

Aspect	What we Do	Evidence of Impact
<p>What are the Christian values or beliefs and principles which underpin our school?</p>	<ul style="list-style-type: none"> • Love to Learn/Learn to Love ethos which is embedded across the school linked to the story of the Good Samaritan and Matthew 22:39 – ‘Love thy Neighbour as Yourself’ • 5 core values: love/honesty/respect/forgiveness/ courage 	<ul style="list-style-type: none"> • Behaviour expectations and fixed term exclusions- reduced • Restorative approach and starting each day afresh when things go wrong • High aspirations for all children • Learning environment for all – CPD opportunities • Relationships in the school between staff and pupils are strong and respectful – Evidence: NOV/LAIGS/lesson drop ins/photos/displays
<p>How did we arrive at our Christian Values or beliefs and principles?</p>	<ul style="list-style-type: none"> • Following SIAMS in January 2020 and pre-pandemic, a Faith Matters group was set up with the sole intention of refreshing the school vision, motto and key values • Stakeholders were asked to choose a bible verse which best represented the overall vision, motto and values statement 	<ul style="list-style-type: none"> • The children and key stakeholders are able to talk about the vision and values of the school • They are reminded in Collective Worship daily Evidence: Collective Worship slides/displays in classrooms
<p>How do we share our Christian Values, Beliefs and Principles?</p>	<ul style="list-style-type: none"> • Through daily acts of worship • Through our daily teachings – children are reminded of the vision/values and motto • Our broad and balanced curriculum enables further development of the vision/values and motto – Safeguarding curriculum, PD and RE enable our pupils to ‘deep dive’ into the values and make links with their own lives and reflect • On our newsletters/Twitter feed • In the local community magazine – The Messenger 	<ul style="list-style-type: none"> • Our school is purposeful and calm • The family ethos is commented on by visitors • Our message of ‘Love to Learn, Learn to Love’ is shared with the local community <p>Evidence: Collective Worship slides/displays in classrooms/Newsletters/ Twitter feed/ School website /Pupil voice – NOVs/LAIGS</p>
<p>Where do we see our Christian Values Beliefs and Principles in Action?</p>	<ul style="list-style-type: none"> • Daily around the school • In lessons, on visits • In daily acts of worship • Through discussions with our children and staff • Whole school survey results 	<ul style="list-style-type: none"> • Our children like coming to school • They are happy and safe • Parents surveys are very positive • Visitors feedback, LA feedback <p>Evidence: School surveys/ Pupil voice NOVs/LAIGS/ School website</p>
<p>How do we evaluate the action?</p>	<ul style="list-style-type: none"> • EDRA visits • Monitoring visits by the IEB and LA • School self- evaluation activities • CW drop ins • Forthcoming inspections will also evaluate the ethos of the school 	<p>Any actions derived are acted upon</p> <p>Evidence: IEB monitoring notes/ NOVs/LAIGS</p>
<p>How do we grow?</p>	<ul style="list-style-type: none"> • Continue to develop the understanding of Christian vision for Eynesbury across the school community and the development of the vision in to practice – communication with children, parents and local church – promoting of the vision visually and in verbal messages across the school • Continue to strengthen our links with the Church, especially post lockdown by arranging more visits and for leaders from our local church to become more involved in our RE curriculum. • Curriculum development- themes linked to raising the profile of global issues of inequality and injustice across the curriculum so that pupils are inspired to act and social action projects embed themselves in the whole life of the school and provide progressively deeper opportunities across the curriculum which will enable pupils to develop curiosity through questioning in order to help them explore spiritual and ethical issues. • Measure the impact of Collective Worship • Incorporate Christian Distinctiveness into cultural capital opportunities • Incorporate the above actions into the School Improvement Plan 	
<p>What evidence do we have?</p>	<ul style="list-style-type: none"> • These actions will need to be incorporated into the whole school improvement plan 	
<p>How does our Church school support learners</p>	<ul style="list-style-type: none"> • An improved school learning environment 	<ul style="list-style-type: none"> • School displays show the curriculum in full

<p>and help them to progress?</p>	<ul style="list-style-type: none"> • Our offer to pupils is strong, broad and balanced in nature • We are developing a curriculum that combines academic rigour with fun, sensitivity, reflectiveness and memory making • We are an evolving school and search out the best opportunities for our learners • Safeguarding is effective and all of our children are taught to air their worries and concerns • Relationships in our school are strong enabling all learners to feel safe thus supporting their wellbeing which impacts on their learning • Children's self-esteem and confidence grow at our school and they are taught to make mistakes without fear of criticism 	<ul style="list-style-type: none"> • School leaders at all levels are not complacent and act on advice • Our children are able to talk about their learning <p>Evidence: School surveys/ Pupil voice NOV/LAIGS/ School website</p>
<p>Is there a concern for the vulnerable & marginalised?</p>	<ul style="list-style-type: none"> • The progress and achievement of these children is monitored by the Disadvantaged leads. • Staff INSET delivered with staff being asked to track these children 	<ul style="list-style-type: none"> • Disadvantaged NOV from the LA. • Individual PP profiles in place
<p>How do we help children overcome any social, economic or educational disadvantages?</p>	<ul style="list-style-type: none"> • Wellbeing support • Targeted interventions where appropriate • Pupil premium funds are made available to support the children • School has access to Foodbank support for our most vulnerable families • Pastoral and behavioural lead makes contact with families 	<ul style="list-style-type: none"> • Progress is tracked, pockets of underperformance is targeted and reported to the SIA and IEB • Families report that the foodbank support is well received • Fixed term exclusions are diminishing, behaviour incidents are managed at all levels <p>Evidence: PP Grant/ individual PP pupils profiles/Emails/SSE folder/School surveys/ Complaints book/Behaviour Logs/Pupils discussions book held in HT office</p>
<p>How do we promote good attendance?</p>	<ul style="list-style-type: none"> • Attendance officer in place who tracks attendance rigorously • Attendance is published weekly • Attendance awards 	<ul style="list-style-type: none"> • Current attendance is good • Weekly report from the LA show that children with EHCPs and Social Workers is in line with overall attendance. Attendance in all categories is above local and national averages. <p>Evidence: Families data/Attendance reports/ Eynesbury Echo/HT reports to IEB</p>
<p>Are the Christian Values of the school under riding all that we do educationally?</p>	<p>The Christian Values are taught explicitly through Collective Worship and the Big Question enables our children to be reflective about them.</p> <p>We talk about the Christian values daily in our lessons, when managing situations and in our care for the children.</p>	
<p>How does our Church school support pupils' personal development and well-being?</p>	<ul style="list-style-type: none"> • Strong pastoral support is in place across the school • Christian values are embedded within the staffs approach to the children • Ethos of Learn to Love is embedded • Forgiveness, love and respect are core values and made reference to 	<ul style="list-style-type: none"> • The 'feel' of the school is mentioned by visitors • Children feel valued and supported, cared for • Attitudes to learning are good • Attendance is good for all groups of children <p>Evidence: NOVs/Attendance reports/ Pastoral records/</p>
<p>Do we demonstrate and talk about Christian love in action?</p>	<ul style="list-style-type: none"> • Our children are taught to love one another and this is referred to daily in collective worship • Through prayer and reflection are children are able to think about others • Our motto is 'Learn to Love' • Our children are taught the importance of loving and caring for others through courageous advocacy • We sponsor 5 children to attend St Marks School, Juba as part of our courageous advocacy work • Our children are taught to encourage others and use kind words 	
<p>How are our school's Christian values shared, modelled and impacting on the community?</p>	<p>See 'How do we share our Christian Values, Beliefs and Principles?'</p>	

<p>Do our children recognise the importance of our shared Christian values?</p>	<p>We aim to enable our children to:</p> <ul style="list-style-type: none"> • reflect on the importance of a system of personal belief • develop a sense of wonder, awe, curiosity and mystery? • understand the difference between right and wrong and the consequences of their actions for themselves and others • be creative, questioning and imaginative within a broad Christian framework that recognizes the importance of experience, personal values and respect for the beliefs of others • recognize, respect and celebrate cultural diversity 	<ul style="list-style-type: none"> • School has a calm, purposeful atmosphere • Behaviour has improved with no fixed term exclusions to date (2021 to 2022) • Parents report that their children feel happy, safe and are learning • Our children voice their worries and concerns and opinions • Curriculum development over the past two years has enabled an enquiry approach <p>Evidence: NOVs/monitoring visits/Whole school surveys/ Curriculum development book/Cultural capital evidence book/ Feedback in SSE file</p>
<p>How do we make sure that members of our school community have opportunities to reflect upon and respond to BIG questions and questions of belief in both the classroom and collective worship?</p>	<ul style="list-style-type: none"> • Through the journey of collective worship each week, the children have the opportunity to reflect and think • Each week there is a 'Think Picture' which is shared and pupil's thought are noted down • The curriculum enables children to think about 'Big Questions' 	<ul style="list-style-type: none"> • Our children are thoughtful and caring about the world around them • In discussions with staff and visitors they are able to articulate their thoughts and feelings <p>Evidence: NOVs/monitoring visits/Collective Worship records/ PD books/ Curriculum plans</p>
<p>How does our governing body make the link between Church school identity and its business?</p>	<ul style="list-style-type: none"> • Christian Distinctiveness is an agenda item • IEB monitoring visit • Feedback to the IEB following EDRA visits • Aspects referred to in HT reports 	<ul style="list-style-type: none"> • The IEB is secure in its understanding of Christian Distinctiveness • Father Paul Hutchinson and current Chair of the IEB – Bev Jones will serve on the new Governing Body thereby ensuring the Diocese is represented <p>Evidence: Agenda minutes/HT reports</p>
<p>How does our school foster relationships based on distinctively Christian values?</p>	<ul style="list-style-type: none"> • Our children live out the school's values on a daily basis, they are able to talk about them and demonstrate them • Our school is a place of reconciliation and support when things get tricky • Staff, pupils and parents feel valued; we are a growing community and have come together as such during some difficult periods 	<ul style="list-style-type: none"> • Children feel happy and safe • Children enjoy school • Parent surveys are positive about the school • The community is supportive, complaints are dealt with quickly and effectively <p>Evidence: Whole school surveys/Complaints book/Pupil discussions/Behaviour books</p>
<p>How well does the school promote self-esteem, good work attitudes and mutual support?</p>	<p>See 'How does our Church school support pupils' personal development and well-being?</p>	
<p>Could any member of our school community, including governors, explain the link between how we relate to each other and Biblical teaching?</p>	<ul style="list-style-type: none"> • An area for development. • Bible references are made in Collective Worship however we would question whether they are fully understood and explored in depth 	
<p>How do Religious Education and collective worship support the Christian character of our school?</p>	<ul style="list-style-type: none"> • The RE curriculum reflects the fact that religious traditions in the country are in the main Christian whilst taking account of the teaching and practices of other principal religions. • RE and Collective Worship at Eynesbury aims to develop pupils spiritually, morally, socially and culturally. This may include learning about interesting cultural traditions and their 	

	<p>meaning, listening, to stories with a moral message and reflecting on themes such as strength, courage or loyalty.</p> <ul style="list-style-type: none"> • RE and Collective Worship develops the Christian values. Both areas enable our children is 'grow' as young people and teaches them about the important things in life. 	
<p>How does the partnership with our local church community and the diocese support our Church school identity?</p>	<ul style="list-style-type: none"> • Strong links have been made with the local church • Father Paul makes regular contact with the school • The children visit Eynesbury Church as a place of worship and also as a local historical building • Church leaders are regular speakers during Collective Worship • Diocese of Ely EDRA on the IEB • Support is gleaned from the Diocese in respect of the school's EDRA and the Senior Officer for SIAMS, RE and Governance 	<ul style="list-style-type: none"> • The children know Father Paul and Revd Margaret well. • Their input into our school makes clear the importance of faith, worship and spiritual life in the corporate life of Eynesbury. <p>Evidence: EDRA novs/Collective Worship records/Special acts of worship eg: Remembrance</p>