

School’s theologically-rooted Christian Vision

The school’s Christian vision was developed with staff, children, governors, and families in line with the Church of England’s vision for education in 2021. We all wanted it to show SSSJ as the welcoming and inclusive school it is, as we have high numbers of PP and SEND, plus, EAL and LAC pupils. It is important to the SSSJ school community that all pupils feel valued and know that we care for all of them no matter what challenges they may face outside school. Children know that school is a place of safety and a place where they are cherished for who they are. From all these discussions, it led to our agreed and shared vision: *“At our school we have high aspirations for all our community to grow, be well-rounded and confident with a strong sense of self-worth. We teach children to love to learn and learn to love respectfully and inclusively.”* Through collective worship and discrete teaching, we all understand that, as a school community, we are always striving to be *“Living and Learning in the Eyes of God”* which encompasses everything in our vision within in a short, memorable phrase. This is regularly revised and explored with pupils, and we even rewrote the lyrics to the song *“Living and Learning”* (now our school song) to support this vision. Staff and pupils regularly sing this song, as part of worship, which enhances our understanding of and determination to achieve our vision. This vision spreads deeper than just our staff and pupils, we have *“... high aspirations for all our community...”*. We care for the families of our children in equal measure. They are always welcomed into school, are supported by staff and are offered all the help, guidance and care that we can give. This may just be a conversation on the phone, a food bank voucher, offering guidance in supporting their children’s learning, or facilitating the completion of referrals for early help. Whatever families need, our school is there for them so that we are all able to be *“Living and Learning in the Eyes of God”*.

The Christian vision of the school, which comes from the Church of England, underpins the strategic leadership and day-to-day organisation of the school. All leaders value the vision and values of the school and endeavour to live them out. The school is well thought of by parents and the wider community because of this and it has strong links with local church. With the love of God, children, staff and families, with or without faith and belief, are welcomed and celebrated. Our Christian values allow no social or cultural divide (*“...love to learn and learn to love respectfully and inclusively ...”*) so that all can flourish and succeed.

Sitting underneath our overall vision are our core Christian Values: *Friendship, Truthfulness, Courage, Forgiveness, Compassion and Respect*. These underpin everything that we do and try to achieve in our school, plus support and guide pupils to be the best versions of themselves. Our half termly focus on one value enables the teaching and modelling of each in turn. This always begins with a story from the Bible which clearly demonstrates the value. For example, for *Friendship*, we explore the story of *Ruth and Naomi* (Ruth 11-13 and 14-22) and consider questions like: *What can we learn from Ruth’s response? What should we do for our friends in the face of great opposition or uncertainty?* Each half term we share bible stories, explore how we can demonstrate these values and ask God for help, wisdom and knowledge.

Inspection Conversations: Context

Who are we?

Our chosen bible verse from Psalms 25:4 asks God to *“Show me your way Lord. Teach me your path.”* Our school is named after St Simon and St Jude, the bible tells us they were ordinary men chosen by Jesus to help others know about God’s love. They travelled together; we want our children to travel together in friendship with others. St Jude taught people that even though life can be tough and sometimes there may be no obvious solution, with God we can be shown a way and a path. We want our school community with the guidance from God, to guide us in our journey to take the right path to achieve our true potential both academically and as a whole person.

<p>What are we doing here?</p>	<p>The Christian vision of the school underpins the strategic leadership and day-to-day organisation of the school. All leaders value the vision and values of the school and endeavour to live them out. The school is well thought of by parents and the wider community because of this and it has strong links with local church. With the love of God, children, staff and families, with or without faith and belief, are welcomed and celebrated. Our Christian values allow no social or cultural divide (“...love to learn and learn to love respectfully and inclusively ...”) so that all can flourish and succeed.</p>
<p>Inspection Questions (IQ) How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
<p>Inspection Question (IQ)</p>	<p>Impact of provision and sources of evidence</p>
<p>1. How does the school’s theologically rooted Christian vision enable people to flourish?</p>	<p>Pupils are encouraged to care for each other, and our school regularly raises money for charities either collectively or for individual projects. The School Council (child voice) makes decisions about raising money and, along with the House Captains, have led the raising money, through cake competitions and sales; they also organised the sharing of resources, for example a book swap as part of World Book Day. Pupils understand the reasons for raising money is because it is a way of living out our school vision and values and supporting them in making good choices to follow the path of good.</p> <p>Staff and pupils are encouraged to ask questions and find out about events and celebrations across the world and across many different faiths and religions which further enhances pupils’ understanding of how “to love to learn and learn to love respectfully and inclusively.”</p>
<p>2. How does the curriculum reflect the school’s theologically rooted Christian vision?</p>	<p>The school revised and reviewed its curriculum offer in 2022-23 to ensure that pupils have the opportunity to learn and revise to know and remember more about what that are learning. The school’s vision links to the high expectations and aspirations for all pupils and the support and inclusivity it provides. The school has agreed a shared definition of spirituality which is enabling the exploration and development of spirituality to be created. Throughout the recent pandemic, the school’s vision played a significant part and was lived out through our staff providing the additional care, support and encouragement to everyone in the SSSJ community during remote learning.</p> <p>This academic year, along with other schools in RISE have adopted the new RISE curriculum for history, geography, science, art and design technology which is a curriculum with high standards and expectations and focusses on deep learning which is built on progressively through pupils’ time at SSSJ.</p>

<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Collective Worship is invitational, engaging and inclusive because leaders, staff and pupils highly value the contribution it makes to daily school life. The Children’s Worship Team regularly reflect on Worship and their thoughts, ideas and suggestions are communicated to improve and plan future worships and themes. The local church is actively engaged in visiting and delivering collective worship to the pupils. The school community is invited to attend CW service in church monthly. The school visits church for worship for key services during the year. This provides the pupils, staff and our wider school community the opportunities to spiritual enrichment.</p>
<p>4. How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>The school actively promotes diversity and inclusion though the use of picture books and stories as part of collective worship, the range of texts in school and through poem of the day and class poem learning across the year. Library books and reading books are regularly checked to ensure diversity and inclusion. Incidents of bullying in school are rare and celebrations of kindness and friendship show that this is highly valued. The robust and well-planned schedule of CPD ensures that staff are supported to improve outcomes. Pupils learn through collective worship and explicit teaching of RE and British Values.</p>
<p>5. How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>SSSJ is an active part of the community; this is lived out through the community mornings where pupils make and deliver greetings cards and other crafts to local businesses and residential neighbours. Pupils sing outside the Co-op, collect litter from the village and pre-pandemic visited elderly people in their homes. We have had lovely feedback from local people on the connection they felt with the school and the pupils, and how happy these small gifts made them.</p> <p>Behaviour in school is good, children feel safe and enjoy being together as part of the SSSJ community. Following the pandemic, leaders recognised the need to support pupils’ well-being, so SSSJ has a full time ELSA. We conduct termly well-being surveys and have the support of an MHP from the NHS. Attendance in school is good.</p>
<p>6. 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)?</p>	<p>Through the use of the Leicestershire Scheme and Understanding Christianity (which are both full, sequential and progressive schemes), SSSJ provides an accessible and engaging curriculum which encourages pupils to think deeply and discuss big questions, pupils know and remember more of their RE learning because of this. Through books studies, we hear pupils speak positively and confidently about their learning and sharing their work with leaders. The school gives pupils opportunities to visit their local churches and other places of worship to continue the breadth. Pupils are given opportunities to discuss and describe different philosophies and approaches to life through a wide range of religious and non-religious beliefs. The school works with others across the trust to ensure good and best practice is shared and developed to ensure a rich, deep knowledge-based curriculum for pupils and that staff are supported with delivering high quality first teaching in lessons</p>

<p>7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?</p>	
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