilizations throughout African history.

In addition to our main curriculum, strategies are in place in school to educate children about how to protect themselves from bullying. The Police visited to talk to them about Internet Safety and the IT lead regularly leads staff in delivering lessons about online safety and cyberbullying.

A variety of children’s literature is available in school that centre around the fact that not everyone’s family is the same and that some people’s relationships are different to others.

SIAMS Report – Occasions to visit the local hospice to sing to patients, provide opportunities to consider the impact of death in lessons. This creates powerful space to discuss personal beliefs and views of how death is interpreted by different faiths. Within a safe environment, pupils are able to reflect, to contemplate life’s inherent meaning and to explore compassion.

As a result of discrete teaching about tolerance, acceptance and compassion, the children celebrate diversity, showing respect and understanding towards others. They can articulate (in pupil conversations) how to do this in practice and can give examples.

This is reflected in our curriculum drivers Heritage (children understand their faith, community, culture and history) and Enlightenment (children understanding global Christianity world religions other world cultures and community), Advocacy (making a difference to issues locally which are unjust).

A partnership has been developed with the local PCSO

The books in our new library reflect diversity and mutual respect for differences- our significant individuals section celebrates difference, diversity and dignity. We have also sourced EAL books, and our spirituality section offers books on all religions.

We have a fully inclusive setting.

Children understand, respect and celebrate differences in the knowledge that we are all unique.

Children learn about and make links between their own faith and others. This is evidenced through pupil voice and outside of Collective Worship.

<p>Through our curriculum and specially themed weeks the children are given opportunities to learn about World Faiths and access resources and literature that enhance the experience.</p> <p>Our school library is well resourced. It focuses on celebrating the children’s heritage but also explores difference positivity through our enlightenment and spirituality section.</p>	<p>Staff challenge and report any prejudicial behaviour or bullying ensuring that every issue any issue is dealt with and parents informed. The school engages in Early Help to provide for victim and perpetrators.</p>
<p>c) <i>Does the school have an approach to relationships education that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and dignify others.</i></p> <p>As a school we use Coram Life Education and their SCARF curriculum which has robust coverage of relationships education.</p> <p>All staff have had accessed training in the delivery of relationships education</p> <p>CORAM education supports the delivery of certain aspects of relationships education with leading of specialist teaching</p> <p>The school has a discrete Relationships Education policy with information about what is taught</p> <p>Families are consulted on the relationships education policy</p> <p>Opportunities are given to discuss self-esteem and healthy relationships</p> <p>Domestic abuse helplines are promoted to parents and carers through newsletters and displays</p> <p>Healthy relationships are promoted in every year group through school at age-appropriate levels</p>	<p>During PSHCE, oracy, RE and puberty talks, children feel comfortable, safe and confident to ask questions and voice their opinions. They can cherish themselves and others as unique and wonderfully made and form healthy relationships where they respect and dignify others.</p> <p>Children will be provided with an relationship curriculum that promotes the links between themselves, others and the Christian Faith. Pupils will learn to build character, emotional health, and resilience. They will learn how to develop awareness and acceptance of others regardless of orientation, gender, or belief.</p> <p>Children learn to value themselves, each other and their bodies. They are confident to discuss and question their own bodies and identities. They know that the pastoral team has an open-door policy and they can go and discuss any issues in a more private setting. They accept that being unique and different is something to be proud of and something that staff actively promote.</p> <p>Children display these attitudes throughout the curriculum, e.g. PSHE, Science, PE lessons as well as other opportunities throughout the curriculum</p>

The school uses the NSPCC to support with body safety training for the children

Staff have all had Harmful Sexual Behavior training

Aspects around social media and mobile phones are all tackled with the children

Children are taught how to get help if needed

The school uses a standard medical glossary for describing body parts

The school welcomes open and honest conversations with families about relationship educations and offers a transparent plan to ensure that families are fully aware of what is taught in all aspects for the children’s curriculum.

The learning environment throughout school properties differences in families, bodies and heritage.

Strand 6: The impact of collective worship

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

Actions taken

Impact

a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection

SIAMS Report – Collective worship is highly valued and has an exceptional impact on the lives of children and adults. They are inspired and enriched by this daily experience. This brings about positive change in their own lives and those of others.

Children are invited to pray throughout the day, not just in CW. They are also invited to join in daily reflection and stillness during CW and join in with the liturgy. There is a time set aside at the end of CW to reflect, be still and pray.

Children partake in Friday reflections where they journal about their week. Each class has a reflection area (pre – covid there were outdoor reflection areas).

Regular Songs of Praise CW take place.

Through daily collective worship, time to reflect and pray is built in for those who wish to do so. It enables children to respond on a personal level, both in private reflection or through sharing, to the topics discussed and the impact it has on their lives.

Quiet, reflection times are a regular part of Collective Worship.

Children and staff have the opportunity to reflect either through stillness, group discussion or reflect on God's word

Prayer's meetings are led before school for staff and parents several times a term which gives staff opportunity to focus on their own faith, giving them time for prayer and reflection.

Staff, governors and parents attend Collective Worship, are encouraged to participate, contribute and provide feedback

Prayers are part of the day and meetings. Governors' meetings start with a prayer to ask for guidance in making important decisions and discussing important matters. The prayers are written by the AHT and are in a theme of the part of the year and the Christian values.

Pockets of joy has been launched with staff – the staff bring something that has brought them joy to the meeting to share.

Invitational and inclusive worship is joyful and a rich blessing to the entire school community. It is the cornerstone of daily life. Leaders have created a school song to reflect their vision. This provides a powerful and constant reminder of their central purpose. Collective worship is cherished as a special time that binds the whole school community together. Pupils and adults explain the profound effect that worship has as a time of renewal, reflection and refreshment. The act of placing a bird in the nest during worship has significant meaning. It is a highly effective reminder that their community is a place where they are safe and nourished. Pupil worship leaders are passionate in the planning and evaluation of worship. They provide precious and inspirational opportunities for the whole community to be empowered. Pupils and adults describe the compulsion to take what they learn and experience in worship into daily life to promote positive change. The use of images and prayers supports pupils' strong understanding of the Christian belief of God as Father, Son and Holy Spirit. Pupils confidently articulate this understanding in their own words.

Because of the emphasis we place on spiritual development, the children are constantly encouraged to think about their own beliefs. The many inclusive opportunities provided to reflect, be still, worship and pray, gives the children the gift of time to think more deeply and carefully, without compulsion or judgement.

Pupil voices shows that children value worship in school. They actively engage in worship and enjoy participating. They often share their own personal experiences and ways in which they can live out our values in their own lives.

The school ensures that the spiritual needs of staff are also catered for and staff who attend find these times extremely valuable and uplifting. As a result, staff wellbeing is consistently good and staff communicate when this is not the case.

Parents, carers, children and staff have an increased value for stillness and spirituality, understanding that relaxation and finding the joy in life is vitally important for mental wellbeing.

We have just started 'Just for the joy' which is an initiative which allows classes to take part in an activity just for the joy of it and no other reason.

The feedback received is collated and shows that parents feel that Worship in school is appropriate and a strength of the school.

Everyone is given the opportunity to engage, and it brings people from different parts of the school community together (pupils, parents, governors, clergy, staff). Participation from home learners (and their families) to our virtual Collective Worship is high. The quality responses from our children reflect their thoughtfulness on the scriptures and big questions presented to them.

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.

Due to the explicit teaching about the Anglican church and their beliefs, children know the rituals of the Church of England, such as the colours, festivals, Eucharist. etc.

Worship tables/reflection areas invite children and staff to extend their worship outside of worship times but also offer moments of reflection and time to pause spiritually. Worship areas are judged to be of a high standard, they are valued by all stakeholders.

Rev. Cat, Rev. Nel Shallow, Pastor Paul are all on the CW rota to talk about their denomination (C of E, Methodist, Baptist respectively).

A well-planned worship timetable means that our children are able to appreciate worship in different ways and have a good understanding of the different Christian values and festivals in the church calendar. They have a wider knowledge of the biblical narrative and the meanings behind them

Through the CW and RE curriculum, the Eucharist is taught at Easter time and the Liturgy is said at the start of each CW.

Pupil voice has indicated that children thoroughly enjoy Collective Worship and that they find it a calming peaceful time to reflect, pray and learn more about God and the life of Jesus.

Visits to the Baptist and Co f E church take place, looking at the different features – i.e., Baptistry / font

Our Collective Worship involves all staff and children.

Collective worship provides many opportunities for both the children and staff to develop their spirituality for example through the discussion of Big Questions or through silent reflection. Moments of stillness are treated with reverence by all stakeholders and are an important aspect of our collective worship.

The music used within our Collective worship is appropriate to the value and promotes further reflection

All Worships include a relevant Bible Story, opportunity for reflection, stillness and silence, music and prayer.

Hymns often relate to the theme within Collective Worship or are chosen in line our vision and values.

We have a weekly whole school Collective Worship based on our value for the half term and another weekly worship that follows the church calendar. Classroom collective worship occurs weekly and concentrates on our core values and weekly ethos lead collective worship (when restrictions allow).

The school's Worship Team lead CW and have various roles

The children are encouraged to complete an activity in class after collective worship which enable the children to delve deeper, appreciate and reflect on the value.

A half termly worship schedule is planned which ensures that Christian festivals from the church calendar are celebrated and all staff and children can be part of leading worship.

The school has a worship table which displays the Christian Value, The Bible, relevant artefacts and books, candles, and a cross. The worship table also shows the colored cloth and an appropriate runner.

Each classroom has a reflection area which mirrors the worship table

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.*

Children are taught in both RE and CW about modern day Christians

In CW and RE the children look at what it's like to live as a Jew, Muslim etc. today.

The life of Jesus is taught explicitly through CW and RE. We look at the birth, death, ascension, his miracles and parables, his teachings – ie the beatitudes and his teenage years in the temple.

We teach the 3 parts of God – the father, Son and the Holy Spirit. We celebrate the birth of the church and Pentecost and light 3 candles at the start of each CW and say – in the name of the father, son and holy spirit.

During worship we make references to issues in everyday life and link bible stories to our school vision and values.

Global Christianity will be incorporated into Collective Worship. Global Christianity and the different ways in which Christian's worship is a theme will run through worship where appropriate e.g Palm Sunday around the world, how different people celebrate the Lord's Supper.

Christian values are planned for and embedded throughout our curriculum. Children can apply and discuss how our Christian values relate to modern and historic events, people and places.

As a result of looking at modern day Christians, children know that Christians aren't just historical figures from the bible.

Because we teach that Christians believe in the trinity, the children at Oxenhope know that Jesus in 1 of 3 parts of God. They know about the Holy Spirit, due to Pentecost and the Liturgy, and the life of Christ. Jesus is not just a baby at Christmas, but someone who had a profound message and lived an incredible life.

As we use the biblical and Anglican terminology, children can articulate what these words mean, such as incarnation, salvation, revelation, Pentecost, Christening, eucharist etc.

The teachings of Jesus and the Bible are the focus of all collective worship and RE lessons and the children have increased knowledge of where each story fits within God's Big Story.

The main hall displays the Big Frieze and reference it when stories are being told. Children enjoy discussing the stories, empathizing with the biblical characters and reflecting on what each one means to them.

Pupils can talk about our school values and how they can apply them every day in their lives.

<p>d) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.</p> <p>The Headteacher and RE lead continues to monitor collective worship</p> <p>The SMSC group includes a cross section of teachers, LSAs, governors, church members and Collective Worship is discussed at every meeting and the action plan is reviewed.</p> <p>Worship is led by both a variety of adults and children weekly.</p> <p>The children evaluate both Collective Worship and our Christian environment and suggests ways that we can make it even better.</p> <p>RE and collective worship CPD is a regular feature of staff meetings. This year so far all staff have had training on promoting spirituality within RE lessons and through worship, RE feedback and assessment in RE.</p> <p>RE lead has completed training on leading RE.</p> <p>The Headteacher and RE lead has completed the Understanding Christianity courses</p> <p>Governors have attended diocese training.</p>	<p>SIAMS Report – Authentic engagement with the local Anglican, Methodist and Baptist communities expands the richness of worship and appreciation of Christian traditions.</p> <p>Leaders in the school judge the quality of collective worship to be excellent.</p> <p>Staff voice indicates that staff who deliver collective worship feel skilled and confident to do so.</p> <p>Pupils and adults speak about our worship with enthusiasm.</p> <p>All stakeholders contribute to collective worship and a culture of spirituality and Christianity is evident.</p> <p>Learning walks show staff are confident in the delivery off Collective Worship and are providing children with the opportunity to develop spirituality.</p> <p>Children are reflective and deep thinkers and apply school values to their everyday life.</p>
<p>e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.</p>	<p>The links between the local churches are strong. The clergy explain their objectives clearly and provide the specialism needed in this area to provide the depth of knowledge and skills, which enable high quality teaching and learning.</p> <p>A link between school, church and families is established and welcomed. Children experience going into Church and experience bringing everyone together in a spiritual way</p>

The school have regular visits from the clergy of 3 local churches, Oxenhope St Mary's, Oxenhope Methodist Church and Haworth Baptist Church who come into school and deliver Collective Worship

We maintain strong links with our church and they were involved in the writing of our new school vision, mission statement and chosen our bible verse.

Family Praise comes into school every half term.

We come together both in church and in school at specific times of the year such as Christmas, Christingle, Easter. They also help us to celebrate milestones such as our leaver's service held annually in church. The children participate in Worship at church throughout the year – Christmas, Easter, Christingle, Leavers Services.

Our Vicar joins us in school for worship and leads singing with the children. •

Worship team have worked with the Vicar so that she can support them in leading spirituality develop and worship.

Working towards 'church schools' award

Children understand the importance of church links and how this helps to form the identity of the school

Strand 7: The effectiveness of religious education

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?

Actions taken

Impact

<p>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.</p> <p>We follow the Leeds and York Diocesan Syllabus and Understanding Christianity.</p> <p>We devote at least 5% of curriculum time to RE teaching across the school</p> <p>When planning, adhere to these things.</p> <ol style="list-style-type: none"> 1. Substantive knowledge (religions, traditions, making links – what they should know – subject specific kn – <u>Deepening and broadening</u>) JB to do concept maps 2. Disciplinary Knowledge – methods and techniques (how they use that to develop over time) Needs to be balance of: <ul style="list-style-type: none"> - THEOLOGY (how beliefs are applied) - PHILOSOPHY (the diverse impact on individuals, communities and society) - SOCIAL SCIENCES (making sense of it, questioning, morals, ethics) 3. Personal Knowledge – where they stand 	<p>SIAMS Report – Religious education (RE) is inspirational. Strong curriculum planning seamlessly incorporates the vision. Pupils are able to explore beliefs with confidence and security resulting in superb progress. The meticulously planned and highly ambitious RE curriculum provides significant depth and challenge. Pupils enthusiastically and inquisitively engage with demanding questions in a highly sensitive and respectful manner. They recall prior learning with ease and demonstrate deep understanding. SEND pupils have carefully planned opportunities and excellent support to access the curriculum. The commitment to professional development and high-quality teaching, together with a robust system of monitoring is exemplary. This ensures that pupils make excellent progress.</p> <p>An effective, comprehensive, progressive, impactful and robust curriculum is in place and meets the need of each child and develops religious literacy.</p> <p>Because of the time devoted to the teaching of RE, we meet the statement of entitlement.</p> <p>As a result of the high status of RE in our school, the school’s curriculum and syllabus was followed throughout the Covid pandemic, thus ensuring uninterrupted teaching and learning. However, the LTP has been adapted to allow catch up due to lockdown and passports which also inform the CW to fill gaps.</p>
<p>i.) Understanding Christianity provides resources which allow the children to see Christianity as a living world faith by exploring the core theological concepts. UC 3 themes are Making Connections, Making Sense of the Text and Understanding the Impact.</p> <p>British values are taught in collective worship and discussed during Tuesday’s reflection time. There is a British value that we focus on every half term.</p> <p>Utilise Lynn Parker who converted to Judaism.</p>	<p>Because of the 3 themes found in Understanding Christianity, in every unit and lesson the children are taught to engage with the text, understand and interpret it. Every lesson they make links with other religions, reflecting on texts and concepts and make connections between their own lives and ways of understanding the world. Because the children are Understanding the Impact, they’re examining ways of how Christians respond to biblical texts and teachings and how they put their beliefs into action in diverse ways within the Christian community and the wider world.</p> <p>Due to the teaching of the British values in collective worship, children know and can articulate them, saying how these are lived out in our school, local, national, and global communities.</p>

	Children can see that they know Jewish people and can see similarities between themselves and Jewish people. They can question LP about life as a Jew
ii.) The Non-Christianity units are taught using the Leeds and York Diocesan Syllabus which JB has made into lesson plans for each year group. Most non-Christianity unit culminates in a visit (post covid) or a visitor (either in person or zoom) talking about for example, what it's like to be a Muslim today from Bradford Interfaith Centre.	<p>Because of the robust curriculum (and also through collective worships), the children constantly make links between other religions, traditions, practices and festivals considering how they are similar and different. They are encouraged to showcase their work on our 6 religions display where links and connections can be clearly seen.</p> <p>Because of the visits by people of other faiths, the children can clearly see and learn about how different religions impact society and culture.</p>
iii.) Thinking about the impact of RE is really prioritized in Understanding Christianity. As seen in lesson observations, children are given time to reflect on what they've learnt and what they're going to take away from that lesson - how it impacts them. As well as Reflection during RE lessons, Friday Reflection gives them time to think inwardly and consider how or if they've changed this week. Oracy and Tuesday reflection times also do this. JB created 48 knowledge organisers, bespoke to Oxenhope, for every unit of RE, in every year group. The purpose of this was to summarize learning, explain vocabulary and ask deep questions to get them to think about and answer by the end of the unit.	<p>Because our children are taught how to reflect, they know that making mistakes is not the end. They realize that we are growing and developing on their journey through life. It is how they deal with issues and what they learn from it that's important. Due to our encouraging them to think deeply and ask the big questions, they are used to articulating their views. When asked, 'what do you think?' or 'why do you think this?' the children are not afraid to air their real views and give their opinions.</p> <p>The knowledge organisers have made it easier to summaries learning, making it easier for the children to articulate learning and outcomes.</p>
b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?	SIAMS Report – Outstanding leadership in RE ensures that there is excellent provision that fully expresses the Christian vision. The expertise of the RE lead impacts beyond the school via work with BDAT and other organisations. Pupils are effusive in their appreciation of the way in which RE enables them to flourish. They thrive as a result of opportunities which challenge and inspire them. They are incredibly proud of their work and speak with authority about Christianity and world faiths. A rich engagement with

Leaders engage in professional development and have attended both diocesan and BDAT training along with other BDAT schools, which is then fed back to colleagues in staff meetings.

To address gaps and lost learning, AHT created an assessment tool (called passports) which have 3 main learning points for each unit. Each year group has their own specific objectives for each unit throughout the academic year. In Sept 2020, each child filled one in, highlighting gaps, which were then filled (either with interventions or just a quick 5-minute reminder at the start of an RE lesson). Going forward, the passports for this year are filled in at the end of each unit to see if the children have learned/retained the key learning points. The staff are encouraged to look at previous and following year groups passports, to see where they're coming from and where they are heading and see the progression of knowledge and skills. These have been shared with other BDAT schools.

Before each unit, the outcome is stuck in the page of their RE books. The objectives are then RAG rated based on evidence in them RE books, Big Books or class discussion. This teacher assessment is then transferred to AHT analyses the data.

biblical texts and exploration of several religions ensures that pupils have exceptional theological literacy. They appropriately and effortlessly use terms such as Pentecost, penance and salvation in their discussions. Rigorous monitoring systems and regular assessment enable teachers to have a thorough knowledge of pupil progress.

Because of the training provided by BDAT and the diocese, effective practice and good CPD is shared amongst leaders and staff.

As a result of the passports, teachers were able to provide personalized learning and ensure full coverage and plug gaps. It has also proved to be a good tool to assess the progression of knowledge and skills

RE is assessed effectively and teachers and children can gauge their progress and attainment.

Children feel safe to articulate their points of view



How effective is RE teaching and learning in the school?

Our vision inspires our aspirations of excellence. In line with this, regular monitoring of RE takes place to achieve high standards and ensure good progress is made. This is completed by RE Lead and SLT. Teachers also work within and across phases to ensure standards are met. Lesson observations, book scrutinise, and learning walks occur throughout the year with action plans for next steps then shared with staff. Individual feedback is given to staff by the RE lead and individual targets are given

Teachers complete the end of unit assessment sheets which identify children of differing abilities. These assessments inform future planning, support and extension. These are then kept on a shared drive where they can be monitored and shared with the next teacher. Termly headline date is produced and different pupil groups are tracked.

Subject Strengths

- RE is a high priority in school and is one of the items on the School Improvement plan for this year.
- There is a clear action plan for further improving the quality of provision provided.

- The standard of planning and assessment is continually developing.
- Staff are fully involved and committed to improving their own individual teaching.
- Monitoring completed since September shows a steadily improving quality of provision.
- Pupil's enjoy and fully engage in RE lessons.
- Outcomes are meaningful and inspiring

Next Steps

- Continue to monitor and improve provision for more able pupils, increasing further the opportunities for them to deepen their understanding and explore key concepts further

Action Plan – Please see separate action plan document

Making your case for excellence

This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don't think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision.

This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond 'good'. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school. Try and draw examples from across all seven of the strands.

Stand 1

The vision drives all the decisions in the school. All stakeholders believe this is the way that our community will be transformed. This vision is not just a small part of what we do; it is our purpose and enables us to be the transference of hope and not of fear. The vision will have an impact on future generations of the community of Ince. The impact has already been seen in the way that children and adults treat each other in school.

As a result of our nurturing vision, we have supported many families and children to flourish both academically and emotionally. We have put in extra resources, challenged the LA, invested time and energy into ensuring no child is left behind. We feel that this is not what every school does and we have been praised for our tenacity and the fact we go over and above for our families.

The intent for our reviewed curriculum is driven by our vision and Christian values. It is totally bespoke to our school and based on the drivers of heritage, enlightenment and advocacy. The impact is clear to see in the children's books and in pupil voice. This is particularly noticeable in respects of the children's vocabulary the children have retained.

	<p>As a result of diagnostic evaluation, it was clear that children did not have a strong pride of their local heritage therefore leaders redesigned the curriculum. The impact is evidenced in book choices, writing opportunities, History, Geography, RE, Music, Science, Computing implementation. In addition to this, our curriculum is progressive and takes each child on a journey throughout their local, recent, and historical heritage. Through a carefully sequenced and progressive geography curriculum, children develop an understanding of the local heritage of Oxenhope giving them a sense of pride, belonging and thankfulness. The impact of this is that children want to protect and nurture their community. They are investors in the future of Oxenhope and are voices for change. It is also key for the children to understand Oxenhope's place in a wider world.</p> <p>The leaders of the school at all levels understand that the school is a family. It's role is to educate and support the community it serves. With plans to be a hub for the community with the school nature area and the re-build of the bike shed, Oxenhope is starting to become a beacon of support for struggling rural families, for families with new babies who might feel isolated, for children and families who are unable to get help quicker than a two-year waiting list and for families and children who value the rich community spirit that Oxenhope could offer. Due to financial restraints this work is tightly scheduled and carefully managed however through things such as, community gardens, mental health support work, family groups, Early Help practitioner links we can really make a difference.</p> <p>Outstanding CPD: The head teacher is starting to develop a research-based CPD programme aimed to develop individuals to 'blossom in their lives' . This has already been done with LSAs. This has led to effective support in all areas of the school and the development effective LSAs.</p> <p>CPD / Staff Meetings: CPD and staff meetings are carefully planned to meet the needs of the school. Meetings are decided in line with the School Improvement Plan, monitoring and evaluation and subject leadership needs. Teachers and leaders lead staff meetings and the impact of these is strong in all areas. Strategies implemented are well-researched and evidenced based leading to strong impact in all areas of quality of education.</p> <p>Subject Leadership Development: Subject Leaders have a deep understanding of the intent of their subject. Effective communication means all staff share a firm and collective understanding of all subject area's intent. Systematic monitoring and evaluation including learning walks, work scrutiny, pupil voice and subject leader deep dives mean that leaders have clarity on the strength and areas for development of their subjects. Leaders consistently provide CPD and feedback to teachers and teaching assistants resulting in a high quality of education. Deep Dive Reports reflect the excellent offer to the children in all subjects but also the strength of all subject leaders.</p>
<p>Stand 2</p>	<p>A nurturing curriculum has been developed for children. We have ensured that this enables children to question, wonder and grow in their learning. Our curriculum has the golden thread of the SMSC characteristic running through it to allow children to have the world opened up to them. The curriculum also invites the children to learn not only facts and information but skills and about human nature.</p>

	<p>We also have a specialist room especially designed to be a nurturing environment for a group of children to learn in. This has enables us to offer a completely inclusive curriculum and has meant these children are not excluded for a fixed period. This room is run by skilled professionals who have had training in trauma, attachment, mental health and other various SEND needs.</p> <p>We have developed a nature area which enables outdoor learning and support children’s mental health by increasing children’s levels of dopamine, melatonin, and serotonin.</p> <p>We have a bespoke individual plans for PP children which enables children to ‘blossom in their lives’ and addresses any gaps/ barriers that they may have. The bespoke nature of these plans means that teachers can drill down to specific children’s needs and support more effectively.</p> <p>All our children make good progress from their starting points and our data in line for national.</p> <p>Lesson observations and monitoring of collective worship shows that teachers are becoming experts in creating time and asking thoughtful questions to develop spirituality- this was an area of development and is now an area of strength.</p> <p>The school has been recognised by external auditor as an example of excellent practice of safeguarding.</p>
Strand 3	<p>Our core values underpin all our learning and interactions with others. These are completely embedded into culture and practice</p> <p>Our three values all offer opportunities to support advocacy across the curriculum. These give the children the chance to reflect of the issues that have particularly affected them.</p> <p>The children are very impassioned about making change and through various route share their feelings with the school, SLT and various village and town councils.</p> <p>We are also working with citizens UK to support our children in making changes across the district.</p>
Stand 4	<p>Staff wellbeing is a priority across Oxenhope. The school reports wellbeing to Governors through the Staff Governor and staff feel supported and listened to. We have reviewed the marking policy, offered time in lieu, dedication of staff meetings for catch-up time, subject leader days, general initiatives such as ‘random acts of kindnesses and occupational health referrals.</p> <p>A wellbeing policy was written, and a staff questionnaire was completed early in the year.</p> <p>As part of MHFA the Headteacher has initiated and adult mental health first aider. This member of staff is available for staff to talk about any issues they have within a safe environment with trusted colleagues.</p>

	<p>We have also invested in training and awareness of the Menopause which involve a training session and drop-ins with a counsellor.</p> <p>Community links are extremely strong. We have worked hard to build a relationship with the village council, the local charities, churches and groups. Whenever we can we encourage the children to take pride in their community and be advokes for change. We are working towards more community cohesion such as with our nature area and we have made bids for funding to support our plans.</p> <p>Due to our rural area we have lost many government funded facilities such as our 'surestart centres'. As a school we feel that we could support fill in these gaps and ensuring that facilities return to our village. We have bid for funding to re-vamp our bike shed which we hope to turn into a community hub where we can run toddler groups, hold school nurse appointments, offer a room for children's social care, local group hire and a coffee morning space.</p> <p>We have initiated certain community events such as our 'Carols round the Christmas Tree' event, singing for Manorland and the local care homes. We are also planning a community picnic.</p> <p>We have started a 'Book lodge' for children to put books and swap books with the local community. This is due to some families not being able to afford books or access libraries due to our rural location.</p> <p>We have started our light garden which is part of the community rose garden. Our children wrote positive comments on blossom and hung these in the Rose Garden for the community to appreciate.</p>
<p>Stand 5</p>	<p>Curriculum intent and implementation drives enlightenment which enables children to explore, question and appreciate ideas, people, events and places with differences and similarities relating to ethnicity, race, gender, culture and religion.</p> <p>Whole school curriculum intent ensures children's core Christian values of community, love and growth are developed through well-planned curriculum subjects. Children explore how civilizations, significant individuals and leaders and helped to shape our world today and how faith and religion has impacted on cultures throughout history.</p> <p>All continents of the world are explored in depth. Different religions, cultures and beliefs and researched, studied and celebrated. Children confidently express their opinions of world culture, faith and religion and have developed a respect for all. Children have challenged their own thinking and that of their parents and families and lead the fight against discrimination and injustice.</p> <p>Intent and implementation of Heart Smart ensures that our relationships curriculum is taught through a Christian lens which means that children know that they are fearfully and wonderfully made and that relationships are God's gift to them. They understand that their bodies are special in God's eyes.</p>

Stand 6

Collective worship is one of the most special parts of our school day. It offers us a place of peace, community, and joy. Our engagement with collective worship has been exceptionally high and the quality has been excellent.

We highly value the pupil's role in worship and know that it must mean something to them for it to be effective which why our Worship Team play such a pivotal role in proceedings

We have raised the profile of worship and invested time and effort into making the time a precious moment we wanted it to be a breath in the day where we can learn about ourselves and we feel we have achieved this.

We enable pupils and staff to appreciate worship in different ways and they enjoy the different aspects of worship.

Singing plays an important role in our school. It is one of the main ways we praise and it is a release of joy for the children. We write our own songs and learn modern as well as classic hymns and the children now feel proud of using their voice through singing to praise God.

Strand 7

The implementation of RE has been carefully designed to reflect our school vision and intent meaning that our children understand their rich Church of England heritage and that they are enabled to explore global Christianity in depth and appreciate and value other world religions.

The Leeds and York Diocesan Syllabus and Understanding Christianity ensures children receive a well-sequenced and progressive RE curriculum that encourages children to flourish reflecting the Church of England Statement of Entitlement.

Teachers give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical beliefs.

A systematic and rigorous assessment system is in place. Teachers make informed judgement on the progress and attainment of children and intervention is implemented.

Do you think you have the evidence to demonstrate that Oxenhope is a good church school?

Yes