Statutory Inspection of Anglican & Methodist Schools

SIAMS Self-Evaluation 2025 - 2026

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?	Denomination • The school is a Church of England school. School designation • It is a Voluntary Controlled (VC) Primary School operating within a maintained local authority structure. Former VC academy question • Not applicable — the school is not described as an academy and is not a former VC academy providing denominational education. Phase and pupil numbers • The school is a Primary School. • It educates approximately 450 pupils. Academy, maintained, federation • The school is a maintained school, not an academy. • There is no indication that the school is part of a federation. Leadership structure • Leadership includes: o Headteacher

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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? 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?	○ Deputy Headteacher ○ Assistant Headteacher ○ Leadership Team ○ Teachers, HLTAs, and TAs Leadership operates cohesively with shared responsibility for embedding the Christian vision. No trust structure is referenced, and no delegated authority details apply because the school is not part of a trust. Pupil profile and community context • The school serves a predominantly White British community. • There is a small but increasing number of Eastern European families. • The local community has limited ethnic diversity, and the school responds intentionally to broaden pupils' cultural, religious, and global understanding. • Pupils are characterised as kind, accepting, and welcoming, with social diversity valued within the school. • The school is committed to supporting pupils in developing cultural awareness, global perspective, empathy, and outward-facing compassion. Strong, long-standing partnership with St Peter's Church, Belper, contributing to: ○ Worship ○ Curriculum links ○ Pastoral support ○ Community events

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	Partnerships supporting Christian distinctiveness include: ○ Valley CIDS (Collective Worship and Biblical storytelling) ○ Open the Bible (creative Biblical narrative presentations) Foundation Governors provide theological insight and strategic oversight. Broader community and global partnerships include: ○ Kolkata partnership (global understanding, justice, cultural diversity) ○ Scott Lane partnership (community and global responsibility links) These partnerships extend pupils' worldview and support learning around diversity, empathy, justice, and responsible citizenship.
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 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?	The school's Christian vision is: "A Christian environment for growing, learning and fun." This vision is shaped by the belief that: ○ every child is uniquely created and loved by God ○ every child has potential to flourish academically, spiritually, emotionally, and socially The biblical metaphor of the mustard seed expresses how children begin with small or hidden gifts that grow through nurture, high expectations, care, and faith. Derbyshire LA's priorities of belonging, inclusion, and thriving within community resonate with the school's Christian emphasis on dignity, value, and the belief that every child is precious to God. The vision is explicitly theological, rooted in: ○ Christian teachings about creation ○ the belief that all people are created imago Dei (in God's image) ○ the inherent value and potential of every child

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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? g. How is religious education structured and organised? Why have these decisions been made?	The mustard seed metaphor provides a biblical foundation for: o expectations o pastoral care o curriculum decisions o behaviour and relationships The vision aligns strongly with the Church of England's themes of community, dignity, wisdom, and hope. It also resonates with the local authority's emphasis on enabling children to thrive and be well-prepared for life. Leaders have a clear understanding of the school's community profile: o a large, predominantly White British population o very few EAL pupils o limited day-to-day exposure to diversity o strong local identity and long-standing family ties Leaders respond theologically by ensuring that: o all children are seen, represented, and valued because each is created by God o diversity is intentionally represented in curriculum materials, worship, images, and stories o Christianity is taught as a global and diverse faith o British Values are explored through the lens that experiences of "Britain" vary, and all voices matter Leaders chose to remain a maintained Church of England (VC) school because the structure provides: o strong local authority partnership

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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?	○ close diocesan links ○ strong parish and community identity This status enhances the school as a Church school by: ○ protecting the Christian foundation through VC governance ○ supporting close collaboration with St Peter's Church ○ keeping the school rooted in the local community it serves Governance reflects: ○ the school's foundation as a Church of England school ○ the Derbyshire maintained VC context Foundation governors, including the vicar of St Peter's, ensure the Christian vision remains central. The governance structure is designed to: ○ protect Christian identity ○ ensure theological accountability ○ deepen connection between church, school, and community ○ maintain clarity of responsibility between governors, headteacher, and parish Curriculum governors monitor the effectiveness of the theological vision across subjects. Governors participate in: ○ monitoring visits ○ link meetings ○ evaluation activities Leaders know these structures are effective because:

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	○ governors provide clear feedback that shapes action planning ○ the Christian vision is visible in pupils' behaviour, language, and responses ○ curriculum audits show the vision shaping teaching ○ SIAMS and Ofsted feedback confirm strong leadership and governance Collective Worship occurs daily and includes: ○ whole-school worship ○ class worship ○ key stage worship ○ Friday celebration worship rooted in theological values ○ worship led by Valley CIDS and visiting leaders ○ contributions from St Peter's clergy These arrangements ensure worship is: ○ varied, inclusive, and accessible ○ reflective of Anglican tradition ○ embedded in daily life ○ supportive of spiritual development High-quality resources reflect: ○ diverse communities ○ global Christianity ○ world faiths Decisions ensure:

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	○ consistency with diocesan and LA requirements ○ strong progression from EYFS to Year 6 ○ respect for the school's Christian foundation ○ an RE curriculum that supports the vision of growing, learning, and flourishing The school works positively with the Derby Diocesan Board of Education (DBE). Diocesan support includes: ○ training for staff and governors ○ SIAMS preparation ○ access to diocesan advisers ○ opportunities to share practice with other Church schools These partnerships strengthen the school's ability to: ○ live out its Christian vision ○ uphold its Church school foundation ○ ensure staff confidence and pupil flourishing St John's has a strong, active, deeply rooted partnership with St Peter's Church. Clergy and church members contribute to: ○ worship ○ governance ○ pastoral support ○ spiritual development Pupils visit the church regularly for services, RE, and special events.

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	This ensures pupils experience Christianity as: ○ living ○ welcoming ○ inclusive The relationship enables the school to: ○ honour its Christian foundation ○ serve children of all faiths and none ○ foster belonging, value, and spiritual growth
Inspection Questions (IQ): How then shall we live?	
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 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	The Christian vision, *"A Christian environment for growing, learning and fun,"* is rooted in the Parable of the Mustard Seed and shapes all areas of school life. The belief that each child is uniquely created and deeply loved by God forms the Golden Thread linking leadership, curriculum, worship, behaviour, relationships and community practice. The significance of the mustard seed is understood by children, staff, governors and families—small beginnings grow into extraordinary outcomes through nurture, faith and high expectations. Christian identity is visible across the school through: ○ Christian symbols ○ Values for Life ○ British Values linked to the theological vision

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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?	○ Displays emphasising growth, flourishing and belonging The behaviour policy is grounded in the school's Christian values and is applied through a theological lens, helping pupils understand how Christian teaching shapes actions and relationships. Staff routinely reference the vision during lessons, worship and behaviour conversations, ensuring it is lived rather than laminated. Celebration Worship reinforces the vision by recognising spiritual depth, character, kindness, effort, service and achievements inside and outside school. Collective Worship is central to school identity, always linked to a Value for Life and designed to promote reflection, moral development and spiritual growth. Worship includes pupil leadership, church-led services, drama, readings and prayers, making it a lived expression of Anglican tradition and theology. The vision is woven into daily practice through curriculum planning, behaviour expectations, worship themes and leadership language. Awe and wonder ("wow moments") are intentionally cultivated to deepen spiritual curiosity, joy and fascination with God's world. Pupils take on meaningful leadership and service roles such as: ○ Mini Leaders ○ Playground Pals ○ Library Leaders ○ Collective Worship Assistants ○ Kolkata Companions ○ Wellbeing Warriors ○ Class helpers

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	These roles develop empathy, responsibility, teamwork and courageous advocacy—practical expressions of Christian love and justice. The curriculum is enriched through residentials, visits, Forest School, sports events, choir, PTFA activities and Kolkata partnerships, helping pupils apply Christian values in real-world contexts. Staff intentionally make links between worship themes, Christian values and curriculum subjects, ensuring the vision shapes teaching across all areas. Big Questions in lessons encourage reflection, ethical thinking and respectful dialogue, widening pupils' perspectives beyond a largely White British context. Targeted support programmes (Books at Breakfast, art therapy, drama therapy, nurture groups, social-skills sessions) are theological expressions of the belief that every child deserves the conditions to grow. Book looks, class journals and spiritual journals show evidence of reflection, creativity, curiosity and spiritual growth. Pupil voice demonstrates understanding of the vision, the mustard seed metaphor and Christian values in daily life. Monitoring of behaviour shows pupils demonstrating kindness, resilience, emotional understanding and respect known as 'The St John's Way'. Celebration Worship highlights academic, personal, spiritual and relational flourishing through diverse awards and recognitions. Observations show children thriving academically, socially, emotionally and spiritually. Pupils independently express compassion, fairness, collaboration and advocacy in leadership roles and peer interactions. Families report that children continue Big Questions and worship reflections at home, showing impact beyond school.

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	Adults feel supported, valued and encouraged to flourish, evidenced through strong relationships, staff wellbeing, shared purpose and a compassionate culture. Visitors consistently describe the school as warm, welcoming and shaped by its Christian ethos. The school's mustard-seed vision aligns closely with Derbyshire's focus on belonging, inclusion and enabling children to thrive. Both visions emphasise: o dignity o value o the potential of every child o being well-prepared for life and learning The alignment between LA vision and the school's Christian foundation strengthens: o behaviour and inclusion practices o community engagement o curriculum ambition o pastoral care Partnerships with St Peter's Church, the Diocese of Derby and Kolkata companions deepen the school's ability to live out its Christian vision and enhance its effectiveness as a Church school.
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	The curriculum is shaped by the Christian vision rooted in the Parable of the Mustard Seed, emphasising growth in wisdom, knowledge and skills. Staff understand that each child is a unique creation of God, with potential that may begin small but flourishes when nurtured.

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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?	Curriculum planning, relationships and enrichment opportunities all reflect this theological belief in growth and potential. Learning is enriched beyond the classroom through: o residentials o educational visits o Forest School o sports competitions o choir events o PTFA activities and discos o partnerships with Kolkata companions These experiences allow pupils to practise Christian values such as perseverance, compassion, teamwork and community in real-world situations. Meaningful pupil leadership roles (e.g., Collective Worship Assistants, Mini Leaders, Playground Pals, Wellbeing Warriors, Library Helpers) strengthen confidence, service and responsibility—practical expressions of the mustard seed metaphor. Awe and wonder ('WOW moments') are intentionally cultivated so learning becomes an invitation to discover God's world, not just absorb content. Staff deliberately create opportunities for fascination, curiosity and joy in everyday learning. Pupils can articulate these moments, describing inspiration, surprise and emotional response. "Wow moments" are captured through: o spiritual journals o book looks o discussion and reflection

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	Spiritual development is embedded through Big Questions linked to: o spirituality o ethics o meaning and purpose Staff naturally link worship, values and curriculum subjects, ensuring spiritual reflection occurs beyond RE and Collective Worship. The mustard seed imagery—children as "branches"—influences classroom behaviour, peer support and collaboration. Monitoring systems include: o book looks o pupil discussions o class journals o behaviour monitoring o reflection in worship Evidence shows pupils demonstrating: o resilience o creativity o reflection o kindness o spiritual awareness o growth in wisdom Celebration Worship acknowledges holistic progress—academic, personal, spiritual and relational.

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	Pupil voice confirms that children understand their learning, values and their place in the world. Staff observations show that children are thriving socially, emotionally, academically and spiritually. Targeted support reflects the belief that every child deserves the conditions to grow, however small their "seed" may seem. Provision includes: o Books at Breakfast o art therapy o drama therapy o nurture groups o social-skills and play-based interventions These supports help pupils develop: o confidence o self-regulation o emotional understanding o resilience Staff view inclusion and nurture as theological commitments: every child is created by God and capable of flourishing. Partnerships with Kolkata companions, St Peter's Church, and the Reverend strengthen understanding of global Christianity and widen pupils' horizons beyond a largely White British context. These links provide opportunities for: o courageous advocacy o fundraising and service

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	○ global awareness and compassion ○ learning about justice and equality Pupils develop a sense of agency, responsibility and purpose through these partnerships.
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 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?	Worship is rooted in the school's Christian vision and the Parable of the Mustard Seed, emphasising growth, value and God-given potential. Daily worship helps children recognise their worth as unique creations of God and understand spirituality as something that grows over time. Worship themes link consistently to Values for Life, biblical teaching and the example of Jesus. Staff teach that spirituality can be found in: ○ Bible stories ○ relationships ○ nature ○ awe and wonder in daily life Worship is invitational, inclusive and reflective, ensuring that children of all faiths and none can participate meaningfully. The "window for change" model encourages pupils to connect worship learning with personal growth, forgiveness, courage and compassion. Strong partnerships deepen worship experiences through varied theological and liturgical contributions, including: ○ Reverend Elliot and St Peter's Church ○ Valley CIDS and Valley Kids ○ Open the Book

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e. How does the trust contribute to and enhance the school's worship and spiritual life?	○ Ada Belfield Care Home ○ Community groups such as Woollen Woods and Well Dressing These partners support worship through: ○ Bible storytelling ○ interactive worship sessions ○ intergenerational connections ○ whole-school church services Services at St Peter's Church (Easter, Christmas, Lent, Y6 leavers) provide authentic Anglican worship experiences. Regular clergy involvement shows Christianity as a living, relational, community-based faith. Worship is designed so that every child can engage, with adaptations for SEND pupils such as: ○ sand timers ○ small-group class worship ○ sensory-friendly spaces ○ alternative ways to respond Prayers are always invitational, not compulsory. Children are encouraged to engage in worship in ways that feel meaningful to them, regardless of belief background. Spiritual journals allow pupils to respond personally through: ○ thoughts ○ questions ○ prayers

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	○ “Wows” (awe, wonder, gratitude) ○ “Ows” (sadness, challenge, empathy) Worship includes drama, storytelling, pupil leadership and reflection, making it engaging, active and inspirational. Pupils continue worship discussions at home, showing deeper impact on community life. Staff share a common definition of spirituality as: ○ reflective ○ empathetic ○ creative ○ courageous ○ justice-seeking ○ meaning-making (with or without formal faith) This shared definition enables consistency in how spirituality is taught and noticed. Adults model spirituality through: ○ prayer meetings ○ reflective approaches in worship ○ encouraging curiosity and big questions ○ linking curriculum learning to Christian values ○ using spiritual gardens and quiet spaces Pupils understand spirituality as something personal and growing, expressed through responses in journaling, reflection and prayer.

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	Children describe themselves as “growing” in faith, character and understanding, influenced by the mustard seed vision. Big Questions in worship help pupils explore meaning, ethics, justice and relationships. While the text does not reference trust-level contributions, partnerships with church, community groups, and Christian organisations significantly enhance the spiritual life of the school. These relationships broaden pupils’ experiences of Christianity and deepen understanding of worship, service and community. Daily worship enables the whole community to: o pause and reflect o grow spiritually o understand Christian teaching o develop empathy, courage and compassion o connect faith with life o experience belonging and joy o take leadership roles within worship Worship is inclusive, reflective and deeply rooted in the Christian vision, helping every child and adult flourish on their spiritual journey.
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	Events such as the Belper Well Dressing, Woollen Woods, local services and school–church celebrations foster a sense of belonging in both the school and the 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 created a community marked by compassion, responsibility, dignity and respect. Children learn that how they treat one another reflects their understanding of

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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?	God's love. Staff describe a culture where people "listen when needed" and where relationships are built on trust, kindness and shared care. The school's commitment to nurturing spiritual and emotional wellbeing ensures that both adults and pupils flourish. By living out the mustard seed vision—growing together in love, respect and community—St John's provides a safe, compassionate and hopeful environment where everyone is enabled to live well with others.
IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?	The Christian vision, rooted in the Parable of the Mustard Seed, teaches pupils that every person is uniquely valued by God and therefore deserves fairness, dignity and respect. This theological foundation encourages pupils to take responsibility for themselves and others, shaping daily behaviour, relationships and attitudes.

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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?	Children are taught to express themselves, make choices and develop independence while recognising that actions have consequences for others. Values for Life, Bible stories and Collective Worship help pupils understand Christian teachings on compassion, fairness, service and justice. Teaching draws on Jesus' example—welcoming the outcast, defending the vulnerable, caring for those in need—guiding behaviour and decision-making. Biblical justice is reinforced in lessons, displays and behaviour conversations, helping pupils make connections between faith and ethical living. Pupils are encouraged not only to understand justice but to act on it in practical and meaningful ways. Pupil-led initiatives, charity work and courageous advocacy are central to school life. The School Council provides democratic opportunities for respectful dialogue and real influence over school decisions. The partnership with Kolkata Companions develops pupils' awareness of global equality, dignity and fairness. Children engage in fundraising, service projects and ethical discussions, nurturing empathy and a sense of social responsibility. Acts of service include: o supporting local families o food drives o community projects with Hope for Belper, St Peter's Church, Ada Belfield and Valley CIDS Pupils take leadership roles that reinforce responsibility, such as: o Collective Worship Assistants o Class Ambassadors

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	○ Playground Pals ○ Wellbeing Warriors ○ Sports Mini Leaders ○ Kolkata Companions Children routinely help others, showing that advocacy and justice are embedded in the culture, not just taught. The mustard seed metaphor reinforces that each child has something valuable to offer and can contribute to the flourishing of others. Justice and responsibility flow naturally from the Christian vision and are strengthened by strong community partnerships. Significant partnerships include: ○ St Peter's Church ○ Churches Together in Belper ○ Pride in Belper ○ Hope for Belper ○ Valley CIDS ○ Ada Belfield Care Home ○ Kolkata Companions These partnerships provide opportunities for: ○ service ○ intergenerational engagement ○ community action

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	○ learning from others' experiences ○ widening perspectives beyond a predominantly White British context Pupils gain practical experience of justice, empathy, cultural awareness and ethical responsibility through these links. Visitors and community partners consistently recognise and affirm the school's values-driven culture. While trust involvement is not explicitly described, the school's Christian vision is strengthened through extensive church and community partnerships that reinforce justice and responsibility. These partnerships enhance inclusion, provide diverse community experiences and broaden pupils' understanding of justice in everyday life. St John's has created a community where justice, responsibility and compassion are actively lived out every day. Pupils understand that: ○ their actions matter ○ they can make a difference locally, nationally and globally ○ justice is part of Christian living and part of who they are becoming Through Christian vision, biblical teaching, leadership opportunities and community partnerships, pupils grow into empathetic, thoughtful individuals who act justly and support others. The result is a flourishing, ethical 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)?	RE at St John's is highly effective, well structured and deeply valued by leaders, staff and pupils. The curriculum is grounded in the Church of England Statement of Entitlement, ensuring rigour, depth and theological integrity.

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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 continuing professional development for staff has an impact on the effectiveness of the curriculum?	RE is treated as a core subject, with the same level of planning, resourcing and seriousness as English and maths. RE is visible and central to school life through: o displays o Big Questions o Bible stories o key vocabulary o artwork and pupil outcomes RE has protected curriculum time and is fully accessible to all pupils, including those with SEND. Adaptive teaching ensures all children receive a "rich and engaging RE education," as required by the Statement of Entitlement. Daily opportunities for prayer, reflection and links to school values show that RE is woven through the broader curriculum, not confined to one weekly lesson. Leaders ensure RE reflects the school's Christian vision—the mustard seed metaphor of growth in wisdom, knowledge and spirituality. RE curriculum is built around: o Understanding Christianity o The Derbyshire Agreed Syllabus These ensure: o strong theological teaching o balanced learning about major world faiths o accurate and respectful knowledge

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	The curriculum is: o well planned o well sequenced o monitored yearly by the subject leader o structured in a spiral curriculum, allowing pupils to revisit and deepen learning 2024/25 NATRE supplementary materials (vocabulary, sticky knowledge resources) strengthen accuracy and recall. Big Friezes support children in understanding the overarching narrative of Christian scripture. Teachers use “some, many, most” language to avoid generalisation and ensure theological accuracy and respect for diversity. RE supports pupils to develop: o reflection o critical thinking o curiosity o empathy o respectful attitudes towards all faiths and none Curriculum themes help pupils connect learning to: o the school’s Christian vision o Values for Life o personal experience o wider cultural understanding (important in a predominantly White British context)

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	Leaders invest intentionally in high-quality RE resources including: o artefacts o books o theological materials o Understanding Christianity resources o Derbyshire syllabus resources Staff benefit from: o NATRE CPD o diocesan guidance o subject-specific training o updated professional resources Curriculum leaders carry out curriculum-led regulatory audits to evaluate and refine RE provision. Practice is updated whenever new initiatives, materials or improvements become available. Monitoring of RE includes: o book looks o learning walks o pupil voice o displays o planning scrutiny o staff discussions

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	Evidence from monitoring shows that pupils can: o articulate key Christian concepts o compare faith perspectives o use theological vocabulary accurately o explain the impact of beliefs on people's lives Staff describe the RE curriculum as: o well balanced o challenging o meaningful o providing both theological depth and broad worldview understanding RE at St John's is: o academically rigorous o theologically rich o well balanced across world faiths o inclusively taught o well resourced o well monitored o delivered by confident and well-trained staff The curriculum enables all pupils to grow spiritually, intellectually and personally, reflecting the school's Christian vision of flourishing for every child.

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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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