Ongoing SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of the Church of England website.

School's theologically-rooted Christian Vision

Our vision at Tankersley St Peter's Primary School is to:

- **Love our learning.**
- **Know that God is with us, loves us and has a plan for us.**
- **Make the world a better place.**



This vision comes from Psalm 25:5 – **"Guide me in your truth and teach me, for you are God my Saviour and my hope is in you all day long."** This verse forms our school prayer, and we start all of our collective worships by saying it together. It is also written on the front of all our curriculum books.
Our school vision also comes from the concept of the 'Kingdom of God', which is all about making the world a much better and happier place. The symbol of this shows colour coming back into the world as we share God's love with others.

Through our vision, we aspire to help all our children to:

- **Aim high and have self-belief**
- **Have community spirit**
- **Be enterprising**
- **Have enquiring minds**
- **Be respectful**

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

We teach all our children that *'they are God's masterpiece'* (Ephesians 2:10). By **aiming high and having self-belief**, our pupils are encouraged to flourish and fulfil their God-given potential.

Our school aims to be a thriving community with shared values and aspirations. The Bible teaches us that *'though we are many, we form one body.'* (Romans 12:5). We seek to develop a **spirit of community** in our school family and to be outward looking as we embrace relationships with schools in other areas of the world. We ask **'***who is my neighbour?'* (Luke 10:29) and learn global answers, exploring the wider world around us.



Our children are **enterprising** individuals who think creatively and confidently embrace learning in different ways. Our children are taught that they *'can do all things through Christ who gives them strength.'* (Philippians 4:13). We encourage all children, whatever their background or belief, to stretch themselves spiritually, morally, intellectually, imaginatively and actively. *(Church of England Vision for education – Page 10)*

Enquiry was central to Jesus' life and teachings. For every question he answered simply, he asked a hundred. Our children encounter Christian faith in a spirit of enquiry. Jesus said *'ask and you will receive, seek and you will find. Knock and the door shall be opened to you.'* (Matthew 7:7). Our curriculum is centred on an enquiry-based learning approach where we encourage children to question the world around them.

At Tankersley St Peter's, children are accepted in a spirit of grace. They are not judged. This is rooted in the understanding that we are all created in the image of God. We are loved and accepted by God for who we are. Children are taught to **respect** one another as individuals and *'love their neighbour as themselves'* (Luke 10:27). Tolerance is strongly encouraged and rewarded. Our children are taught to accept differences, celebrate diversity and champion justice.



We have a strong link to our church **St Peter's** and many church members are actively involved in school life. Our children enjoy regular visits to St Peter's for key Christian festivals throughout the year.

Our school logo consists of a fish and a pair of crossed keys, both of which link to St Peter. The fish is a key symbol used to represent Christianity as the Greek word for fish is 'Icthus', which in Greek spells out 'Jesus Christ God's Son'. Peter was also a fisherman by trade and he was given the task by Jesus of *'fishing for people'* (Mark 1:17). The crossed keys are often referred to as the 'Keys of Heaven', given to Peter by Jesus. They also represent our desire to unlock the potential inside every one of our children and enable them to thrive.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

Each of our school aims is linked to an event from the Gospels or a story that Jesus taught. These are as follows:

- **Aiming High & Self-Belief** The Feeding of the Five Thousand (Mark 6: 30-44)
- **Community Spirit** The Last Supper (Matthew 26: 26-30)
- **Enterprise** The Parable of the Talents (Matthew 25: 14-30)
- **Enquiry** The Sermon on the Mount (Matthew 7: 7-8)
- **Respect** The Parable of the Good Samaritan (Luke 10: 25-37)





Inspection Conversations: Context

Who are we?

(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)

- 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?

Tankersley St Peters is a one form entry Voluntary Aided Church of England Primary school and Nursery with strong links to St Peter's Church in Tankersley on the rural fringe of Barnsley, drawing pupils from a wide range of socio-economic backgrounds.

The school serves the area of Tankersley and Pilley and provides a Christian education within a local setting. This LA maintained school is highly regarded, perceived as central to the immediate community and enjoys a strong reputation locally. Recent parental questionnaires say the school is open and friendly and there is a positive and caring ethos. At its last OFSTED inspection in July 2023, the school's overall effectiveness was judged as Good with many outstanding features. The school also had a Section 48 SIAMS inspection in March 2017 and was rated Outstanding.

As of July 2023, we have 228 children on roll, 186 children excluding the nursery.
Leadership in school consists of:

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

- 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?

Chair of Governors – Col. George Kilburn
Headteacher- Vicky Harrison
Deputy Headteacher – Lorna Johnston (KS2) and Sarah Chadburn. (KS1)
SEND/ EYFS Lead – Melanie Hartley

Class	Number	SEND	PP	EAL
FS1	31	1	3	0
FS2	30	5	2	0
Y1	24	4	3	1
Y2	30		3	0
Y3	23		3	0
Y4	27		6	1
Y5	26		0	0
Y6	27		8	0

Tankersley has formed a working partnership with other local religious schools. We are outward looking and have many connections with other local and non-local schools.

We are very lucky to have had lots of support from the diocese recently, Mr. Thomas has led the last 3 church services for us, due to vicar interregnum.

Reverend Chris is newly appointed and has led several engaging worships.

We have very strong links with the local parish and have worked together to run events for the local community.

What are we doing here?

(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)

a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?

"Guide me in your truth and teach me, for you are God my Saviour and my hope is in you all day long."

Our vision at Tankersley St Peter's Primary School is to:

- **Love our learning.**
- **Know that God is with us, loves us and has a plan for us.**
- **Make the world a better place.**

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

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 vision has been on a long journey over the past 3 years; we have researched, gained pupil voice, spoken to the community, engaged governors, diocese and all stakeholders and they have all played a part in designing a vision that is unique to our school. Our vision supports our community to have high aspirations; as we have children from a variety of backgrounds, and we want to support them to reach their God given potential. Some of our children have low self-esteem and we are seeing more children in need of mental health support. Our vision reminds them that they are loved, they are valued and have a purpose, and that God is always with them. We want our children to be outward looking and our vision helps them to consider the part that they can play in making the world a better place. We are currently in talks with lots of maintained primary schools in the local area, regarding academisation. We want to keep our unique nature, our distinctive Christian environment, and our bespoke curriculum for our children; as of yet, we have seen no reason to go down the academisation route. Our governing body receives information pertaining to the school via the Headteacher report and Governor hub. The Headteacher report is shaped by the vision. Our governor meetings all start and end with a prayer. Our new vicar is going to be part of our Governing Body. All children at Tankersley participate in a daily act of collective worship. We designed our collective worship calendar, to ensure that children receive a variety of different experiences. Different faith leaders attend our worships to share knowledge of their religion in order to deepen our children' understanding. Once a week, the children have the opportunity to participate in a class worship, where they study the Bible, ask questions about what has been discussed in the weekly worships and expand on themes that have been taught.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

Days of the Week	Worship
Monday	Church/ World religions/ vision
Tuesday	Global / singing
Wednesday	Christianity
Thursday	Class worship (see bible study example below)
Friday	Celebration of achievements

Class Collective Worship - Bible Study - Term 1B

	Y2 Great Gorillas	Y3 Snozzcumbers	Y4 Billionaires	Y5 Famous Fives	Y6 Butterfly Lions
Thursday 9th November	Superbook The First Christmas (108)	Superbook Roar (107)	Superbook APP 	**Mark 2: 1-12**	Superbook The Prodigal (212)
Thursday 16th November	Superbook APP 	**Mark 2: 1-12**	**Mark 2: 1-12**	**Mark 2: 13-17**	**Mark 2: 1-12**
Thursday 23rd November	**Mark 2: 1-12**	**Mark 2: 13-17**	**Mark 2: 13-17**	Superbook APP 	**Mark 2: 13-17**
Thursday 30th November	**Mark 2: 13-17**	**Mark 2:23 - Mark 3:6**	Superbook The Good Samaritan (313)	**Mark 2:23 - Mark 3:6**	Superbook 
Thursday 7th December	**Mark 2:23 - Mark 3:6**	Superbook APP 	**Mark 2:23 - Mark 3: 6**	**Mark 3: 7-19**	**Mark 2:23 - Mark 3:6**
Thursday 14th December	**Mark 3: 7-19**	**Mark 3: 7-19**	**Mark 3: 7-19**	Superbook The Road to Damascus (112)	**Mark 3: 7-19**
All worship to finish with the question, "What does it mean to me?" followed by a prayer linked to what the children have learnt in the session.					

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

Mark 2: 1-12	• Why did the man's friends bring him to Jesus? • Why did they make a hole in the roof? • Why were the teachers of the law angry? • Why do you think Jesus healed the man? • What does this story tell us about who Jesus is? *Thank you, Jesus, that you have the power to heal and forgive sins.* *Help us to trust in you.*
Mark 2: 13-17	• Why do you think Levi decides to follow Jesus? • Why were the Pharisees annoyed with Jesus? • Why do you think Jesus chose to have dinner with the tax collectors? • What does this story tell us about Jesus's attitude towards those who were unpopular? *Thank you, Jesus, that you love everyone and don't care how popular they are.* *Help us not to look down at people but to love them like you do.*
Mark 2:23 - 3:6	• What is the Sabbath? • Why were the Pharisees angry with the disciples? • Why did the Pharisees not want Jesus to heal the man? (Because it was wrong to do any work on the Sabbath) • Why was Jesus so upset with the Pharisees? • Do you think a day of rest is important today? *Thank you for giving us a day to rest and spend time with you.* *Help us not to allow ourselves to become too busy.*
Mark 3: 7-19	• Why were the crowds so desperate to see Jesus? • What is a disciple? • What qualities do you think Jesus looked for in His disciples? • Why do you think the disciples decided to follow Jesus? • What does it mean to follow Jesus today? *Thank you that everyone is important to you and that you look at our hearts and not what is on the outside. Help us to have the faith to follow you today.*
Superbook	• What lesson did Chris and/or Joy learn today? • How can this help us in our faith?
Superbook App	• Who can remember the verse of the day? • What new knowledge have you learnt?

Religious Education is taught weekly using a combination of the Barnsley Agreed Syllabus and Understanding Christianity. Children are encouraged to pray regularly; we have class prayer corners and share reflective moments in class. Our children learn about Christianity, Hinduism, Islam, Judaism and Humanism- this develops their knowledge and understanding of other world faiths and a non-religious world view.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023



We have really strong links with St. Peter's Church and the community. We visit the church 4 times a year – Harvest, Christmas, Easter and Y6 Leavers Service.

To enrich our EYFS curriculum, we invite our reverend to perform a Christening or Wedding ceremony. We write for the monthly church newsletter. Our families donate local produce for our annual Harvest Festival, which is shared with the elderly local community and a women's refuge. We take part in the church Spring fair, the Christmas fair and our children are invited to the Christingle events at the local hub and our choir and band perform at this event.

Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school? b) 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? c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	• We have established a clear theological vision, firmly rooted in the Bible, which is the centre of everything we do at Tankersley St Peter's. All staff and children understand how to articulate our vision in the day-to-day life of the school. • Our vision helps our children to know that they are loved and valued for who they are. They flourish as they know that God loves them and that He is with them. They believe in themselves, respect others and are willing to show initiative and take risks. Our vision is talked about in every worship, it is on the front of all subject books and our teachers refer to our vision when teaching the children. Our children can articulate that: • God wants us to love our learning. • God is with us all day long. • God loves us for who we are. • God has a great plan for our life.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

- God wants us to make the world a better place.

- Our vision permeates every aspect of school life. It is central to our learning and is frequently brought up by the staff and children during lessons.

What makes our school distinctive – staff voice



- All curriculum books have our school vision on the front, and our school vision prayer is said every day by the children in Collective Worship.
- We encourage children to embrace Fruits of the Spirit as laid out in Galatians 5:22. We use Christian Attribute beads to emphasise the importance of five fruits in particular: Patience, Kindness, Goodness, Gentleness and Self-Control. These are attributes that are integral to our school community and we celebrate them in all our children.



- Our Christian values are integral to all aspects of school life and these are instilled deeply in our children as evidenced by the number of positive comments they receive at secondary school and in the local community.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

	• Children themselves feel that being part of a Church school has helped them to develop their own spirituality and flourish as individuals. Comments from past pupils include: *"Being part of a church school has shaped me in a positive way. I have been to church and learned a lot about Christianity and other religions; I wouldn't have had these experiences otherwise. Christian values are important to my everyday life. I try to be kind, respectful and helpful; I try to treat people the same way I would like to be treated." Alena* *"Going to a church school benefitted my morals and mind-set as from a young age, I learnt a lot about Christianity and different religions, which helped me to understand a range of spiritual beliefs and discover my own opinions about them. It also taught me many key ethics because growing up I was surrounded by positive values such as respect, equality, honesty and kindness. These are important to me and they stemmed from being in a church school environment" Scarlett* *"Going to Tankersley has impacted on me by showing me different religions and beliefs. I had the chance to take part in different activities and school trips; I enjoyed the regular church visits and the trip to the Mosque and the Mandir. Tankersley has thought me a lot about Christianity and respect for different cultures and religions. Tankersley has shaped me into a kind, caring and respectful person." Gaia* • Our school vision is at the heart of all that we do so that all adults and pupil flourish. All our policies and practices stem from our vision.
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?	• We see all our children as unique in God's image - we encourage all our children to believe in themselves helping them to find a place in God's world. • Our curriculum has been carefully designed to meet the needs of the pupils we have in school at this time. • For each subject, we have designed sequences of learning which build on previous learning and allow children to know and remember more. We ensure

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

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?	that our children have time to reflect about their learning and to think about what this learning means to them. • We encourage 'Word Conscious Classrooms' and development of vocabulary through use of our Canine Pals, Tier 3 subject glossaries and victor vocabulary boards. Our children enjoy collecting new words and we are proud of how we bridge the vocabulary gap for vulnerable pupils. • We are tenacious that our children can read fluently as they enter KS2 as this is a skill for life for which they need to flourish and achieve. The RWI phonics scheme is carefully implemented to ensure all children can engage in phonetically decodable texts. • Learners achievement is underpinned by strong Christian values is demonstrated through outstanding teaching, learning and curriculum delivery in RE linked to our 5-core school aims. • Enquiry based themes within the 'Understanding Christianity' covers learning from religion as well as about religion. Multi-faith festivals are also recognised and learnt about throughout the school year e.g. Chinese New Year, Diwali and Hannukah. • The school's learning environment strongly reflects our ethos including RE and SMSC. Creative and informative RE displays in both the classroom and shared areas to reflect the range within the curriculum. • A strong PSHE and RSE curriculum is in place using 1decision where pupils make choices in areas such as anti-bullying, health, nutrition. Safety etc. The RSE curriculum is well embedded wide and far reaching. We have worked with Barnardo's on gender awareness and preventing homophobic bullying. • Pupils know how to keep themselves safe from radicalisation and extremism. Our British Values policy shows where we have linked work to the curriculum to educate our pupils on tolerance and respect. • Linked curriculum trips termly to enhance pupils; learning and knowledge and promote cultural capital. Locally based trips (such as the National Coal Mining museum) help pupils develop a sense of community and learn about their local heritage.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

	• Inclusion is our strength. The school provides for all needs and abilities. Pupils with learning difficulties or particular needs are fully integrated into the life and work of the school. • School actively seeks out specialist support and advice where needed. Our SEND pupils receive SFP plans and 1:1 support where appropriate to help them to succeed in all aspects of the curriculum. Small group and individual support through specific programmes e.g. Read Write Inc catch up, Project Code X and Time to Talk ' • Our school SENCO works tirelessly to engage our vulnerable learners and hard to reach families through the Early Help process. • The school is also working with COMPASS to support mental health and to signpost children for support. • Our children have had a Spirituality Worship exploring what it means to be spiritual. We have added a quiet reflection time, for children to have time to be reflective on their day, to celebrate what has gone well and to think about how they can be even better. On our transition day, the children will be thinking about spirituality and their own spirituality and expressing it in an age appropriate way. We have an outstanding record of supporting and signposting families in need and as a result, our disadvantaged pupils make good progress. • Our school aims to be a thriving community with shared values and aspirations. We seek to develop a spirit of community in our school family. Parent workshops on the curriculum help families to engage with the curriculum and encourage hard to reach families to access learning with their child. We maintain excellent two-way communication on our curriculum our through school blogs, tweets and newsletters. https://tankersleystpeters.org.uk/category/re-and-collective-worship/ https://twitter.com/st_tankersley https://twitter.com/NurseryPeters https://twitter.com/Class4Tsp https://twitter.com/tankersleyspy6 • Attendance is in line with national with no exclusions. Attendance is monitored robustly, closing the gaps for a small number of PA pupils. School offers a free breakfast club and targets vulnerable families to attend this.

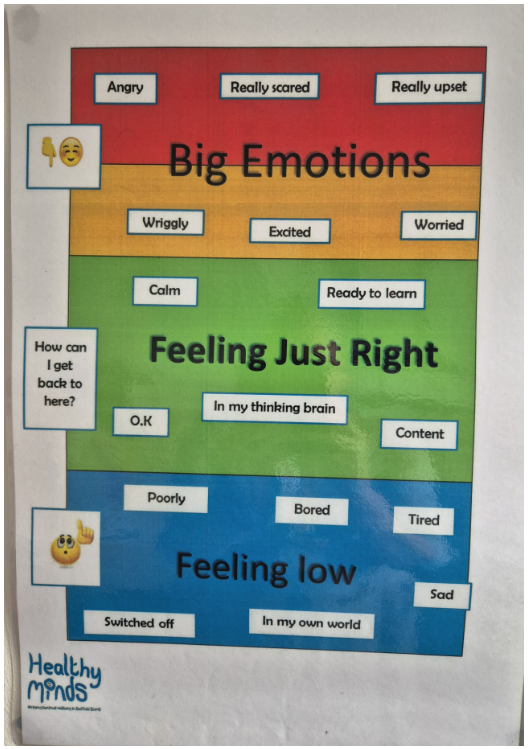
© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

IQ3 How is collective worship enabling pupils and adults to flourish spiritually? a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this? c) In what ways is the worship life of the school inclusive, invitational, and inspirational? d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? e) How does the trust contribute to and enhance the school's worship and spiritual life?	• There is a daily act of collective worship. Worship is distinctively Christian and through the planned themes and reflection allows children to begin to develop an understanding of Jesus Christ and of the Christian understanding of God as Father, Son and Holy Spirit. • Weekly themes for worship are created annually and chosen to promote our core Christian values, spiritual growth and understanding of faith. • Children from Year 2 onwards participate in a Bible Study worship weekly. • The worship council lead the school in the celebration of our vision during each worship. • Worship also forms an important part of the school day including classroom worship acts such as whole class and teaspoon prayers. • The Lord's Prayer, The Grace and the School Vision Prayer are used daily in our acts of worship along with Anglican biddings, which change to reflect the season. • Altar colours are changed in relation with the liturgical year. Three Candles are lit on the Altar for worship and are used as a focus for reflection. These candles remind the children that God is a Trinity. • A variety of worship leaders, including Reverend Chris and other Diocesan church leaders as well as Christian groups such as Hand to Mouth visit school to lead Collective worship. • We visit the local church as a community (e.g. parents, governors, church members, staff and pupils) for key Christian festivals and special events that are planned into the liturgical year. • Pupils have the opportunity to visit the Sheffield Cathedral during Year 5 as part of their RE and spiritual development • Our children attend St Peter's church several times a year, at Harvest, Christingle, Christmas, and Easter and for special occasions such as the Y6 Leaver's Service and Fenn Bible presentations. • The importance of prayer and how Christians pray is taught through the RE curriculum and part of key learning in RE.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

	•Our 'Understanding Christianity' themes also enable pupils to know about and understand Christianity as a living world faith by exploring key theological concepts (Including Trinity).  • The Bible is shared regularly in Collective worship and the gospels are shared as part of class worship on a regular basis. • Reflective opportunities are a central aspect of Collective Worship with use of music, artefacts and the candle flame to support children in this aspect. Time is given for prayer throughout the school day •Quiet areas provided in each classroom for reflection and contemplation •Symbols regularly used to support worship and context though artefacts and technology – candle light of the world / cross / Bible readings / Video clips and drama are a regular part of Worship and assembly. •Prayer Labyrinths used as part of the Year Six transition. As result, there is a highly developed ethos of spirituality in the school community. • Children in Y6 are presented with a Bible at their special leaver's service at church at the end of the year. •Our Shalom Garden provides our children with a quiet space to reflect and think about their relationship with God.
IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b) How do school policies and practice create a culture in which people's wellbeing is enhanced? c) How is enabling good mental health for all central to the school's work? d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?	• At Tankersley, we believe passionately that everyone is made in God's image and are therefore infinitely valuable and deserving of respect. We teach our children that they are '*God's masterpiece' and God loves them no matter what*. This belief drives our inclusion policy as we seek to make Tankersley a place where all children can access learning and feel welcomed, valued and included. • Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the centre of what we do at Tankersley. We encourage our pupils to aim high, to have belief in themselves as part of our school family and to be enterprising with enquiring minds and respect for others. Our curriculum and wider opportunities are highly effective in equipping pupils to be thoughtful, caring and active citizens - in school, in their local community and as part of a wider global society.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?  	Our children demonstrate high levels of mutual respect and tolerance, and are sensitive to the needs and views of others. Our children are taught to celebrate diversity as we consider *that as a family we are one body with many parts*. Different cultures are embraced into our own and we are proud to be part of a global community • Our British Values policy outlines linked work on tolerance and respect including viewpoints -pupils have an age-appropriate understanding of the wider world, healthy relationships and are confident in staying safe from abuse and exploitation. • We have also used Compass Be (mental health support) to further enhance our tolerance and online safety work. Tankersley children know how to keep themselves and others safe. They learn about key topics relevant to young people and how to manage risk through our carefully planned PHSE and SRE scheme using the 1Decision materials and videos. We talk to the children about being in their "just right brain" and our emotional literacy teaching is embedded through all classes. Compass Be support our children further by doing bespoke presentations to support our young children's mental health • Areas such as staying safe online, mental and physical health, nutrition and first aid are covered through carefully sequenced lessons - pupils build up a portfolio of learning, which they take with them throughout their time at Tankersley School. To complement our PSHE and RSE scheme, our children also engage in a range of specific programmes led by external providers - these include visits to Crucial Crew where fire safety, water safety, drugs education, and road safety are covered. A specially trained provider has also worked with the children on online gambling and internet safety. We have a vintage clothing sale, to support families who are in need. When we have a surplus of vintage clothing we donate this to a school in Barnsley town centre who are in one of the most deprived areas. We have provided food parcels for some of our vulnerable families over holiday times and we provide breakfast club for some children in need.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives? d) How does the trust make a positive impact on the culture of the school?	• We have a strong sense of community spirit in our relationships with the wider community - this is visible as key aim of our community school. Christian values are embedded in school life and these can be seen throughout the school. • Peer support and mentoring is provided through a variety of pupil roles (e.g. Our Job shop roles, Maths ambassadors, Peer readers, Sport leaders, Children feel fully involved in the life of the school and contribute on an emotional level. • Through our learning behaviours, we teach our pupils to be ready, resilient and reflective learners. Jesus said *'ask and you will receive, seek and you will find. Knock and the door shall be opened to you.'* (Matthew 7:7). Our curriculum is centred around an enquiry based learning approach. We promote use of Kagan structures to allow pupils to learn collaboratively and to embrace teamwork. Our children have opportunities to lead – thorough our pupil ambassadors and job shop/ • We encourage our children to be aspirational through visits from aspirational members of our community – e.g The Bishop of Sheffield, local MPs. We have been working for the last two years on trying to get more road safety features around school. We have written to our MP, hosted 2 politicians and the council and fund raised to have road safety posters and display boards asking people to park responsibly.  • We have attended the school's climate conference in Sheffield and came up with a plan to make the world a better place through our choices. Due to an idea from one of our pupils we will be hosting our first ever "Green day" for the school. Pupil voice has been key in our decision making. An active pupil council takes responsibility for organising school projects and events; they write agendas, take minutes and manage a budget. They decided how we would spend the money to make our playground a better place for the whole school community. • Opportunities are provided for pupils to experience a sense of awe and wonder, e.g. connecting with nature through outdoor learning and residential visits, Collective Worship, and classroom prayer and reflection areas. 'Thank you, Sorry, Please' mini prayer drawers in classrooms and our Christian attribute beads jars are used widely by all our children.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

	• Children are encouraged to respect and care for one another through responsibilities e.g. Playground Pals, Reading Ambassadors, Maths Ambassadors, Times Tables Buddies, Global Guardians and Environment Ambassadors. • Worship council manage the collection of our Christian attribute beads. We have a school job shop and pupil ambassador roles in different subjects around school, which has helped to build leadership and confidence. • Because of our consistent positive approach and robust learning behaviour systems, children's behaviour is excellent. They are very clear about how the school's Christian vision and values helps them to make positive choices on how they live and behave and that 'no matter what', God is always with them. • Our children have a strong sense of justice and want to actively make a difference to the world around them. • Our children enjoy taking care of our school environment and community.
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?	•Our R.E. curriculum is designed to deepen children's understanding of religion and the role that different religions play in our society. •Through an enquiry-based learning approach, we encourage children to question the world around them and ask life's biggest questions. Children encouraged to think critically and reflect on their learning, applying it to their own understanding of faith and God and reflecting on the impact their learning has upon them. •The Understanding Christianity resource used across all year groups -pupils gain a thorough understanding of the Christian faith through robust, rich and stimulating R.E. lessons. •Teachers use the Understanding Christianity resource to deepen children's knowledge and ensure they make excellent progress. The eight core concepts underpin all our teaching on Christianity and allow children to explain what the Christian faith is all about. •We use age-appropriate Bibles regularly in R.E. lessons and as children progress through school, they become increasingly adept at navigating the Bible. Biblical stories are highlighted and referred to regularly during R.E. lessons showing the children the importance of the Bible in the Christian faith.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

	•Creative Planning in R.E. and use of different media allows for pupils to show their understanding of different concepts in a variety of ways through different mediums e.g. poetry, pictures, drama, art and debates. •A wide variety of teaching techniques ensure that R.E. lessons are highly engaging and stimulating for all our pupils and as a result enable knowledge and understanding to be embedded much more deeply. R.E. is hugely popular with all our pupils who relish the opportunity to learn grow in their understanding of what faith is and what impact it has on them personally as well as on the world around them. •At Tankersley, we celebrate the fact that we are a diverse community and our teaching of the five other world religions reflects this. We use the Barnsley Agreed Syllabus which ensures a comprehensive coverage of other faiths. •We instil the values of mutual respect and tolerance in all our teaching but especially when we introduce children to other faiths. External visits to a Mosque, Mandir, Synagogue and Cathedral enable children to experience different faiths in action and provides a first-hand experience which embeds the learning and allows the children to connect what they have learnt in the classroom to the outside world.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

TANKERSLEY ST PETER'S C OF E PRIMARY SCHOOL
CURRICULUM INTENT – RELIGIOUS EDUCATION

Whole School RE Curriculum Overview

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Foundation	**Comparing Religions – Belonging** What does it mean to be part of a family?	**Hinduism** Why do Hindus celebrate Diwali?	**Christianity – God / Creation** How can we care for our wonderful world?	**Christianity – Salvation** Why do Christians put a cross in an Easter Garden?	**Comparing Religions – Symbols** What do religious symbols mean?	**Christianity** What does Jesus teach us about helping others?
Year 1	**Christianity – God** What do Christians believe God is like?	**Christianity – Incarnation** Why does Christmas matter to Christians?	**Islam** What do Muslims believe?	**Christianity – Salvation** Why does Easter matter to Christians?	**Christianity – Gospel** What is the Good News that Jesus brings?	**Islam** How do Muslims worship God?
Year 2	**Christianity – God** What do Christians believe God is like? (digging deeper)	**Judaism / Christianity** Why do Jewish people celebrate Hanukkah? Why does Christmas matter to Christians? (digging deeper)	**Christianity – Creation** Who made the world?	**Christianity – Salvation** Why does Easter matter to Christians? (digging deeper)	**Judaism** How do Jewish people worship God?	**Judaism** How do Jewish people celebrate their faith?
Year 3	**Islam** Why are the Five Pillars of Islam important to Muslims?	**Hinduism** What do Hindus believe?	**Christianity – Creation / Fall** What do Christians learn from the Creation story?	**Christianity – Salvation** Why do Christians call the day Jesus died Good Friday?	**Christianity – Incarnation / God** What is the Trinity?	**Christianity** Why do Christians read the Bible?
Year 4	**Christianity – People of God** What is it like to follow God?	**Christianity - Gospel** What kind of world did Jesus want?	**Judaism / Christianity** Who are the People of God?	**Judaism** How do Jewish people practise their faith?	**Humanism / Non-religious world views** What do humanists believe?	**Christianity – Kingdom of God** What was the impact of Pentecost?
Year 5	**Christianity – God** What does it mean if God is holy and loving?	**Christianity** What is the Church?	**Christianity – Creation / Fall** Faith and Science - conflicting or complimentary?	**Christianity – Salvation** What did Jesus do to save human beings?	**Islam** How do Muslims practise their faith?	**Hinduism** How do Hindus practise their faith?
Year 6	**Christianity – People of God** How can following God bring freedom and justice?	**Christianity – Kingdom of God** What kind of king is Jesus?	**Humanism / Non-religious world views** How do humanists help to make the world a better place?	**Christianity – Salvation** Did Jesus really rise from the dead?	**Christianity – Salvation** What difference does the resurrection make to Christians?	**Judaism** What does it mean to be Jewish today?

The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.

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?

•Children are engaged in a rich and stimulating R.E. Curriculum, giving them an excellent grasp of the major world religions with a particular emphasis on Christianity.

•Children are encouraged to develop their own spirituality, considering the concepts that they learn throughout the curriculum and always looking at it through the lens of "What does this mean to me?"

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023

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?	 • Children develop a thorough understanding of the Bible and are able to navigate it effectively. They can explain the different genres and can pick which book is their favourite. • Children are at ease talking about faith, belief and issues in RE and in other areas of the curriculum. They demonstrate an informed and respectful understanding of a range of religions and worldviews and their impact on society and culture. •Our teachers are passionate about engaging children with a stimulating and ambitious curriculum; this is clearly demonstrated by the depth of knowledge the children acquire and remember during their time at Tankersley and beyond. Visitors to our school often comment how keen our children are to share their learning and experiences. We ensure that our RE is taught through drama, with FS1, FS2 and KS1 all taking part in a nativity. Our Easter play, which was viewed and enjoyed by Bishop Sophie, is one of the highlights of our year. Our singing -which we are known for- also supports our RE teaching.

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2023