Statutory Inspection of Anglican & Methodist Schools

SIAMS Self-Evaluation 2026 - 2027

School's Theologically Rooted Christian Vision	
Inspection Conversations: Context	
Context 1: Who are we? *(This factual information enables the inspector to understand the specific context of the school. No judgements are made on this information.)* a. Is the school a Church of England, Methodist or joint denomination school? b. Is the school voluntary controlled or formerly voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation c. If a former voluntary controlled school, does it, as an academy, provide denominational education? d. What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll? e. Is the school an academy or a maintained school? Is the school part of a federation? f. How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally?	The school is a Church of England Voluntary Controlled Primary School educating approximately 390 pupils within a maintained local authority structure. Its identity is shaped by a clearly articulated Christian vision and set of values that guide daily life, relationships, and decision making. As a Church school, it seeks to serve the whole community—children of all faiths and none—through an ethos grounded in dignity, respect, compassion, and hope. This foundation ensures that the school's Christian character is not peripheral but a lived experience informing the culture and aspirations of the whole community. Leadership at all levels—including the Headteacher, Deputy Headteacher, Assistant Headteacher, Leadership Team, Teachers, HLTAs and TAs—works cohesively to ensure the Christian vision is the guiding principle for policy, practice, and strategic development. Leaders share a clear understanding that the school's purpose is the flourishing of every child and adult, rooted in the belief that each person is uniquely created and loved by God. Staff consistently demonstrate commitment to embedding this vision in their work. As a result, the school's Christian character authentically shapes curriculum provision, behaviour expectations, pastoral care, and relationships across the school. The school serves a predominantly White British community, with a small but increasing number of Eastern European families. While ethnic diversity remains limited, the school recognises its responsibility to help pupils understand and appreciate a wide range of cultures, identities, and global perspectives. To meet this need, the curriculum promotes cultural, ethnic, and religious diversity, enabling pupils to engage meaningfully with difference. Staff ensure pupils encounter representations of communities beyond their immediate environment, countering narrow assumptions. Social diversity within the school is valued, and pupils are recognised as kind, accepting, and welcoming to others. This reflects the school's

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g. What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And what are the educational needs of pupils? h. What church and DBE/MAST partnerships does the school have? i. Does the school have any other links or partnerships?	Christian mission to honour the dignity of every person, helping children develop into outward-facing, compassionate individuals. The school benefits from long-standing partnerships that strengthen Christian distinctiveness and deepen spiritual development. St Peter's Church, Belper, plays an active role through worship, curriculum links, pastoral support, and community events. Valley CIDS contributes significantly to Collective Worship through Biblical storytelling, while Open the Bible enhances pupils' understanding of Biblical narrative through creative presentations. Foundation Governors provide strategic oversight and theological insight, ensuring the Christian vision remains consistently embedded and theologically grounded. Through these relationships, pupils encounter Christianity as a living and inclusive faith expressed through hospitality, storytelling, and worship. Broader connections, including partnerships with Kolkata and Scott Lane, extend pupils' understanding of global community and justice. These links help children engage with cultural and social diversity in meaningful ways, develop empathy and global responsibility, and understand their role in promoting hope, justice, and positive change, rooted in Christian values. The school is a flourishing Church school with a clear, shared, and intentionally lived Christian vision. Despite limited demographic diversity, the school is strongly committed to broadening pupils' worldview and recognising the value of every individual. Strong partnerships, reflective leadership, and purposeful curriculum choices ensure that all children experience a nurturing, inclusive environment grounded in Christian hope, love, and aspiration—enabling the whole community to "live life in all its fullness."
Context 2: What are we doing here? *(This information enables inspectors to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its*	St John's CE Primary School's vision—*"A Christian environment for growing, learning and fun"*—is shaped by the belief that every child is uniquely created and loved by God, with the potential to flourish academically, spiritually, emotionally and socially. Rooted in the Parable of the Mustard Seed, this vision affirms that children begin with small or hidden gifts which, through nurture, high expectations and care, grow and flourish. This theological foundation shapes relationships, behaviour, curriculum and school culture.

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partnerships. This information contributes to the judgements that the inspector makes.) a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust? b. How is the school's vision a clearly articulated, theologically rooted Christian vision? How is the trust's vision resonating with this? b. How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically? c. Why have school leaders decided to be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school? d. As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are? e. How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this? f. What are the school's arrangements for collective worship? Why are these arrangements in place?	The Diocese vision aligns strongly with this, emphasising belonging, inclusion and enabling children to thrive. St John's expresses this through dignity, value and the belief that every child is precious in God's eyes. The vision is explicitly theological, drawing on Christian teaching about creation and imago Dei, giving all children inherent worth. It aligns with the Church of England's themes of community, wisdom, dignity and hope and resonates with the local authority's ambitions for children. Leaders have a deep understanding of the school's context: a large, predominantly White British community with very few EAL pupils, limited exposure to diversity, and strong long-standing family links. Because of this, leaders intentionally represent diversity through curriculum materials, worship, imagery and stories. Staff emphasise Christianity as a global faith and explore British Values through the lens that all identities matter. If every child is created by God, every child must be seen, represented and valued. Leaders have chosen to remain a maintained Church of England (VC) school because the structure supports strong partnership with the local authority, Diocese of Derby and parish church. This status protects the school's Christian foundation, maintains clear governance and keeps the school rooted in its community. Foundation governors, including the vicar, ensure the Christian vision remains central. Governance structures safeguard Christian identity, ensure theological accountability, and strengthen links between church, school and community. Curriculum governors monitor how the vision shapes learning, with regular visits, link meetings and evaluations. Leaders know these structures are effective through governor feedback, curriculum audits, visible impact on pupils, and external affirmation from SIAMS and Ofsted. Daily Collective Worship is active, varied and inclusive, including whole-school, class, key stage and celebration worship, with contributions from Valley CIDS and St Peter's clergy. This ensures worship is accessible, embedded in school life, and reflective of Anglican tradition, offering pupils diverse worship experiences. RE is delivered through the Derbyshire Agreed Syllabus using high-quality resources reflecting global Christianity and world faiths. RE supports children in learning about and from religion, ensures progression from EYFS to Year 6, and honours the school's Christian foundation while valuing all beliefs.

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g. How is religious education structured and organised? Why have these decisions been made? h. What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish? i. What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?	The school's strong relationship with the Derby Diocesan Board of Education provides training, SIAMS support, adviser access and opportunities to work with other Church schools. The partnership with St Peter's Church is active and deeply rooted, with clergy contributing to worship, governance and pastoral support. Pupils visit the church regularly, experiencing Christianity as a living, inclusive presence. As a Church school serving the whole community, St John's ensures children of all faiths and none feel valued, included and connected. Governors monitor change through foundation and curriculum meetings which is also influenced by parent and pupil voice.

Inspection Questions (IQ): How then shall we live?

(This information is central to the evidence-based judgements that the inspector makes. The sub questions are included to help ensure that the inspector and school leaders have enough evidence to answer the main IQs.)

INSPECTION QUESTION (IQ)	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? a) How is the Christian vision expressed, for example, through policies and character	St John's CE Primary School's Christian vision—*"A Christian environment for growing, learning and fun"*—is rooted in the Parable of the Mustard Seed. The belief that every child is uniquely created, deeply loved by God and full of potential shapes every aspect of school life. This theological foundation forms the Golden Thread running through leadership, worship, curriculum, behaviour, relationships and community life.

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education/values that are faithful to the Anglican/Methodist foundation of the school? b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish? c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	Children, staff, governors and families understand the mustard seed image: small beginnings can grow into something extraordinary when nurtured with care, faith and high expectation. This shared understanding shapes a culture of flourishing across the school. The vision is visible and active daily. It is displayed through Christian symbols, British Values, Values for Life and references to growth and flourishing. Staff make constant links to the vision in lessons, worship and behaviour conversations. Expectations for behaviour and relationships are grounded in Christian values, with the behaviour policy reinforcing this through a theological lens. Children are helped to see how Christian teaching guides their choices and treatment of others. Celebration Worship acknowledges the diverse ways pupil's flourish. Hero/Heroine awards, Star of the Week and recognition of achievements affirm pupils' gifts and encourage confidence and resilience, reflecting the belief that flourishing is spiritual, personal and relational as well as academic. Collective Worship enables pupils and adults to grow spiritually, emotionally and morally. Worship links to Values for Life, encourages deep reflection and invites Big Questions. Many pupils continue these discussions at home. Pupil leadership is central: they prepare readings, prayers, dramas and reflections, and lead services at St Peter's for Easter, Christmas, Lent and Year 6 leavers. Half-termly services bring families and the wider community together, and governors participate through awards and attendance. A key benefit of collective worship is that it helps create a Christian environment where shared values such as kindness, respect, forgiveness and hope are lived out each day. This positive culture benefits parents and families as well as children, fostering strong relationships, a sense of belonging and a supportive community. As a result, St John's is a

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	place where everyone can flourish and thrive, rooted in a shared vision and values that promote dignity, wellbeing and care for one another. St John's prioritises opportunities that help children grow in responsibility, leadership and service. Pupils take on meaningful roles such as Mini Leaders, Playground Pals, Library Leaders, Collective Worship Assistants, Reading Buddies, Wellbeing Warriors and Kolkata Companions, developing empathy, teamwork, decision-making and courageous advocacy known collectively as Changemakers. Links with Kolkata broaden pupils' horizons, encourage purposeful fundraising and deepen understanding of global compassion and equality. Monitoring and pupil voice show that children flourish academically, spiritually, emotionally and socially. Adults also flourish within the school's caring culture. Relationships are strong, grounded in Christian values and characterised by respect, encouragement and shared purpose. Staff feel able to talk openly in difficult times, and leaders model humility, compassion and high expectations. Visitors—including clergy, volunteers and external teams—experience the school as welcoming and supportive. St John's Christian vision is not a statement on a wall; it is a lived reality shaping the entire culture. Through the mustard seed metaphor, the Golden Thread of values, varied leadership opportunities, high-quality worship and a commitment to nurturing the whole child, the school enables every pupil and adult to flourish. St John's is a community where: • everybody is valued • everybody can grow

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	• everybody is encouraged to become the person God created them to be – to flourish
IQ2 How does the curriculum reflect the school's theologically rooted Christian vision? a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b) How is spiritual development an intrinsic part of the curriculum? c) How do leaders know that the curriculum is having the intended effect for pupils? d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? e) How does being part of the trust enhance the school's curriculum?	The school's Christian vision, rooted in the Parable of the Mustard Seed, creates a learning culture where every child is encouraged to grow in wisdom, knowledge and skills. Staff understand that each child is a unique creation of God, beginning with potential that may be small yet capable of flourishing when nurtured. This shapes curriculum design, relationships and the opportunities offered across the school. Awe and wonder are intentionally cultivated so learning becomes an invitation to discover God's world. Children experience fascination, curiosity and joy in everyday learning, and pupil voice shows they can articulate moments that inspire or surprise them. These 'wow moments' are recorded in spiritual journals, book looks and class discussions, helping adults monitor spiritual and intellectual growth. The curriculum is enriched so learning extends beyond the classroom. Residentials, visits, Forest School, sports competitions, choir events, PTFA activities, discos and the Kolkata Companions all give pupils chances to develop teamwork, resilience, leadership and reflection. These experiences build character and allow children to practise Christian values such as perseverance, compassion and community. Pupils take on meaningful leadership roles that develop confidence and responsibility. Collective Worship Assistants, Mini Leaders, Playground Pals, Wellbeing Warriors and library helpers play active parts in school life, learning that their gifts can support others. These roles reflect the mustard seed metaphor: every child has something valuable to grow and share. Because the vision is a golden thread throughout teaching, staff naturally make links between worship, values and curriculum subjects. Teachers draw on Christian values, discuss big questions and promote reflection beyond RE and Collective Worship. Staff describe pupils as "branches of the mustard seed," supporting each other to grow; this image influences classroom behaviour and expectations of collaboration. The curriculum encourages independent thought and respectful dialogue. Big Questions through pathways to write, the Headteacher weekly message and thought to parents and

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	through ways of knowing prompt children to consider spirituality, ethics and meaning in ways that connect school and home. Pupils feel safe exploring perspectives they may not encounter outside school, widening horizons and deepening understanding. This is especially important in the largely White British context, helping build cultural awareness rooted in dignity and respect. The school provides targeted support to ensure all children can grow in wisdom and skills, including those facing barriers to learning. Books at Breakfast, art therapy, drama therapy, nurture groups and social-skills interventions help children develop emotional understanding, confidence and self-regulation. Staff view this as an expression of the Christian vision: every child deserves the conditions to grow. These opportunities help children look outward rather than inward, nurturing empathy and courageous advocacy. Partnerships with the Kolkata Companions, St Peter's Church and the vicar deepen understanding of global Christianity and responsibility for others. Pupils engage in fundraising, service and advocacy projects, developing agency and purpose. Monitoring of wisdom, knowledge and skills involves book looks, pupil discussions, journals, behaviour tracking and celebration worship. Evidence shows that pupils demonstrate resilience, creativity, reflection, kindness and growth—key indicators of flourishing. Celebration Worship reinforces that growing in wisdom is holistic. Overall, the school's theologically rooted vision cultivates wisdom, deepens knowledge and nurtures flourishing in mind, body and spirit. Through inspiring learning, supportive relationships and meaningful opportunities, St John's enables children to become the fullest versions of the people God created them to be.
IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually? a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the	Daily Collective Worship at St John's CE Primary School plays a central role in enabling pupils and adults to flourish spiritually. Rooted in the school's Christian vision and the Parable of the Mustard Seed, worship helps every individual recognise their value, explore spirituality, and grow in faith, reflection and understanding. Worship is invitational, inclusive and inspiring,

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school shape worship and spirituality in the school? b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this? c. In what ways is the worship life of the school inclusive, invitational, and inspirational? d. In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? e. How does the trust contribute to and enhance the school's worship and spiritual life?	ensuring that everyone—of all faiths and none—feels welcome and able to participate meaningfully. Each act of worship encourages children to pause, reflect and consider their spiritual journey. Pupils respond through spiritual journals, recording thoughts, questions, prayers, and their "Wows" (awe, wonder, gratitude) and "Ows" (challenge, sadness, empathy). This practice helps children understand spirituality as personal and growing over time, like the mustard seed. Teachers and leaders teach that spirituality is found not only in biblical stories but also in nature, relationships and daily experiences of awe. This broad understanding helps children link faith to life and notice beauty, kindness and meaning around them. Introducing Ow's and Wow's one at a time gives children space to reflect deeply, while the "window for change" model helps them translate worship themes into courage, forgiveness and compassionate actions. Worship is carefully planned to include all pupils, particularly those with SEND. Staff use strategies such as sand timers for manageable participation, quiet class-based collective worship for those overwhelmed by large gatherings, and sensory-friendly spaces for alternative responses. This reflects the conviction that every child should be able to engage spiritually with dignity and confidence. Worship is invitational throughout. Prayers are offered as invitations, not expectations, ensuring that pupils of different beliefs feel respected. Children take from worship what is meaningful to them, reinforcing inclusivity and belonging. Each act of worship links to a Value for Life, explored through Bible stories modelling compassion, justice, kindness, courage and forgiveness. Leaders frequently refer to Jesus' example and how pupils can follow His teachings in their own relationships. Children show strong understanding of the school's Christian vision and the mustard seed metaphor, speaking confidently about how they are "growing" in faith, learning and character. Pupils flourish spiritually through meaningful leadership roles including Worship Assistants, Bible openers, readers, drama leaders and prayer leaders. Worship Assistants help prepare

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	the worship space, open the Bible, lead prayers and guide reflection, building confidence and spiritual awareness. Children also lead church services throughout the year—Easter, Lent, Christmas and Year 6 leavers' worship—strengthening their sense of belonging to the worshipping community and giving real ownership of spiritual life. Collective Worship is enriched by strong partnerships with: • Reverend Elliot and St Peter's Church • Valley CIDS and Valley Kids • Open the Book • Ada Belfield Care Home • Community groups such as Woollen Woods and Well Dressing These partnerships offer varied and diverse expressions of Christian faith and spirituality. Examples include Reverend Elliot reading to Nursery children, Valley CIDS leading lively relational worship, Open the Book bringing scripture to life, intergenerational connections with Ada Belfield, and whole-school services at St Peter's Church. Pupils experience Christianity as a living, relational and community-based faith. Staff share a consistent understanding of spirituality as reflective, empathetic, creative, courageous, justice-seeking and meaning-making. This shared vocabulary enables teachers to notice and nurture spiritual moments across the day. Worship discussions often revisit themes such as justice, awe, forgiveness and connection. Adults model spirituality through staff prayer meetings, reflective discussion, encouraging curiosity, linking curriculum learning to Christian teaching and using spiritual garden areas for quiet reflection. This creates an environment where spirituality is normal, respected and valued. Collective Worship includes pupils, staff, families and visitors. Half-termly services at St Peter's Church strengthen belonging and shared celebration. Engagement with local

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	traditions such as Woollen Woods and Belper Well Dressing helps pupils understand themselves as part of a wider spiritual and cultural community. Daily Collective Worship at St John's is transformative, enabling everyone to pause and reflect, grow spiritually, understand Christian teaching, develop empathy and courage, connect faith with life, experience belonging and take on leadership. Worship is inclusive, joyful and deeply rooted in the Christian vision of growing, learning and flourishing—helping every pupil and adult take steps on their spiritual journey with confidence that they are valued, loved and capable of extraordinary growth.
IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b. How do school policies and practice create a culture in which people's wellbeing is enhanced? c. How is enabling good mental health for all central to the school's work? d. As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times? e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?	St John's CE Primary School's Christian vision fosters a deeply inclusive, respectful and nurturing community in which adults and pupils live well together. The belief that every person is uniquely created and loved by God shapes expectations for behaviour, relationships and mutual care. Rooted in the Parable of the Mustard Seed, the vision inspires a culture where dignity, respect, kindness and compassion are understood as essential expressions of Christian living. Staff are committed to modelling the high expectations they wish to see in pupils. The school's twelve values, displayed prominently and reflected throughout the curriculum, provide a shared language for behaviour and relationships. Adults intentionally demonstrate respect, equality and dignity, reinforcing the expectation that every member of the community deserves to be valued. An emphasis on open communication creates an "open-door culture" where colleagues feel able to talk informally when times are difficult. Monthly staff prayer meetings offer further space for togetherness, reflection and pastoral support, embodying a Christian approach to community life. Children are taught to care for one another and take responsibility for their relationships. Pupil leadership roles such as Playground Pals, Mini-Leaders and Wellbeing Warriors develop empathy, cooperation and conflict-resolution skills while ensuring pupils feel supported by their peers. The behaviour policy, grounded in Christian principles and accompanied by a Bible verse, reinforces forgiveness, responsibility and reconciliation. Positive Play and nurturing approaches help children develop self-regulation and make positive choices.

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	The school works proactively to support vulnerable pupils. Disadvantaged children access Books at Breakfast, giving them a calm and caring start to the day. SEND provision is tailored to individual needs, with staff prioritising communication, dignity and personal growth. A mental wellbeing lead, a welfare assistant and quiet spaces further demonstrate the school's commitment to compassionate pastoral care rooted in Christian vision. External agencies, including the Mental Health Support Team and Compass Changing Lives, provide access to wider professional support in a safe, trusted environment. Events such as Wellbeing Wednesday and worship led by Wellbeing Warriors reinforce the importance of emotional, relational and spiritual wellbeing. Collective Worship strengthens community identity by bringing pupils, staff and visitors together to reflect, sing, pray and explore Christian values. Worship is invitational and inclusive, ensuring that pupils of all faiths and none feel welcome. Parents, governors, church members and community partners are regularly invited to take part. Partnerships with Reverend Elliot, Open the Book and Valley CIDS enrich the worshipping life of the school and demonstrate diverse expressions of Christian community, helping children understand that Christianity is lived in relationship with others. The school's strong links with St Peter's Church are central to its community ethos. Several staff are members of the church, strengthening pastoral relationships and shared support. Church leaders contribute to worship, pastoral care and the spiritual life of the school, and read regularly to younger children. Local traditions such as the Belper Well Dressing, Woollen Woods, community services and school-church celebrations foster a sense of belonging in the school and wider community. These experiences show pupils that they are valued members of a broader Christian and civic community. Through its Christian vision, St John's has cultivated a community marked by compassion, responsibility, dignity and respect. Children learn that how they treat one another reflects their understanding of God's love. Staff describe a culture where people "listen when needed" and where relationships are built on trust, kindness and shared care. The commitment to nurturing both spiritual and emotional wellbeing ensures that pupils and adults flourish. By living out the mustard seed vision—growing together in love, respect and community—St

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	John's provides a safe, compassionate and hopeful environment where everyone is enabled to live well with others. The SIP includes a commitment to further developing pupils' understanding of diverse cultures, communities and faiths. As part of this work, the school intends to strengthen partnerships and learning opportunities that broaden pupils' experiences beyond their immediate context, helping them develop greater awareness, respect and appreciation of the diverse world in which they live.
IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives? d) How does the trust make a positive impact on the culture of the school?	St John's CE Primary School's Christian vision—rooted in the Parable of the Mustard Seed—creates a culture where pupils understand that every person is uniquely valued by God and therefore deserves respect, fairness and dignity. This theological foundation inspires pupils to act justly, take responsibility for themselves and others, and contribute positively to the world. The vision is lived out daily through behaviours, relationships, opportunities and charitable action. Children are encouraged to express themselves, make choices and develop independence, while learning that their actions have consequences for others. Through Values for Life, Bible stories and Collective Worship, pupils learn what is right and wrong, and how their behaviour reflects Christian teachings on compassion, fairness, service and justice. Examples from worship—such as Jesus welcoming the outcast, defending the vulnerable and caring for those in need—guide pupils in considering how they should treat others, and these stories are referred to in lessons, displays and behaviour discussions to connect the biblical focus on justice with everyday life. The School Council offers a democratic platform for pupils to practise responsibility, express opinions respectfully and contribute to decisions that affect the school, building agency and responsibility towards others. Children at St John's are not only taught about justice—they act on it. Charity work, pupil-led initiatives and courageous advocacy (St John's Changemakers) are key aspects of school life. The ongoing partnership with Scott Lane School in Kolkata helps children understand global inequality, fairness and the dignity of all people, nurturing empathy and reinforcing responsibility to help others beyond their immediate environment. Pupils also support local

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	families, contribute to food drives and engage in community projects through Hope for Belper, St Peter's Church, Ada Belfield and Valley CIDS, broadening their understanding of justice across generations and contexts. In January 2027 Liz Seymour will be visiting Kolkata and continuing the partnership between St John's and Scott Lane School. Leadership roles allow pupils to practise responsibility and social justice in age-appropriate ways. Collective Worship Assistants, Class Ambassadors, Playground Pals, Wellbeing Warriors, Sports Mini Leaders and Kolkata Companions help maintain positive relationships, support others and improve the school environment. These roles show that justice is embedded in daily life, reflecting the belief that each child is a "branch of the mustard seed," growing and supporting others to grow. Collective Worship regularly explores how Jesus treated people—with compassion, fairness and inclusion—and challenges pupils to act similarly. Values for Life, prominently displayed and referenced in worship, make clear links between Christian teachings, British Values and school expectations. Pupils also take responsibility for their environment, including "bin training" to care for school grounds, building stewardship and respect for creation. Rewards and responsibilities recognise kindness, service and community-minded behaviour alongside academic achievement. Children develop awareness of cultures beyond their own—especially important in the predominantly White British school context. Through worship, RE, the Kolkata link and partnerships with local groups, pupils develop cultural awareness and empathy, essential components of social justice. Justice and responsibility are embedded across the school because they flow naturally from the Christian vision; worship, teaching, relationships and community partnerships all reinforce the message that every person is valuable and deserves fairness. Pupils take on meaningful roles such as Mini Leaders, Playground Pals, Library Leaders, Collective Worship Assistants, Reading Buddies, Wellbeing Warriors, Kolkata Companions and iVengers developing empathy, teamwork, decision-making and courageous advocacy known collectively as Changemakers

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	Links with St Peter's Church, Churches Together in Belper, Pride in Belper and Hope for Belper deepen pupils' understanding of justice in the wider community. These partnerships provide opportunities for service, intergenerational interaction and learning from others' experiences. Visitors who lead worship or work with pupils consistently affirm the school's strong values-driven culture. St John's has created a community where justice and responsibility are lived out every day. Pupils understand that their actions matter and that they can make a difference locally, nationally and globally. Through the Christian vision, biblical teaching, leadership opportunities and community partnerships, children grow into compassionate, thoughtful individuals who act justly, show empathy and take responsibility for others. The result is a flourishing community where children learn to "grow together" in courage, fairness, kindness and responsibility.
IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)? a. How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school? b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse? c. How do school and trust leaders ensure that religious education is well-resourced, and that	Religious Education at St John's CE Primary School is highly effective, well-structured and deeply valued. The curriculum is grounded in the Church of England Statement of Entitlement, ensuring that RE is academically rigorous, theologically rich and accessible to all pupils. Leaders ensure that RE reflects the school's Christian vision, particularly the belief—rooted in the Parable of the Mustard Seed—that every child can grow in wisdom, knowledge and spirituality. RE is treated as a core subject with the same expectations for planning, rigour and resourcing as other core subjects. It is built around *Understanding Christianity* and the *Derbyshire Agreed Syllabus*, giving pupils a deep understanding of Christianity while also learning about world faiths in a balanced, theologically sound way. The curriculum is carefully sequenced and monitored yearly by the subject leader. A spiral curriculum ensures that children revisit, build on and deepen knowledge in line with the Statement of Entitlement's requirement for clear progression of skills and understanding. Supplementary NATRE materials for 2024/25, including vocabulary lists and "sticky knowledge" resources, further support curriculum delivery. Big Friezes displayed around school help pupils grasp the overarching narrative of Christian scripture and provide visual scaffolding for theological understanding.

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continuing professional development for staff has an impact on the effectiveness of the curriculum?	RE is clearly visible and valued in the life of the school. Displays in classrooms and shared spaces show Bible stories, key vocabulary, Big Questions and artwork, signalling the subject's importance. RE benefits from protected timetable time and all pupils, including those with SEND, access high-quality lessons through adaptive teaching that meets diverse learning needs. Daily classroom prayers, reflection opportunities and links to school values demonstrate that RE extends beyond a single lesson and helps pupils understand faith, spirituality and values as part of everyday life. Teachers regularly link RE learning to British Values, helping pupils understand diversity, democracy, respect and tolerance through a theological and ethical lens. The use of accurate language such as "some, many, most" ensures teaching is respectful and avoids generalisation. High-quality resources support the curriculum, and leaders have invested in artefacts, books and materials aligned to both core schemes. Staff have access to NATRE CPD, diocesan guidance and subject-specific training, ensuring teacher confidence and curriculum integrity. Leaders also carry out curriculum-led audits to evaluate accuracy and effectiveness, updating practice when helpful new materials become available. Staff describe the curriculum as well balanced, challenging and meaningful, offering theological depth and broad worldview understanding. The curriculum fosters respectful attitudes towards all faiths and none. It promotes reflection, critical thinking, curiosity, discussion and empathy. Children learn to respond to Big Questions and relate their learning to the Christian vision, Values for Life and their personal experiences. Pupils recognise that RE helps them understand how people live, believe and behave, developing dignity, respect and community cohesion—significant within the school's predominantly White British context, where wider cultural exposure is essential. Monitoring is currently carried out through book looks, displays, learning walks, planning scrutiny, pupil voice and staff discussions. From 2026/27, this will be further strengthened through the appointment of an RE Governor who will provide dedicated monitoring and support for the subject. Evidence shows that pupils can articulate key Christian concepts, compare faith perspectives, use theological vocabulary accurately and explain the impact of belief on people's lives. The curriculum meets the Church of England's expectations for RE to

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	be academically rigorous, theologically informed, balanced across faiths, inclusive, accessible, well taught, well-resourced and carefully monitored. Overall, RE at St John's is highly effective, deeply valued and fully aligned with the Church of England Statement of Entitlement. It is well planned, well taught and well supported by strong resources and professional development. Pupils develop strong theological understanding, respectful attitudes and the ability to think deeply about faith, belief and meaning. Through this curriculum, all children are given the opportunity to grow spiritually, intellectually and personally, fully reflecting the school's Christian vision of flourishing for every child.
IQ7 What is the quality of religious education? a. What is the quality of teaching? b. How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum? c. How does assessment inform teaching and learning?	

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