

St Luke's C.E. Primary School's SIAMS Self-Evaluation

Introduction

School's theologically-rooted Christian Vision

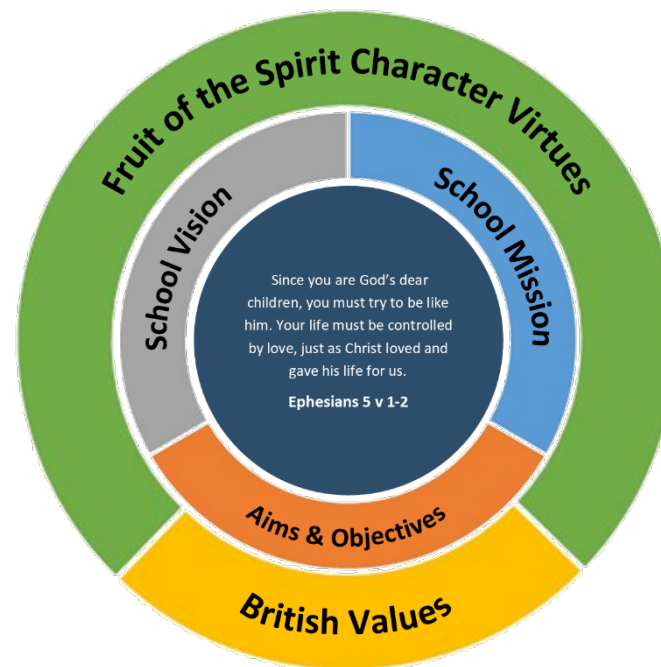
Theological Basis: Rooted in Ephesians 5:1 — *'You must try to be like him. Your life must be controlled by love.'* This guiding scripture forms the foundation of our school's Christian vision, *'High expectations, by all, for all, reflecting the example of Jesus.'* It calls out to every member of our community—staff, governors, pupils and families alike—to reflect the example of Jesus in their actions and attitudes. By striving to emulate Christ, we encourage everyone to approach each day with compassion, patience, and humility, recognising the inherent worth and dignity of every individual.

This biblical principle is woven through all aspects of school life. It shapes our relationships, encouraging a culture of respect, forgiveness, and kindness. In our classrooms, it inspires us to create an atmosphere where every child feels valued, supported, and empowered to reach their full potential. Staff model the love and grace of Christ in their teaching and interactions, fostering a nurturing environment where children can safely learn from their mistakes, celebrate their achievements, and build resilience.

Our collective aspirations are informed by the desire to make a positive difference in the world, beginning with acts of service, generosity, and inclusion within our own school. Assemblies and acts of worship regularly revisit this scriptural mandate, providing opportunities for reflection and growth, and helping children to see how Christ's example can guide them in everyday challenges and choices.

Through living out the message of Ephesians 5:1, St Luke's C.E. Primary School seeks not only to provide an excellent academic education, but also to cultivate hearts and minds that are shaped by love—ensuring that every member of our school family is equipped to serve and flourish both within and beyond the school gates.

Our Christian Vision in Action



Christian Vision: High expectations, by all, for all, reflecting the example of Jesus.

Mission Statement: To provide a safe, inclusive, and nurturing environment where children are encouraged to be compassionate, resilient, and confident, reflecting Christian values in daily life.

[Click here](#) for more information on our Christian Vision.

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?

Who are we?

- St Luke's is a popular one-form entry Church of England Foundation primary school in the Local Authority of the Royal Borough of Kingston. The school is in the Southwark Diocese and the Parish of St Luke's Church.
- 237 pupils attend St Luke's including the Nursery.
- Although St. Luke's was founded in 1894, a new building was constructed during 1995. In the grounds are two hard courts, a Multi Use Games Area (MUGA), an artificial grass sports playground and an outdoor classroom. A music room was created in the school grounds in 2002. Additional classrooms were added to the school in April 2010 and August 2015.
- The majority of the children are of the Christian faith. A small minority regularly attend services at St Luke's Church or other local Church of England services. The school is consistently oversubscribed.
- Most families are from professional or managerial backgrounds and live in the immediate area. Local data show that the school is located in an area of relative prosperity, above the national average. Over the last few years there has been a gradual increase in pupils entering the school from other countries and a higher number of pupils from different ethnic backgrounds entering the nursery. Data shows that St Luke's stability is in line with National data.
- Our leadership structure is: full-time Headteacher and Deputy Headteacher, who is also the SENDco. The Headteacher started in September 2015 and the Deputy in September 2017. The Headteacher leads Collective Worship and RE.
- The school has an experienced Governing Board made up of staff, Local Authority-appointed, Foundation, Clergy and Parent representatives. The two Co-Chairs of Governors have been in post since January 2024.

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?

- a) The vision of St Luke's C.E. Primary School is "High expectations, by all, for all, reflecting the example of Jesus", rooted in Ephesians 5:1-2: "You must try to be like him. Your life must be controlled by love." This vision is the foundation for academic, personal, and spiritual growth, ensuring that every member of the school community is nurtured to flourish. As a maintained foundation Church of England school within the Southwark Diocese, our vision resonates with the diocesan commitment to enabling all children to experience life in all its fullness (John 10:10).
- b) The vision is explicitly theological, drawing on scripture to call all members of the community to live in a way that reflects Christ's love. It informs the values of respect, honesty, perseverance, compassion, and responsibility, ensuring daily practice is grounded in biblical teaching. The Southwark Diocesan Board of Education's vision to promote excellence, build community, and enable life in all its fullness aligns closely with the school's vision, providing a shared foundation and mutual reinforcement.
- c) St Luke's serves a diverse, multicultural community in Kingston upon Thames, with a range of social, economic, and educational needs. Leaders understand this context and respond theologically by emphasising inclusion, dignity, and service, ensuring that all are valued as children of God. Targeted pastoral support, strong SEND provision, and high expectations for every pupil reflect the belief that all have unique God-given potential.
- d) As a maintained foundation Church of England school, St Luke's benefits from a close partnership with the local authority while retaining strong links with the Diocese. This status provides stability, local accountability, and access to shared services, while safeguarding the school's Christian foundation and distinctive character.
- e) All governors are engaged in strategic decision-making. This collaborative approach reflects the vision's emphasis on shared responsibility and mutual respect, enabling governors to work collectively for the flourishing of pupils and staff. Foundation governors ensure the school remains faithful to its Christian foundation.
- f) Clear accountability structures ensure the vision is monitored and embedded in all areas, from curriculum to pastoral care. Regular reporting on Christian distinctiveness, RE, and collective

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?	worship enables governors to hold leaders to account. Impact is evident in pupil voice feedback, strong SIAMS preparation, and alignment between policy and practice. g) Collective worship takes place daily, following Anglican traditions and the liturgical calendar, and is planned to be inclusive, invitational, and inspirational. Worship is led by school staff, clergy from St Luke's Church, and pupils. Class worship, whole-school gatherings, and celebration assemblies ensure that worship is accessible and relevant, fostering spiritual growth and a shared sense of community. h) RE is taught weekly in all year groups, incorporating the new Primary Syllabus for RE 2024 within the Southwark Diocese 2016 Primary Syllabus. Planning maintains a two-thirds focus on Christianity and one-third on other world faiths. Lessons are designed around the key skills of Investigation, Reflection, Empathy, and Evaluation. This structure ensures pupils develop a secure knowledge of Christianity alongside respectful understanding of other beliefs, fulfilling both statutory and Church school requirements. The updated syllabus provides fresh, relevant content and strengthens progression across the school. i) The school maintains a close working relationship with the Southwark Diocesan Board of Education, accessing professional development, curriculum guidance, and SIAMS preparation support. This partnership strengthens the theological foundation of the school's work and supports leaders in ensuring that vision and practice are consistently aligned. j) St Luke's Church is a key partner, with clergy regularly leading worship, supporting RE and contributing to pastoral care. Pupils attend church services for key Christian festivals, strengthening their understanding of Anglican tradition. The relationship extends into community service and shared mission, embodying the vision's call to live a life controlled by love.
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How then shall we live?

Inspection Question (IQ)	Impact of provision and sources of evidence
IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? a) How is the Christian vision expressed? For example, 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 / Diocese resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	a) The vision "High expectations, by all, for all, reflecting the example of Jesus" is rooted in Ephesians 5:1–2 and expressed through the school's character virtues. These virtues are faithful to Fruit of the Spirit values and are explicitly taught, modelled, and celebrated in all areas of school life. They are embedded in policies, behaviour expectations, curriculum design, and collective worship themes. Visual displays, newsletters, and the school website ensure the vision is communicated clearly to the whole community. b) Leaders embed the Christian vision at the heart of the school improvement plan, ensuring all strategic priorities reflect and advance this vision. Recruitment, induction, and ongoing professional development consistently reinforce expectations that staff embody the vision in their daily practice. Pastoral support, including targeted interventions such as ELSA provision, fosters emotional wellbeing rooted in the biblical imperative to live a life guided by love. Pupils are empowered through leadership opportunities—such as the School Council—that model the vision's core values. Strong partnerships with St Luke's Church, the Diocese and the local community facilitate practical expressions of the vision through service, outreach, and collaborative projects. c) Leaders gauge the impact of the vision through regular surveys of pupils, parents and staff, which consistently demonstrate high levels of safety, inclusion, and wellbeing. Academic data, including outcomes and progress measures (click here), reveal strong attainment across the curriculum, with particular attention to the progress of disadvantaged and SEND pupils. Monitoring of worship, Religious Education and behaviour confirms clear alignment with the school's vision and values. Case studies of individual pupils provide evidence of growth in personal development, resilience and moral decision-making. Furthermore, the school community's active participation in charitable initiatives, environmental stewardship and advocacy highlights the tangible, practical influence of the vision in everyday life.

	d) Although St Luke's is a maintained foundation school, the vision aligns closely with the Southwark Diocesan Board of Education's mission to promote educational excellence, build community, and enable all to experience life in all its fullness (John 10:10). This shared theological foundation ensures that diocesan guidance, training, and resources directly strengthen the school's ability to live out its Ephesians 5:1–2 vision, enhancing both academic and spiritual flourishing.
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 / Diocese enhance the school's curriculum? Quotes from Ofsted <i>The school curriculum is ambitious and well designed. Most subject leaders have strong subject knowledge. This helps them plan the curriculum well. Leaders sequence subject content effectively from the early years to Year 6. This means pupils build knowledge based on what they learned previously.</i> <i>Pupils with special educational needs and/or disabilities are well supported. They learn alongside their peers. Leaders</i>	a) The Christian vision informs the curriculum by ensuring that teaching and learning foster holistic development—intellectual, spiritual, moral, social, and cultural—reflecting the belief that every child is created in the image of God and called to flourish. The curriculum is designed to nurture curiosity, creativity, and a sense of purpose grounded in Christian values such as compassion, justice, and stewardship. Extra-curricular activities complement this by offering opportunities for pupils to develop leadership, service, and community engagement reflecting the school's vision to serve and love others. b) Spiritual development is woven throughout the curriculum via explicit and implicit opportunities for reflection, wonder, and exploration of meaning and purpose. Religious Education provides a dedicated space for understanding Christian theology alongside other faiths, encouraging respect and open-mindedness. Across subjects, teachers integrate themes such as awe, gratitude, forgiveness and moral decision-making. Collective worship, prayer and moments of stillness punctuate the school day, allowing pupils to engage with spiritual questions and develop a personal faith journey, consistent with the school's Christian ethos. c) Leaders evaluate the curriculum's impact through a range of evidence including pupil outcomes, progress data and qualitative feedback. Regular assessment and monitoring demonstrate pupils' academic achievement alongside their personal, social, and spiritual growth. Pupil voice forums, parent surveys and staff reflections provide insight into engagement, motivation and wellbeing. Monitoring of RE, collective worship and extra-curricular participation shows alignment with the school's vision and confirms that pupils are developing into confident, compassionate individuals prepared to contribute positively to society.

<i>work effectively with a range of external professionals to provide additional tailored support where necessary.</i> <i>Pupils behave well in lessons and in the playground. Pupils know the school's expectations and generally follow the rules. Teachers address low-level disruption in lessons so that there is minimal impact on learning. The praise, encouragement and rewards pupils receive help to motivate them to do their best.</i> <i>The school is alive with wider curriculum activity before school, after school and at lunchtimes, such as skipping and gymnastics. Pupils enjoy the wide range of opportunities on offer. They talk proudly about the number of clubs they attend and different experiences they gain.</i>	d) The Christian vision commits the school to valuing and supporting every child as uniquely loved by God, which drives a culture of high expectations and personalised support for vulnerable and disadvantaged pupils. The curriculum is adapted to meet individual needs, ensuring accessibility and inclusion. Pastoral care and targeted interventions reflect the biblical call to compassion and justice, addressing barriers to learning and promoting resilience. Pupils are encouraged to build self-worth and a sense of belonging through nurturing relationships, spiritual nurture and leadership opportunities that affirm their value and potential. e) Being part of Southwark Diocesan provides access to a wider network of expertise, resources, and collaborative professional development that strengthens curriculum quality and consistency. The Diocese's shared Christian vision fosters a collective commitment to excellence and flourishing for all pupils. Cross-school partnerships enable sharing of best practice, enrichment opportunities and joint initiatives that broaden pupils' learning experiences. The school remains focused on its vision while benefitting from the Diocese's strategic guidance and community.
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?	a) The school's Christian vision, deeply rooted in Anglican and Methodist traditions, provides the theological framework for worship and spiritual life. Worship reflects core Anglican practices such as liturgy, prayer, and hymnody, alongside Methodist emphases on personal faith and social holiness. This foundation shapes a rhythm of collective worship that balances reverence, celebration, reflection, and community participation. Spirituality is nurtured through these traditions, encouraging pupils and adults to explore their relationship with God, experience grace and embody values such as love, forgiveness and service. Click here for more information. b) Partnerships with the Diocesan Board of Education (DBE), Methodist Academy Schools Trust (MAST), and local parish churches enrich the school's worship and spiritual life by providing resources, training and shared vision rooted in the Christian faith. These relationships offer access to experienced clergy, worship leaders and spiritual mentors who support the development of meaningful worship experiences. Joint events, such as diocesan celebrations or parish services, connect pupils and staff with the wider church community, reinforcing a sense of belonging and shared faith journey.

e) How does the trust / Diocese contribute to and enhance the school's worship and spiritual life?	c) Worship at the school is carefully designed to be inclusive—welcoming pupils and adults from all backgrounds and faith journeys—and invitational, encouraging personal engagement and spiritual exploration without pressure. It incorporates a variety of styles and formats to meet diverse needs, including traditional liturgy, contemporary worship, storytelling and reflective silence. Worship themes inspire pupils to live out Christian values in their daily lives, fostering awe, gratitude, and a commitment to justice and kindness. Singing is a key component of Collective Worship with hymns linked to the theme of the Worship, allowing further immersion in the theme and message of the Worship. Pupils are actively involved as leaders and contributors, deepening their connection and ownership of the worship life. Click here to see examples of our Worship Round-Ups, which provide an overview of the themes we explore during worship each week and highlight some of the resources we use with the children. d) Pupils and adults understand spirituality as a personal and communal journey of seeking meaning, connection, and purpose, grounded in a relationship with God and reflected in Christian values. This understanding embraces questions of identity, morality, and transcendence beyond the material world. It enriches collective worship by fostering openness, depth, and authenticity, allowing space for individual reflection and shared experience. Spiritual development is supported through opportunities for prayer, meditation, creative expression, and dialogue, enabling growth in faith, empathy, and resilience. e) The Diocese provides professional development that strengthen the school's worship and spiritual life. They facilitate access to theological training for staff, promoting consistent excellence and innovation. The Diocese supports the embedding of the Christian vision, ensuring worship remains central to school life.
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?	a) The school's Christian vision, founded on the belief that every person is created in the image of God and loved unconditionally, fosters a culture of inclusion, dignity and equity. This vision inspires respect for diversity and a commitment to justice, ensuring that all members of the community—pupils, staff, and families—are valued and supported. It shapes attitudes and behaviours, encouraging kindness, forgiveness, and empathy, which underpin positive relationships and enable everyone to live well together in a welcoming, safe, and respectful environment.

- c) How is enabling good mental health for all central to the school's work?
- d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?
- e) How does the trust / Diocese contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

Quotes from Ofsted

- *The arrangements for safeguarding are effective. All staff receive training so that they know how to identify that a pupil may need help and support. Staff know and use the systems in the school to raise any concerns with leaders. Leaders work with different external organisations to provide help for pupils and families.*

- b) School policies and practices promote wellbeing through clear safeguarding measures, anti-bullying protocols and inclusive behaviour frameworks that prioritise respect and emotional safety. Pastoral care systems, including mental health support and targeted interventions, are embedded to respond proactively to individual needs. Staff wellbeing is also supported through a thorough Staff Wellbeing Package offering professional development, workload management and a culture of mutual support. These policies ensure a holistic approach to wellbeing that nurtures physical, emotional, and spiritual health.
- c) Mental health is prioritised as fundamental to learning and flourishing. The school integrates mental health awareness into the curriculum, provides access to trained staff such as ELSAs and counsellors (MHST) and promotes a whole-school culture of openness and support. Early identification and intervention systems enable timely support for pupils and staff, while wellbeing activities, mindfulness, and resilience-building are actively encouraged. This commitment reflects the Christian imperative to care for the whole person and nurture peace and wholeness.
- d) The school employs personalised interventions tailored to individual needs. Strong relationships between staff, pupils, and families ensure timely support and advocacy. By providing a skilled SENDCo, teachers are confident to provide extra support for disadvantaged children who need extra care, support or time. It also means that progress is very closely monitored and support is individually tailored to meet children's needs. Spiritual nurture is provided through prayer, reflection, and pastoral conversations that offer comfort and hope. Additionally, practical support, including access to external agencies and community resources, ensures vulnerable individuals receive comprehensive care that addresses emotional, social, and academic challenges.
- e) The Diocese provides a framework of guidance, and professional development that promotes best practice across its schools. It facilitates collaboration and resource sharing to address diverse needs effectively and ensures compliance with statutory safeguarding and equality legislation. Through strategic oversight and pastoral support networks, the trust helps maintain a consistent, high standard of care and respect, reinforcing the Christian ethos of dignity and love for all within every school community.

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 / Diocese make a positive impact on the culture of the school?	a) The Christian vision, rooted in the belief that all are made in God's image and called to love one another, nurtures a community where individual freedom and rights are respected alongside a strong sense of responsibility for others. It encourages pupils and adults to exercise their freedoms thoughtfully and ethically, recognising that true flourishing depends on mutual respect, empathy and care. This vision fosters relationships characterised by trust, forgiveness, and accountability, balancing personal dignity with the common good. b) The school's culture, shaped by Christian values of justice and compassion, inspires pupils to stand up for what is right and to speak out on behalf of others, especially the vulnerable and marginalised. Through curriculum, worship and extra-curricular activities, pupils explore ethical issues and are empowered to take action locally and globally. This encouragement to courageous advocacy equips pupils with the moral framework and confidence to make informed, ethical choices and to contribute meaningfully as agents of positive change. Click here for more information on Courageous Advocacy at St Luke's. c) Key partnerships include those with the local parish churches, the Diocese, community organisations, and other schools within the trust. These relationships embody the Christian call to community and service, providing mutual support, shared resources and opportunities for collective worship, outreach, and learning. They enrich the spiritual and social life of the school community and extend its impact beyond the school gates, fostering a network where all parties benefit from collaboration, encouragement and shared mission. d) The Diocese helps to shape and sustain a culture grounded in the Christian vision by providing strategic leadership, resources and spiritual guidance. They support the school in maintaining our distinct Christian character while promoting inclusive, respectful and values-driven environment. The Diocese helps to embed shared values that influence daily life, decision-making and relationships across the school 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) School and trust leaders prioritise Religious Education (RE) by embedding it explicitly within the school's curriculum framework and development plans, recognising its central role in a Church school's distinctive character. RE is scheduled regularly and given appropriate time allocations across all key stages, ensuring continuity and progression. Leaders champion RE through clear communication of its importance to staff, pupils and parents, and by celebrating

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 / Diocese leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?	RE achievements and events. The prominence of RE is also reflected in resource allocation and its integration with the school's Christian vision and collective worship. b) Leaders ensure that the RE curriculum is thoughtfully designed to be both academically rigorous and spiritually enriching. It follows a coherent sequence that builds knowledge, skills, and understanding progressively across key stages. The curriculum content is carefully selected to provide accurate and respectful teaching about Christianity alongside other world faiths and beliefs, reflecting the diversity of the school community and wider society. Regular curriculum reviews and benchmarking against diocesan frameworks and national guidelines ensure that RE remains relevant and balanced, meeting the needs and interests of all pupils. c) Leaders secure appropriate funding and resources for RE, including high-quality teaching materials, access to digital tools and opportunities for visits to places of worship. They foster a culture of continuous professional development by providing staff with training that deepens theological knowledge, pedagogical skills, and confidence in delivering the RE curriculum. The Diocese support enables access to specialist advisors and collaborative networks. The impact of professional development is monitored through lesson observations, pupil outcomes and feedback to ensure teaching remains engaging, effective and faithful to the school's Christian ethos.
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?	a) The RE curriculum is effective in fulfilling the Church of England's Statement of Entitlement by providing all pupils with high-quality, inclusive, and rigorous religious education that deepens their understanding of Christianity and other world faiths. The quality of teaching in Religious Education is consistently strong, characterised by knowledgeable and enthusiastic teachers who create engaging, inclusive and reflective learning environments. Lessons employ a range of effective pedagogical approaches—including discussion, enquiry, storytelling and creative activities—that cater to diverse learning styles. Teachers skilfully balance academic rigor with spiritual exploration, enabling pupils to develop both knowledge and personal meaning. High expectations and supportive feedback foster pupil confidence and curiosity. b) Pupils make good to outstanding progress across all key stages, benefiting from a carefully planned curriculum that builds knowledge, understanding, and skills in a logical sequence. The balanced approach ensures that pupils gain a deep understanding of Christianity as well as other world faiths and perspectives, enabling them to think critically and empathetically.

	Progress is evident in pupils' ability to articulate informed responses to theological and ethical questions, demonstrate respect for diversity and reflect on their own beliefs and values. c) Assessment in RE is purposeful and varied, including formative techniques such as questioning, discussion, and peer feedback, alongside summative assessments aligned to clear learning objectives. Assessment outcomes guide teachers in identifying pupil strengths and areas for development, allowing for timely intervention and tailored support. Assessment also informs curriculum review and staff development, contributing to ongoing improvements in teaching and learning.
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