



**Christ the Sower Ecumenical Primary School.
SIAMS Self-Evaluation (SEF)
2024-25**



Our theologically rooted Christian Vision

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for **all** our children to flourish and achieve their **full potential**; so that every child can learn and explore who they are created to be. With the **highest of expectations**, we, individually and collectively, will **care for, nurture, and develop** each and **every child**.

A loving place where we all care, learn and grow together.



A farmer planted seed. As he scattered the seed, some of it fell on the road and birds ate it. Some fell in the gravel; it sprouted quickly but didn't put down roots, so when the sun came up it withered just as quickly. Some fell in the weeds; as it came up, it was strangled among the weeds, and nothing came of it. Some fell on good earth and came up with a flourish, producing a harvest exceeding his wildest dreams.

Mark Chapter 4 Verses 3-8



The Parable of the Sower – Our Story

Christ the Sower, our school's name, is taken from Jesus' parable of the Sower in the Bible. This parable tells of a farmer who went out to scatter seed but had varying success due to the different places where the seed fell. The seed that ultimately flourished landed in good soil.

At Christ the Sower, we strive to **provide the good soil** for **all our children to flourish**. We care for all our children and support them to care, learn and grow. 'Christ the Sower' **inspires and underpins** our school vision running through **the heart of our school**.



The name 'Christ the Sower' was chosen because there is an agricultural link. Our site in Grange Farm was originally producing crops on good local soil. Through our name, we remember the history and the Christian foundation for our school.

In the right soil, every single seed can grow and achieve its God given potential.

At Christ the Sower Ecumenical Primary School, we provide the "good earth" for all in our community to flourish; where every member can fully explore who they are created to be, with the high expectations that we, individually and collectively, will bear fruit beyond our wildest dreams – a place where we are loving, learning, and growing together.

- **A LOVING COMMUNITY:** At our heart is an ever-increasing understanding of God as the source of love. Because we know each child as a unique treasure, we value each other, treating each other as we would expect to be treated ourselves. Being motivated by love, we strive to be a community where everyone works for the good of everyone else.
- **A LEARNING COMMUNITY:** Believing that we can all excel, we are a community that deeply desires to learn. We nurture children and adults so that we are all empowered to be fearless, lifelong learners: embracing challenge, releasing creativity, persisting through difficulty, seeing mistakes as opportunity, discovering for ourselves, and responding in wonder to what we find.
- **A GROWING COMMUNITY:** We diligently strive for excellence in all we do by working our hardest and seeking to improve. At Christ the Sower we "grow" people who are able to embrace the fullness of life and nourish a growing community where that life can be expressed.
- **A COMMUNITY TOGETHER:** We rejoice in our diversity and recognise that we are parts of the same body journeying together, walking hand in hand with God. We aim to provide a rich and true experience of Christian community, being a beacon of love, light and hope here on the West Flank of MK.

Our Christian Values

Each class has a significant Christian value to study and become "experts" in. These are celebrated regularly through class collective worship and in the banners and displays that adorn the main hall.

Value	Bible reference	Bible Story
Friendship Foundation	Proverbs 17:17 Friends love through all kinds of weather, and families stick together in all kinds of trouble.	Ruth showing friendship to Naomi OT book of Ruth
At Christ the Sower, our children, staff and families understand the value of friendship, and so we treat one another with kindness at all times. Through our curriculum, we learn how to be a true and trustworthy friend to everyone.		
Thankfulness Year 1	Psalm 107:1 Thank the LORD because he is good. His love continues forever.	Jesus heals 10 men. A story where only one out of the group that were healed returned to say thank you to Jesus. Luke 17 11-17
At Christ the Sower, our pupils, staff and families know that we have many people, including God who care for us in many different ways in all aspects of our life. We know their response to this love and care should be one of thankfulness and praise.		
Courage Year 2	Joshua 1:9 Be strong and courageous. Do not be afraid or dismayed, for the LORD your God is with you wherever you go	Joshua is chosen to lead God's people. OT book of Joshua
At Christ the Sower, our children, staff and families understand that we need to put our trust in God to be there for us in all situations. We will support our pupils to have the courage to overcome fear, make a stand for what is right and to encourage others to persevere.		
Forgiveness Year 3	Colossians 3:13 Bear with each other and forgive each other. If someone does wrong to you, forgive that person because the Lord forgave you.	Story of the unforgiving servant Matthew 18 21-25
At Christ the Sower we all understand that everyone makes mistakes, it's part of being human. Sometimes mistakes hurt others, and we need to say sorry. Sometimes mistakes made by other people hurt us. When this happens, we need to be able to forgive. We will look at how God's love is so great that forgiveness is always possible.		
Compassion Year 4	1 Peter 3:8 Be agreeable, be sympathetic, be loving, be compassionate, be humble. 1 John 4:19 We love because God first loved us.	Story of Jesus feeding the 5000 Matthew 14:13-21
At Christ the Sower, our children, staff and families understand that compassion is about 'standing in someone else's shoes' when they are having a hard time by trying to understand how they are feeling and offering a helping hand.		
Respect Year 5	1 Peter 2:17 Show respect for all people: Love the brothers and sisters of God's family, respect God, honour the king.	God expects us to treat his creation with respect, to look after it. Genesis 1:28
At Christ the Sower, children, staff, families and the wider community show respect for one another, for themselves and for their environment.		
Perseverance Year 6	James 1:4 Let perseverance finish its work so that you may be mature and complete, not lacking anything. Matthew 7:7 Keep on asking, and you will receive what you ask for. Keep on seeking, and you will find. Keep on knocking, and the door will be opened to you.	Story of the persistent widow seeking justice. Luke 18:1-7
At Christ the Sower, all of our children, staff and families persevere in the face of challenges and stay calm in stressful situations. They take risks and understand the value of making mistakes.		

Living, Loving and Growing through CARE

At Christ the Sower, we have a **CARE-ing** culture, built on our Christian Values and our CARE ethos.

In school, all adults act as positive role models, actively teaching the children our seven school values (**Friendship, Thankfulness, Courage, Forgiveness, Respect and Perseverance**) and how we can live by these. We have developed CARE as a vehicle through which we explicitly teach these Values.

Our CARE principles guide our **behaviours and actions** in school, drive our curriculum and **underpin every policy and decision** that is taken within school. **Every member** of our school community lives our values and ethos, and they are also **explicitly taught** to our pupils through our CARE Cultural Curriculum. You will find our *driver and SMSC/BV documents* on our website [here](#).

- **C – Choices** – Moral – Compassion & Perseverance Inclusivity
- **A – Aspiration** – Cultural – Respect & Thankfulness Empowerment
- **R – Reflection** – Spiritual – Forgiveness Service
- **E – Engagement** – Social – Friendship & Courage Community



- SMSC
- Our School Values
- The ODBST values



CARE ensures that **all** of our children grow to become the best they can be in a loving place where we all care, learn and grow together. Through our CARE **Curriculum**, we create regular, well-thought-out opportunities which encourage our children to make good **choices**, **appreciate** themselves, each other and the world in which they live, **reflect** on their learning experiences and events and **engage** with each other, their learning and opportunities.

Our **Care Curriculum** is designed so that it enables **all** children to CARE, learn and grow within our Christian community so that they are ready to make a positive contribution to the wider world and are fully prepared for the next stage of their education and development.

Inspection Conversations: Context

Who are we?

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school, does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- 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?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

School Profile

- Our school was founded by the ecumenical partnership of schools in Watling Valley.
- Watling Valley Ecumenical Partnership was established in April 1985. Today the Partnership represents the traditions of four denominations: the Baptist, Methodist, and United Reformed churches, as well as the Church of England.
- The Partnership exists as one parish in Church of England terms, within the diocese of Oxford, and we are also within the Milton Keynes Methodist Circuit
- The school joined the Oxford Diocesan Bucks School Trust (ODBST) in September 2019. The school was formally voluntary aided.
- The school was last inspected in November 2023 and achieved a GOOD rating.
- The headteacher has been in role since September 2022.
- There has been an almost complete staff turnover since the last SIAMS inspection.
- We currently have 218 children on roll. The number of children has decreased year on year from 480 in 2018.
- A Pan cap was consulted on and agreed upon by the trustees of the ODBST in autumn 2024 and it comes into force in the academic year 24/25.
- Over time, the numbers overall have decreased as we have moved to one form entry. We are now one form from Nursery to Year 6.
- The in-year movement of pupils was previously high, during the academic year, 21- 22, 32 children left the school and 78 joined the school. Last year (22-23), 28 pupils left and 32 joined.
- Last year (22-23) this number reduce to 19 children having joined and 13 children leaving.
- We are over subscribed in Year 2 and KS2 and are turning down in-year applications on a weekly basis.
- Due to a drop in the birth rate in Milton Keynes, there are over 800 empty spaces in primary schools (across the city) for the cohorts in Year 1 and year R. Therefore, we are not full in these classes (Foundation: 26 and Year 1: 23)

Pupil Profile.

- There are currently 62 pupils on our PP register, which equates to 28% of the school population. Of these pupils, all 62 are currently eligible for Free School Meals (or **28%** of the school)
- 93 pupils (**43%**) are currently **EAL**.

- Our school is comprised of a broad and diverse ethnic mix. White British pupils' number 53 (which equates to 24% of the school) The predominant pupil population is comprised of pupils from a diverse range of backgrounds.
- We have 57 pupils (26%) from a range of black African background, broken down as follows:
 - **Ghanaian: 22 pupils (11%)** •**Nigerian:16 pupils (7%)**
 - **Black Caribbean: 4 pupils (1.6%)** •**Other black African: 3 pupils (0.6%)** •**Other Black ethnicity: 11 pupils (5%)**
- We also have pupils from Eastern Europe (6) Pakistan (7), China (3) India (23,) and those of a Gypsa Roma heritage (2) There are several pupils from a range of mixed backgrounds.
- **25 Pupils (11%)** are on the **SEN register**, this includes **3 (1%) holding an Educational Health and Care plan**
- Two pupils with EHCPs have challenging SEND with global delay and are nonverbal.
- There have been some significant changes in the school's demographics since July 2019. The number of PP and SEN children has increased as has the number of EAL children.

	2020	2021	2022
School number on roll	Above average 355	Above average 321	Above average 336
School % FSM	Close to average 16	Close to average 19	Above average 28
School % SEND support	Well above average 18	Well above average 18	Well above average 18
School % EHC plan	Above average 2	Close to average 1.6	Below average 1.5
School % EAL	Well above average 32	Well above average 36	Well above average 39
School % stability	Well above average 96	Well above average 91	Well below average 71



- Our children enter our nursery and reception classes below national in terms of their development.
- Our children are drawn from a wide range of more vulnerable or less advantaged backgrounds.
- With a high percentage of pupils speaking English as an additional language (43%) and/or in receipt of the pupil premium grant (28%)
- There is also a significant cross over of needs, with children usually fitting into more than one vulnerable category.
- Our community consists of a large migrant population, who have moved to Milton Keynes within this current generation, and this means that many of our children have either been born overseas or are the first generation to have been born in the UK

School Outcomes 2022-2023

Below are the outcomes for the 2022-2023 academic year, including comparisons against the National averages. There was no data produced in 2020 or 2021, due to Covid.

EYFSP – GLD

	2019	2022	2023	Nat 2023
EYFS - GLD	74%	60%	73%	67%

Phonics	2019	2022	2023	Nat 2023
Year 1 Phonics Check	91%	70%	77%	79%
Year 2 Phonics Re- takes	43%	82%	100%	89%

Key Stage 1

	2019	2022	2023	Nat 2023
Reading	75%	62%	63%	68%
Reading Greater Depth	19%	18%	13%	
Writing	71%	49%	50%	60%
Writing Greater Depth	19%	10%	7%	
Maths	71%	69%	68%	70%
Maths Greater Depth	19%	8%	13%	
Combined R, W, and M	61%	46%	50%	55%

Key Stage 2

KS2	2019	2022	2023	Nat2023
Reading	78%	75%	82%	77%
Reading Greater Depth	38%	24%	30%	
Writing	72%	57%	93%	71%
Writing Greater Depth	13%	9%	34%	
Maths	82%	68%	77%	73%
Maths Greater Depth	23%	16%	30%	
Combined R, W, and M	63%	56%	72%	59%

Progress Data

	2019	2023	NAT 2023
Reading	-1.69	1.0	0
Writing	-2.40	4.6	0
Maths	-1.46	1.0	0



What are we doing here?

- 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 does the trust's vision resonate with this?**
- c) **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?**
- d) Why have school leaders decided that *the school should be a maintained school or an academy?* How does this status enhance the effectiveness of the school as a Church school?
- e) 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?
- f) 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?
- g) What are the school's arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?
- i) 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?
- j) 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?

Our School Vision.

Our vision has been built around the parable of the Sower and an unwavering belief that our role is to provide the **right 'soil'** for our children, so then **every single one** of them can achieve highly and realise **their full potential**. This metaphor is threaded through every aspect of school life.

Our children learn about our school values, which **underpin the school vision** in collective worship, and through the curriculum as they move through our school. These values explicitly teach us, through the bible stories that accompany them how to become the best possible version of ourselves. All adults model this behaviour, and we expect everyone to demonstrate their daily commitment to our school vision through the way that they interact, work, teach and respond to one another. At CTS we work together, as one to create an inclusive, loving environment where all staff and pupils can grow and flourish. CARE states that we create the right culture with positive relationships at the heart of everything that we do. We value and treasure every individual and we take great pride in watching one another grow.

These values have then been further developed into our CARE **ethos** – encouraging all of us (adults and children) to make the right **choices, aspire** highly, and **reflect** and **engage** in their academic and spiritual learning as well as in their character development, so that they can achieve success in all areas of their lives. **Our Care Ethos is rooted theologically and practically in our shared commitment to seeing every child as beloved and made in the image of God. Thus enabling them to flourish and live life in all it's fullness.**

- **C – Choices** – Moral – Compassion & Perseverance Inclusivity
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CARE (as you can see above) is linked to our values and those of the ODBST. CARE is therefore the daily application of our school vision, and the vehicle that we use to ensure that our children are standing in the strongest of soils – so that they can achieve their full potential, **Through God's love, we are the rich soil where roots grow and seeds flourish. Luke 8:4-15.**

Therefore, **CARE** underpins everything that we do, it underpins our policies, curriculum, and culture and can be clearly articulated by all. The language of our vision is expressed through **CARE** and is understood by all members of our community. Our CARE newsletter is sent to our parent's half termly to spread the understanding, language, and wider mission.

Our School Vision's roots in our children and wider community.

Our school was founded by the **Watling Valley Ecumenical Partnership** of 5 churches and opened in September 2004. The school was built on the land that was formerly Grange Farm, and members of the local congregation still recall farming on this land, prior to the school being built.

Our school is the good ground that allows all who come into contact with it to grow well. Its seeds (the pupils, staff, and community) are given a rich diet to thrive into the best 'plant' possible. Our seeds are cared for during all 'seasons', given support and protection when it is needed and encouragement to flourish. The resultant plants are strong and resilient, able to live peacefully and joyfully with those around them. The rich harvest is the end result of this labour for pupils, staff and the community – the brightest of futures for us all.

Therefore, our vision directly links to the land upon which the school was built, we are literally planted into **the rich soil of the community that we serve**. Our Christian vision is the principle that underpins our work with our students, to support them to grow and develop into young people who can lead lives of value. Our vision drives and shapes everything that we do. Our school culture and ethos are underpinned by our **comprehensive understanding of our own children**. We know that when our children join us, they need help to believe in their god-given potential, and have their eyes awakened to the wonder and awe in the world. Many of our children have not enjoyed **wider cultural experiences**, within their own lives, and **lack spoken language skills, vocabulary, and the ability to make links** between their own home and culture and the one that they find in school and in the wider world. Our Care curriculum, underpinned by our vision and values provides that rich soil for our children to flourish in all possible ways.

We also know that our community is full of richness and diversity, and it is essential that this can enrich our culture, curriculum and daily life – so that all members of our school community are able to flourish and develop into their own unique potential. We have ensured that our CARE curriculum is enhanced by this diversity, by ensuring that all children are able to see themselves reflected in it. We see diversity within our school and local community as a gift, which reflects God's gift of diversity in creation.

See the driver documents for more information about how we have **woven CARE, SMSC, Enrichment and Culture** into our **CARE Cultural curriculum** see [here on website](#).

Our Curriculum and Pedagogy are inspired and driven by our vision.

Jesus sows seed freely - Equal Opportunity

In the Parable of the Sower, Jesus describes how his love is offered freely and without prejudice. Our Admissions Policy seeks to include rather than discriminate, and to offer a Christian education to all. Christ the Sower is a hugely diverse community with children from a wide range of cultures, religious beliefs, individual needs and varied social advantage. We are proud of all our children and believe in the power of each child to achieve their fullest potential.

Children are challenged to achieve their full potential, working in cooperation with fellow students and staff, regardless of prior attainment. Children are nourished where necessary through skilful teaching and access to a range of adaptive teaching techniques; this enables students to thrive in often diverse and surprising ways. Children with SEN are exceptionally well cared for and nurtured; they demonstrate strong progress. All children are helped to be the **best they can be** regardless of social, financial, or academic advantage.

Nurturing Seeds - Change Makers

Difference is made through change and action, and it is rooted in the healthy, caring relationships between staff and students. Jesus tells us that the Sower spreads the seed as widely as possible, and our school seeks to spread Christ's message of love and wisdom. Children at CTS are nurtured, challenged, and encouraged to engage with issues that affect our school, community, and planet. Children are ready to make a difference; their commitment is deep-rooted. Our 'CARE Cultural curriculum' is broad, balanced, and challenging. Children are encouraged to reflect on things that need to improve and are challenged to play their part in effecting change. From improving behaviour at playtime to fighting climate change, children believe they can make a difference. Jesus asks us not to be passive before the problems of the world. As one of us he, he seeks to work with the children of the world to sow the seeds of change throughout the world.

Cherishing Growth - Sustainable Goals

With care and cooperation, the seeds sown by the Sower grow into plants that sustain and feed the world. When the UN published the charter on a sustainable future, it was meant to be acted upon. The Parable of the Sower is a call to action, and it reminds us that the world supports our life, and our care is urgently needed to protect and restore it. Regardless of faith, our children are determined to be the best they can be and play their part in this urgent task. We have

signed the ODBST Green charter, and our ECO warriors are very active in school, bringing about change in the way that we care for our planet. Sustainability is also woven through the CARE Curriculum [here](#).

Bearing fruit and flourishing – towards a Growth mindset

Growth and development are at the heart of the Parable of the Sower. But Jesus challenges and guides, rather than dictates what we do in life: he offers possibilities and hope. He issues a challenge to acknowledge our personal responsibility for our own growth. The children at Christ the Sower demonstrate this sense of personal accountability and are guided to take responsibility for their own learning. To encourage progress, there is a relentless focus on effort rather than achievement. Children are encouraged to take risks and they understand that to fail is simply a 'First Attempt in Learning'. Through CARE, children are taught to reflect on themselves as learners and on any mistakes that they make. 'Assessment for Learning' is exemplified in our teaching policies and underpins academic, spiritual, and personal development.

f) 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?

- We have an active governing body, who are regularly in school and so know the school vision, staff, curriculum, and children well. One member of the clergy from Watling Valley Ecumenical Partnership sits on our Governing body. Members of the LGB, monitor our curriculum and policies regularly in order to ensure that they remain aligned to our school vision and culture.
- Our governing body have a very high profile in school, with the staff, children and parent community and they know and understand our school well.
- All meetings of the Governing Body begin with a prayer or blessing, and end with a discussion about how the work of the meeting has enhanced the school's work towards the vision and complemented our Christian values.

k) What are the school's arrangements for collective worship? Why are these arrangements in place?

- The headteacher, supported by SLT and the collective worship crew (as appropriate) sets the themes for the year. These themes then underpin each half term of collective worship for the school.
- There is a strong emphasis on our school vision, CARE and our Christian values and we ensure that all assemblies, whatever their theme and purpose, are linked back to CARE and our school vision.

h) How is religious education structured and organised? Why have these decisions been made?

- Our RE curriculum has been planned (to align with the MK Syllabus) using the ODBE 2023 scheme of work, with elements of Understanding Christianity used where appropriate to enhance the sequencing of learning. The head teacher and RE leader have intentionally sequenced the curriculum to ensure that new content builds upon that which has been learned before and that our curriculum contains golden threads of CARE. Our Christian values and the Methodist principles which form an essential part of our foundation.
- To ensure that there is quality in planning and a fidelity to the original intent we provide detailed medium-term plans for teachers to adapt and work from.

What is the relationship between the school and the DBE and 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?

- We are in the DBE school trust (ODBST) and very strong links with the other schools in our trust.
- We have close relationships with MAST, as an ecumenical school. Training and support are given through our MAST and DBE advisor.
- The headteacher and RE leader regularly attend MAST training and network events.
- We have 2 visits a year from the Oxford Diocese and bespoke RE and Collective worship support,

J) 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?

- We have a very close relationship with the 5 churches in our ecumenical partnership, with two members of the local clergy sitting on our LGB
- We regularly visit the ecumenical churches in our partnership, for Christingle and Remembrance services, the over 50's group and the affiliated Watling Valley Care home all regularly visit school, and wherever possible we visit them. Our choir performs at the church, Christmas fair and Christmas tree festival.
- Collective worship is led by the Watling Valley clergy team once a week (2 x C of E and 1 x Methodist ministers deliver this on a rotational basis)

How do we Live at Christ the Sower?

IQ1 - How does the schools theologically rooted Christian vision enable pupils & adults to flourish?

- How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/ Methodist foundation of the school?
- What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- 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

Impact: How do we know it is working?

- Our Christian school values are linked to Biblical quotes selected annually to meet the current context of the school, this also includes (where applicable) bible stories and songs. This means that our children understand some of the theology of each value and its biblical root. They also understand the value and its relevance far more as it is expressed through a story, parable or verse. This referring back to the value far easier and more accessible throughout the year.
- We connect our vision with daily worship and CARE, which is woven throughout school in our curriculum, policy and all that we do. This **regular repetition and 'golden thread' of CARE** means that all members of the CTS family know, understand and live the vision. It is **literally woven into the fabric of everything that we do at CTS.**
- We link our vision to our agreed understanding of spirituality and how we connect with ourselves, to others, the environment and the world. This means that our children are comfortable expressing themselves using our shared spiritual language, it is built into our conversations around learning, loving, growth and behaviour – in all that we do.
- Our vision and values are clearly visible in school, vision on main board in entrance, on website, emails, newsletters – and are embedded around school. As a result, children, parents and staff can all articulate them, discuss their meaning in our context and the impact that they have on our children.
- Care certificates are awarded weekly to children and are highly prized. Our children are all working towards achieving all 4 CARE values and gaining their **CARE Ambassador** badge.
- Our vision and drive for our children to grow and flourish is woven through the decisions we make e.g. Shine mentors for pupils in UKS2, art therapists, The Nest & pastoral and mental health leader. When a particular child (or group of children) needs something to be able to achieve their God-given potential, we make decisions based around how to meet the needs of that individual. We hold robust pupil progress meetings termly, where children are discussed as individuals – and where all possible measures are put in place to reduce barriers for each individual child.
- We understand that it is essential we take a holistic approach to our work, so provide the 'Good Earth' for the whole family. Recent examples of this, are our IWL supporting a parent to complete a housing application and then attending the meeting with her as an advocate. We give out uniform to families who need it, offer places in breakfast and after school club, Our Office staff /SENCO/IWL are always on hand to listen and make cups of tea/offer advice for parents who need support in the mornings. In the last two terms, we have driven children to sporting events and medical appointments, supported parents as they navigate SENDIAS and helped parents to apply for grants so that children have been able to attend residentials and trips alongside their peers.
- Our pupils make good progress from their starting points, this is the impact of all of the above initiatives, and in our commitment to the fundamental methodist principle that in order to be a good neighbour, we must challenge injustice wherever we find it and break down barriers to opportunity.
- We have warmly welcomed pupils who have moved from other schools because of their behaviour, or have had other barriers to learning, as **John Wesley said: 'The Grace of God is in all people'** – so our drive is to be as inclusive and welcoming as possible – we love the fact that we are all so very different, but that together we find the keys to enable all to be successful. We have some real success stories with children, that have moved here from other settings to find success.
- Our school council focus on developing opportunities to embed the vision and values e.g. **Social Action School Award**, which we gained last year – by working in school and the wider community to find ways to make the world a better place – EG: Supporting the local food bank, planting trees, reducing our carbon footprint and through understanding and encouraging the use of fair-trade products.

- Mental health of staff monitored through surveys. As a result, governors focus on wellbeing as part of their meetings and planning. Additional meetings are planned for during the school day not after school. In our staff survey (Summer 24) staff reported that they felt cared for and supported by the school. The ODBST has set up a workload committee to look at how staff can be supported further with pressures of workload.
- Providing successful work experience for pupils from local secondary schools. This is so important to us, as our vision is firmly rooted in the methodist principle of learning so that we can be of service. Through providing work experience, we have seen our Christian ethos break down barriers in older students and young adults – enabling them to be successful. Many have remarked on leaving, that they have found the placement transformative, or that we are the first school that they felt comfortable in. Previous students also regularly join us for placements
- We teach all members of our community, Governors, staff, pupils and parents that they can achieve their full God-given potential. This is expressed in our vision, lived out through CARE every day and taught in lessons, through newsletters, staff CPD and in every interaction and conversation that occurs throughout school. Living examples of this from our school, include the teaching children and adults the importance of aspiration, growth mindset to develop resilience and the use of the curriculum and staff CPD to explicitly model and teach these behaviours.
- All of our people know that they can achieve anything through application of themselves, hard work and faith, as Wesley showed us – as Christians through mutual support and care.

MA1. 'CONSIDER, WITH DEEP AND FREQUENT ATTENTION, THE PECULIAR CIRCUMSTANCES IN WHICH YOU STAND'

Rooted in the Methodist Community

Our school is deeply rooted in the local, national, and global Methodist community. We actively engage with the Methodist Church through the Watling Valley Ecumenical Partnership, participating in joint services, events, and initiatives. Our pupils learn about the life and influence of John Wesley, the founder of Methodism, and how his teachings and perspectives continue to shape the modern Methodist Church.

Reflecting the Life and Influence of John Wesley

At the heart of our school's ethos is the life and teachings of John Wesley, the founder of Methodism. Through our CARE curriculum and daily school life, we ensure that pupils develop a deep appreciation for Wesley's emphasis on personal holiness, social justice, and the importance of education.

Pupils learn about Wesley's commitment to serving the poor and marginalised, and how this informs our own school's mission to provide a nurturing environment where every child can flourish, regardless of their background or circumstances.

Expressing Connexionalism

As a Methodist school, we deeply value the principle of "connexionalism" - the understanding that we are part of a wider, interconnected community of believers. This is evident in the way we work collaboratively with other schools, both locally and through the ODBST, we share best practices and engage with the local and national Methodist community.

Our school's leadership actively participates in MAST, ensuring that we remain firmly rooted in the Methodist tradition and can effectively communicate its relevance to our pupils and families.

Contextualising our Christian Vision and Values

Recognising the unique circumstances and needs of our diverse school community, we have carefully developed our Christian vision and values to reflect the Methodist tradition in a way that resonates with our pupils and families. Our CARE ethos - which emphasises the values of Compassion, Aspiration, Reflection, and Engagement - is underpinned by our vision and values. This, and our whole school ethos is directly inspired by Methodist principles and our determined drive to do all of the good we can, and it serves as the foundation for all that we do at Christ the Sower.

By weaving the Methodist story, traditions, and perspectives throughout our curriculum, community life, and school leadership, we ensure that our pupils leave us with a deep understanding and appreciation for the rich heritage of Methodism and its ongoing relevance in the 21st century.

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?

Impact: How do we know it is working?

- Our Curriculum is rooted in our vision and meets the needs of all children, ensuring progress, high standards and challenge at all levels including for our most able, and disadvantaged and vulnerable pupil groups. Regular opportunities to explore SMSC are identified in planning, across all subjects, in order to ensure that the spiritual needs of all groups of learners are met and evident across all areas of the curriculum. We have mapped SMSC in all subjects across the CARE curriculum [here](#).
- When we redeveloped and restructured the curriculum (a project that has taken over 2 years to date) we started by developing 'drivers' linked to CARE and our Christian values. These documents can be found on our website [here](#).
- We encourage all children to have high expectations of themselves, their achievements and aspirations so that their hopes and dreams become a reality. We discuss these daily so that they become ingrained and fully believed and lived.

a) Shaping the Curriculum and Extra-Curricular Offer

Our curriculum and extra-curricular activities are shaped by this vision in several ways:

- **Curriculum Drivers:** When redesigning our curriculum, we developed 'drivers' linked to our CARE values and Christian vision. These drivers - Curiosity, Aspiration, Resilience, and Empathy - are embedded throughout our curriculum and extra-curricular offer, ensuring that the spiritual and personal development of our pupils is an integral part of their learning experience.
- **Spiritual Development:** Opportunities to explore spiritual, moral, social, and cultural (SMSC) development are identified in the planning of all subjects. This ensures that the spiritual needs of all learners are met and that the Christian vision is evident across the curriculum.
- **Enrichment and Experiences:** We organise a wide range of events, activities, and educational visits that expose our pupils to diverse cultural experiences. This allows them to engage with and appreciate the rich tapestry of human experience, fostering empathy, curiosity, and a lifelong love of learning.
- **Sustainability and Stewardship:** Inspired by John Wesley's vision of the "world as my parish", we teach our pupils to be responsible stewards of God's creation. Our eco-warrior group plays a vital role in raising awareness of ecological issues, and our sustainability curriculum equips children to be the future custodians of the earth.
- **How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?**
- The nest – specialist teaching provision for our most vulnerable SEN pupils in KS1
- Pupil progress meetings that focus tightly on the needs of our most vulnerable pupils.
- Tight, child centred focus in all that we do.
- A dedicated inclusion and well-being manager, who sits on SLT and who has built fantastic relationships with our pupils and their families.
- Ofsted November 2023 – Good rating.
- Extensive ODBST support through robust target setting and reporting back to Governors – all development points acted upon and learned from.
- Review of curriculum in September 2022 and 2023, when we added Our new texts for diversity/ to support writing.
- Our Vision is threaded through the curriculum using CARE, helping pupils to make the 'connections' between subjects.
- The CARE curriculum has been written by the Headteacher, supported by subject leaders – consistency and logical sequencing, linked to our CARE drivers has been ensured throughout.
- Robust implementation of RWI phonics, Character education, pupil safety,
- Our PSHE/RSE curriculum links to RE and to personal development.
- Spirituality policy and our shared language is embedded,

- Pupils are making links between the vision, the curriculum and being spiritual.
- No child left behind - Scaffolded work and small group interventions, Robust SEN & PP support,
- Pupil voice is heard through 4 different pupil councils.
- Reflection/sensory room in place and is frequently adapted to meet current needs of pupils.
- ODBST CPD for all staff: target setting, HTPM, regular visits from the Trust. Deep dives in curriculum subjects ensures full coverage of knowledge.
- CPD offer with Consultants (Julie Sargent/Susie Spolander) - Conference Claire Gadsby etc.
- Staff attend ODBST curriculum network meetings to support colleagues and to gain support themselves
- Vulnerable pupils, SEN pupils, EAL pupils are all identified and a focus for pupil progress and support.
- We have a passionate SENDco who supports staff and pupils working with many outside agencies striving to get the best possible support for our pupils with additional needs. SENDco has recently attained the NASENCo qualification.
- Character education is embedded in our core curriculum and taught explicitly. Impact – pupils are more resilient and thoughtful their own actions and actions of others
- Soul Space/library/ classroom calm areas- children say that they feel safe **(98% Summer 2024)**
- Vulnerable pupils are given appropriate support, scaffolding and encouragement. Intervention strategies are used to good effect. See the impact of SEND Co's CPD.

Evidence of Impact

- We know that our curriculum is having the intended effect for all pupils, including those who are vulnerable and/or disadvantaged, through a range of evidence:
- **Academic Outcomes:** Rigorous monitoring, including book looks and data analysis, demonstrates that pupils are making strong progress across all areas of the curriculum.
- **Pupil and Parent Voice:** Feedback from pupils and parents consistently highlights the positive impact of our curriculum, with children able to articulate the connections between their learning and the school's Christian vision.
- **Behaviour and Attitudes:** Our pupils display high levels of resilience, empathy, and a genuine care for one another and the world around them. This is evidenced through our pupil leadership roles, community service, and feedback from visitors.
- **Targeted Support:** We have robust systems in place to identify and support our most vulnerable pupils, including specialist provision, personalised interventions, and close partnerships with families and external agencies.

How the Trust Enhances our Curriculum

- Our partnership with the Oxford Diocesan Bucks Schools Trust (ODBST) has further enhanced our curriculum in several ways:
- **Professional Development:** The trust provides high-quality, targeted professional development for our staff, ensuring that they have the knowledge and skills to deliver an effective, well-sequenced curriculum.
- **Curriculum Support:** ODBST curriculum networks and deep dives into subject areas help us to ensure that our curriculum is challenging, accurate, and well-balanced, reflecting the Church of England's vision for education.
- **Monitoring and Accountability:** The trust's robust systems for target setting, reporting, and school improvement support us in evaluating the impact of our curriculum and making informed decisions to enhance it further.

Next Steps

- While we are confident that our curriculum reflects our theologically rooted Christian vision and is having a positive impact on all our pupils, we are committed to continuous improvement. As part of our ongoing development, we will:
- Further strengthen the connections between our CARE curriculum drivers, SMSC development, and the school's biblical/theological foundations.
- Explore additional ways to engage our pupils in meaningful discussions and reflections on the school's Christian vision and its implications for their lives.
- Investigate how we can better support our vulnerable and disadvantaged pupils to ensure that the curriculum is truly enabling them to flourish and reach their full potential.

MA2. 'THE WORLD IS MY PARISH'

- At the heart of the Methodist tradition is the belief that the world is our parish - that we are called to serve and care for all of God's creation, near and far. This principle is reflected in the diverse and inclusive nature of our school community, which welcomes children from a wide range of backgrounds and experiences.
- Our **cultural curriculum** places a strong emphasis on teaching our pupils about **global issues, world history, and the importance of understanding and celebrating diversity**. Through events like World Week and Diversity Days, our children explore different cultures, religions, and perspectives, developing empathy, respect, and a sense of their role as active global citizens.

The Methodist tradition also emphasises the importance of sustainability and social action, calling us to "do all the good we can" in the world. At Christ the Sower, we have embedded these values into our curriculum and school life in a variety of ways:

- Our sustainability curriculum teaches children about environmental issues, climate change, and the importance of caring for God's creation. Pupils engage in projects that promote eco-friendly practises and raise awareness about sustainability.
- Our school council and social action award provide opportunities for children to identify local and global issues and take meaningful steps to address them, such as organising harvest donations and supporting local and international charities.
- Our Geography and Citizenship curriculum empowers pupils to understand their role as global citizens, equipping them with the knowledge and skills to advocate for justice and positive change.

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

Impact: How do we know it is working?

Our theologically rooted Christian vision and Anglican/Methodist foundation shape our worship and spirituality in the following ways:

a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?

- Our worship is designed to be fully inclusive, invitational, and inspirational, providing opportunities for pupils and adults to encounter faith. Carefully selected biblical quotes are used to meet the current needs and context of the school, ensuring relevance and impact.
- Worship at CTS is central to our daily life, with a varied range of experiences offered, including times of stillness for reflection, prayer, singing, listening, and response. Children contribute readily, sharing prayers, reflections, and questions.
- The Christian calendar is used, with festivals and times of the church year incorporated into school worship and classroom reflection areas. Key Christian festivals are celebrated throughout the year, further embedding our Anglican/Methodist foundation.

b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?

- Our close partnership with Watling Valley Church, including weekly worship, regular services, and Prayer Space days, enhances our collective worship and spiritual life. The local church community is often invited into the school, further strengthening this connection.
- Additionally, our Collective Worship leader (headteacher) attends spirituality network CPD led by the Diocese, ensuring that our practice is informed by the latest guidance and best practice.
- Our school governor, Reverend Mike, provides pastoral and spiritual support and guidance, further enriching our worship and spirituality.

c) In what ways is the worship life of the school inclusive, invitational, and inspirational?

As outlined above, our collective worship is designed to be fully inclusive, invitational, and inspirational. We offer a range of worship experiences, including whole-school, key stage, and class-based worship, catering to the diverse needs of our school community. Pupils are actively involved, contributing their own prayers, reflections, and questions, and leading services throughout the year.

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?

- Through our work on developing a shared understanding of spirituality, our pupils and adults now have a clear definition of what it means to be spiritual at CTS. Spirituality is seen as a sense of awe, wonder, and connection to something greater than ourselves, which enhances and enriches our collective worship and individual spiritual development.

- Reflection, as part of CARE, underpins our culture, curriculum and daily life. Children are taught to reflect and given time and space to do it.
- We used the Japanese analogy of 'Kintsugi' and the resources from the diocese of Gloucester to develop our shared language of spirituality – using the simple language of 'Ows, NOWs, and WOWs to describe life's different moments and their importance in making us all whole.
- This shared understanding is reflected in the creation of "Soul Spaces," around school, quiet areas for prayer and reflection, and the inclusion of calm, quiet areas in classrooms to support mental wellbeing and spiritual flourishing.

e) How does the trust contribute to and enhance the school's worship and spiritual life?

- As an academy, we draw on the expertise and guidance of the ODBE and our linked advisor. This contributes to and enhances our worship and spiritual life in several ways. The trust provides guidance and support for collective worship and spiritual development, ensuring that our practice remains aligned with the Church of England's vision for education.
- Our close partnership with the Diocese of Oxford's Board of Education (DBE) and the Methodist Academies and Schools Trust (MAST) has been instrumental in shaping our collective worship and spiritual life. The DBE and MAST have provided us with training, resources, and guidance to ensure that our worship aligns with the Church of England's vision for collective worship in Church schools.
- Furthermore, the trust's partnership with the Diocese of Oxford and local churches helps to strengthen our connections and access to resources and expertise.

'MA3. 'LET EVERYONE ENJOY THE FULL AND FREE LIBERTY OF THINKING FOR HIMSELF'

Embracing Reason and Engagement

- Collective worship is designed to encourage pupils to think critically and engage with diverse perspectives. We believe that all education should foster reason, participation, and the ability to navigate complex ideas.
- We explicitly teach pupils to be reflective, make informed choices, and aspire to their full potential.

Nurturing Spirituality

- Spirituality is at the heart of our school community. Our collective worship, grounded in the Methodist and Anglican traditions, provides opportunities for pupils to explore their faith, engage with scripture, and develop their own sense of purpose and meaning.
- We encourage pupils to draw on their own experiences and perspectives, cultivating a deep understanding of the role of reason, tradition, and personal reflection in spiritual growth.

Music and Singing

- Music and singing hold a central place in our school's worship and cultural life. We believe that the joyful expression of faith through song is a powerful way for our pupils to connect with their deeper values and convictions.
- Our children regularly lead and contribute to worship through hymns, modern worship songs, and other musical performances. This allows them to confidently share their faith and grow in their spiritual understanding

Advocating for Social Justice

- As a Methodist-influenced school, we are committed to social action and advocating for the marginalised. Our pupils encounter projects that address local and global issues, learning to be agents of positive change. Whether it's supporting food banks, raising awareness about climate change, or celebrating diversity, our pupils become empowered to make a difference in their communities.
- **Embracing our Diverse Community**
- Our school community is richly diverse, with a significant population of pupils from migrant backgrounds and those who speak English as an additional language. We celebrate this diversity during collective worship, by celebrating cultures and stories from around the world (and use it as a strength, fostering mutual understanding, respect, and compassion.
- Our CARE and Christian values guide us in creating an inclusive environment where everyone can thrive and contribute to the shared experiences in our worship.

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

Impact: How do we know it is working?

a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?

Our school vision, inspired by the Parable of the Sower, emphasises caring for, nurturing, and developing 'each and every child' so that they can 'learn and explore who they are created to be'. This theologically rooted vision enables us to foster an inclusive culture where everyone is welcomed, embraced, and accepted for who they are.

Evidence:

- We have no additional, whole school rules, as the expectation is that everyone lives by our CARE vision and values.
- Our restorative behaviour practises using reflective strategies help children understand difference and they cultivate compassion and an understanding of how to put things right.
- We promote a culture of kindness and acceptance through this approach.
- All pupils, regardless of background and early experiences, are invited in, embraced, and accepted at CTS

b) How do school policies and practice create a culture in which people's wellbeing is enhanced?

Our school policies and practises are designed to prioritise the wellbeing of both pupils and adults. Safeguarding is a high priority, with strong support from our trust (ODBST) and regular opportunities for staff to raise any concerns. Our focus on the vision and values, coupled with high expectations for learning behaviours, creates an environment where everyone can thrive.

Evidence:

- Weekly staff meetings offer opportunities to raise any safeguarding, SEND, or health and safety concerns.
- Our Behaviour & Exclusion Policy outlines a stepped system for behaviour management, emphasising restorative practises.
- We have an Anti-bullying & child on child abuse policy, as well as regular NSPCC assemblies and online safety training.
- Staff Questionnaires are positive about the school and each other. 100% of staff completed the recent 2024 survey. (included workload)
- Parents and other stake holders invited to attend events at school, sports day, celebration worship, showcases etc. We seek every and any opportunity to bring parents in so that they can support their children and celebrate their success. Parental engagement has significantly increased this year as a result.
- We have a broad range of rewards and positive ways for children to feel appreciated and seen. These include: Golden behaviour tickets, lunchtime CARE awards, CARE certificates, class Dojo points and headteacher awards.
- All classrooms have recognition boards to celebrate children who go 'over and above'
- The well-being of our community is at the heart of our decision making, we follow an ethical leadership philosophy, and this is thread running through our policies and practice - from workload to behaviour expectations.
- Recruitment of new staff is based upon a values-based approach to ensure that everyone can live through care.
- Safeguarding is taken very seriously and there is a cohesive and collective approach to keeping everyone in the school safe as per the latest DFE KCSIE document.
- Time and effort is put in to develop the knowledge skills of each staff member and they are appropriately supported, feel valued, heard and have the opportunity to flourish.
- Christ the Sower is an 'ambitious school'. There are high expectations of staff and pupils in respect of effort, progress, achievement and behaviour. Work on inclusion is a focus right across the curriculum and all phases of the school.
- Children are given many opportunities to perform in class and in presentations to the whole school community. Every member of the school is important to the day-to-day operations. Staff know their pupils really well and how they can best help them in their learning.

- Appropriate training supports this aspect of the adults' work. Pupils know that the adults care about them and children know who to talk to if things are not going well.
- Parents know that the staff often go 'above and beyond' that which is expected of them in order to support individuals and groups of learners. Responses to parent surveys indicate that children feel safe, know that they are well cared for and enjoy coming to school.
- Good mental health is prioritised through a broad and balanced curriculum, a pastoral mental health lead, and reflection/calm spaces around the school.
- Staff Questionnaires are consistently positive about the school and each other, with 100% completion in the recent 2024 survey.

c) How is enabling good mental health for all central to the school's work?

Enabling good mental health for all is at the heart of our work at Christ the Sower. Our theologically rooted vision of providing the 'good earth' for children to flourish is reflected in the priority we place on supporting the mental health and wellbeing of both pupils and adults.

Evidence:

- We have a broad and balanced curriculum that includes subjects like music, art, science, humanities, and languages, which contribute to pupils' overall wellbeing.
- We have a dedicated Pastoral mental health lead who sits on SLT, and supports the emotional and mental health needs of our school community.
- We have created reflection/calm spaces around the school, such as the 'soul space', classrooms, and the library, to provide nurturing environments for pupils and staff.

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?

Evidence:

- We have close relationships with pupils and families, and the staff know all the children, which ensures children are encouraged to grow and respond in different situations.
- Our 'family atmosphere' helps children feel they belong for who they are, we celebrate and embrace our diversity.
- Children who join the school later in the year settle quickly and make progress, as they are invited in, embraced, and accepted.
- Our breakfast and after-school clubs offer parents wrap-around care with an experienced, nurturing member of staff who knows the children and families exceptionally well.
- In our staff survey (Summer 2024) Staff reported that they appreciate the open-door policy of the HT and SLT and that they have been well supported when they have needed it.
- During OFSTED in 2023, several of our families met with the inspector to share their experiences of life enhancing support that they had received from the school.

e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

Our trust, the Oxford Diocesan Bucks Schools Trust (ODBST), plays a significant role in enhancing the inclusion and wellbeing of pupils and adults at Christ the Sower. The trust provides valuable support and resources that enable us to effectively live out our theologically rooted Christian vision.

Evidence:

- ODBST supports the school through a strong safeguarding lead, facilitating CPOMS, and providing termly safeguarding training for staff.
- The trust contributes to the inclusion and wellbeing of our school community by ensuring that our policies and practises are aligned with our vision and values, which resonate with our own.
- The trust's involvement and expertise have been instrumental in helping us create a culture where all are treated well and can thrive.

MA4. 'FOR ALL, FOR ALL'5 AND 'I AM MORE ASSURED THAT LOVE IS OF GOD THAN THAT ANY OPINION WHATSOEVER IS SO'

How we meet the Methodist principles

At Christ the Sower, we are proud to uphold the fundamental Methodist commitment to the value of all people. We strive to create an inclusive and empowering environment where every child can aspire, flourish, and achieve their full potential.

Reflecting the Methodist Ethos

Our school's vision and values are deeply rooted in the Methodist principles of **'For all, for all' and the belief that 'love is of God'** above all else. These principles guide our approach to education and shape the everyday life of our school community. One example of this is in the drive for **ASPIRATION** in our CARE curriculum.

Inclusive Policies and Practises

Our strong policies for inclusion are evidenced throughout the life of our school. We celebrate the diversity of our community, which includes a high percentage of pupils speaking English as an additional language (44%) and/or receiving the pupil premium grant (28%). Many of our children come from vulnerable or less advantaged backgrounds, and we are committed to ensuring that each and every child is valued and supported to reach their full potential. Our pupil outcomes both in core and non-core subjects, shows that our children flourish with us, whatever their background or starting point.

Empowering Education

Our vision for education is to provide the 'good earth' for all our children to flourish. We have the highest of expectations for our pupils and work tirelessly to nurture their individual talents and abilities. Through our CARE curriculum, we teach our children to aspire highly, make the right choices, be reflective, and engage in all that they do. This empowering approach ensures that our pupils are equipped with the skills and mindset to succeed, both within and beyond the classroom.

IQ5 How does the schools theologically rooted Christian vision create an active culture of justice and responsibility?

- How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
- How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?
- 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?
- How does the trust make a positive impact on the culture of the school?

Impact: How do we know it is working?

a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?

The schools theologically rooted Christian vision, enables positive relationships that balance individual freedom and rights with responsibility towards others. This is evidenced through:

- Our CARE ethos, which means that it is accepted and expected for children to ask and respond together in PSHE and class worship, fostering a culture of openness, empathy and collective responsibility.
- Explicit teaching of character education and British values mapped in the curriculum, which equips pupils with the knowledge and skills to navigate the balance between individual freedom and responsibility.
- Opportunities for pupil voice and leadership through the Collective Worship Crew, School Council and Eco Warriors Council and year six responsibilities. These platforms enable pupils to have a say, make ethical choices and be agents of change in the school and local community.

b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?

The school's culture of justice and responsibility is evidenced through:

- Pupil-led initiatives such as the talent show for Children in Need, Christmas Jumper day for the MK Foodbank, and Blue & White muffin day for the RSPCA. These demonstrate pupils' courageous advocacy and ethical decision-making.
- The school's social action award for whole-school impact in the local community, including fair trade, food miles, tree planting, supporting the local foodbank, and community clean-ups.
- The Eco Council's work towards the school's net zero priorities, including the annual Eco Summit and "Trash Mob" campaign to reduce single-use plastics.
- Specific workshops and initiatives, such as the knife crime workshop, that address issues of justice and responsibility relevant to our local community.

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?

Key partnerships that are important include:

- The DBE and MAST, which provide expertise and support for the school's leadership, religious education, collective worship, and other aspects of its work as a Church school.
- Watling Valley Ecumenical Partnership and our family of churches, which enhance the school's ability to live out its Christian vision and foundation, enabling people to flourish through shared worship, community events, and outreach.
- The Parent-Teacher and Friends Association (PTFA), which actively supports the school's work and vision through fundraising, community events, and volunteering.
- These partnerships have a positive and reciprocal impact on people's lives, strengthening the school's ability to live out its theologically rooted Christian vision and enabling the wider community to engage with and benefit from the school's work.

d) How does the trust make a positive impact on the culture of the school?

- The trust's involvement in the school's leadership and governance, which ensures that the school's work is driven by its vision.
- The trust's support for the school's partnerships with the DBE and/or MAST, as well as local churches, which strengthen the school's ability to live out its Christian vision and foundation.
- The trust's commitment to providing appropriate resources, professional development, and other forms of support.

MA5. 'WATCHING OVER ONE ANOTHER IN LOVE' AND 'THE BIBLE KNOWS NOTHING OF SOLITARY RELIGION'

Our vision and values are deeply rooted in the Methodist principles of 'For all, for all' and the belief that 'love is of God' above all else. These principles guide our approach to education and shape the everyday life of our school community.

Inclusive Policies and Practises

- Our school celebrates the diversity of our community, which includes a high percentage of pupils speaking English as an additional language (44%) and/or receiving the pupil premium grant (28%). Many of our children come from vulnerable or less advantaged backgrounds, and we are committed to ensuring that each and every child is valued and supported to reach their full potential.
- Our strong policies and practices for inclusion are evidenced throughout the life of our school. We have the highest of expectations for our pupils and work tirelessly to nurture their individual talents and abilities, regardless of their background or starting point. Our pupil outcomes, both in core and non-core subjects, show that our children flourish with us, whatever their circumstances.

Empowering Education

- Our vision for education is to provide the 'good earth' for all our children to flourish. Through our CARE curriculum, we teach our children to aspire highly, make the right choices, be reflective, and engage in all that they do. This empowering approach ensures that our pupils are equipped with the skills and mindset to succeed, both within and beyond the classroom.

Fostering Community and Relationships

- We nurture high-quality relationships between all members of our school community, and provide opportunities for children to support each other's physical and spiritual wellbeing.
- Our strong pastoral care system, combined with our focus on building a caring, inclusive community, ensures that our pupils learn to live together in a spirit of love, compassion, and mutual respect.

By upholding the Methodist principles that guide our work, We provide a truly inclusive and empowering education for all our pupils, helping them to flourish and achieve their full potential.

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 continuing professional development for staff has an impact on the effectiveness of the curriculum?

Impact: How do we know it is working?

At Christ the Sower, we are committed to providing a high-quality Religious Education curriculum that reflects our school's Christian vision and foundation. Our RE provision is designed to meet the expectations set out in the Church of England's Statement of Entitlement for Religious Education, as well as the requirements of the Milton Keynes locally agreed syllabus.

Evidence of Effective RE Provision

1. **Alignment with the Church of England's Statement of Entitlement and Statutory Obligations:** Our RE curriculum follows the Milton Keynes locally agreed syllabus, ensuring that it meets the statutory requirements for RE provision in a Church of England school. Additionally, our RE provision reflects the expectations set out in the Church of England's Statement of Entitlement for Religious Education.
2. **Prioritising and Resourcing RE:** RE is given equal importance as a core subject at our school. It is taught weekly by class teachers, and the school has prioritised resourcing and supporting the delivery of RE. There is a wide range of artefacts and books that can be used for the teaching of RE.
3. **Monitoring and Evaluation:** Our school's Governors, alongside the RE leader/Headteacher conduct half-term monitoring visits, including RE book scrutiny, observations, and pupil questionnaires/voice. The findings from these monitoring activities drive continuous improvements in our RE provision.
4. **Curriculum Development and Implementation:** We currently use the local Diocese scheme (ODBE) interwoven with some units from Understanding Christianity. In line with our curriculum review, we have decided to implement the new diocesan scheme of work for RE (ODBE) in 2023-2024. The headteacher has written the overview and scheme of work, in line with the ODBE 2023 overview, providing a clear sequence of lessons and objectives for teachers. We are providing subject knowledge sheets to sit alongside units of work and providing detailed PowerPoints to support the teaching of curriculum content. All resources are also provided, and the RE leader regularly models lessons and provides bespoke support for teachers,
5. **Exploring Christianity and Other Faiths:** Christianity is explored further through Bible stories and the celebration of festivals during the school year. In the Early Years, we use ODBE EYFS units and focus on Bible stories and festivals, linking them to cross-curricular themes.
6. **Assessment and Professional Development:** Teachers assess pupils' progress in RE through weekly assessments and the use of key concepts as building blocks. We also support all of our teachers in developing their RE knowledge and understanding, and two teachers have attended Understanding Christianity training.
7. **Inclusive Approach:** All pupils, including those with SEND, engage in RE lessons, and no pupils are withdrawn from RE. Opportunities are provided for children to reflect, question, and discuss their understanding, promoting their spiritual, moral, social, and cultural (SMSC) development.
8. **Cross-Curricular Connections:** Cross-curricular links with subjects like history, music, and science enable pupils to consider the impact and connection that Christianity has on Britain's cultural heritage. These connections help pupils make meaningful links between RE and other areas of the curriculum.

Aligning RE with our School Vision

- Through the teaching of Bible stories, the exploration of Christian beliefs and practises, and the inclusion of diverse religious and non-religious worldviews, we aim to nurture the spiritual, moral, social, and cultural development of our pupils. This, in turn, helps them to flourish and become the individuals they are created to be, in line with our school's vision.
- We have included lessons that link to the Methodist principles and the Ecumenical nature of our Foundation, for example – John Wesley, the work of missionaries and the call to Christians to spread God's love through taking action and making a difference in the world.

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- 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?

Impact: How do we know it is working?

Quality of Teaching

- The quality of teaching at Christ the Sower Ecumenical Primary School is good, with teachers confident in their delivery of the RE subject.
- This is supported by the staff CPD led by the RE leader, which contributes to the confidence and strength in this area.

Pupil Progress and Curriculum

- Pupils at Christ the Sower are articulate and passionate about their faith, and they are tolerant, interested and understanding of all worldviews. This is a result of the school's balanced and well-structured RE curriculum.
- The school's CTS memory hacks support the scaffolding and assessing of RE through retrieval practice, chunking and modelling to ensure that children understand the concepts.
- Teachers have the autonomy to reteach lessons, adapt learning and carry objectives over to the next lesson to ensure that children fully understand before moving on. Time has been built into the curriculum for this.
- All RE lessons are taught using the Oxford Diocese 2023, which links the understanding of Christianity and other faiths. The curriculum is both effective and of high quality, ensuring that excellent RE teaching can be the key to enabling every child to flourish throughout the school.

Assessment and Impact

- Assessment consistently informs teaching and learning at Christ the Sower.
- The RE curriculum is built around 'Big Questions' which are assessed at the end of each unit. Teachers assess on an ongoing basis and adjust their teaching as required to meet the needs of their class.
- Many lessons are discussion-based, which enables observed assessments and direct questioning.
- Children's opinions are valued, and their responses show good levels of knowledge as well as deepened thinking.
- The RE lead uses the assessment data to hold teachers to account and to inform whole school and individual class priorities.
- The RE leader follows a systematic approach to monitoring and evaluating the impact of RE teaching and learning, including the use of pupil voice. This is acted upon and is used to inform next steps for CPD and individualised support for teachers or classes,
- The impact of RE teaching and learning shows the effective RE curriculum, as children respect other opinions and enjoy all aspects of the RE lessons. This creates a wonderful ethos within the school community and enables the children to be respectful of each other and the world around them.