

Monitoring form for Christian Distinctiveness



For the use of Governors

Date of monitoring activity	12/02/24
Names of governors/staff involved (as appropriate)	<u>Martin Wynn</u>
Which SIAMS IQ (Inspection Question) does this monitoring activity link to?	IQ3

School's distinctive Christian vision

Loddington Primary is a family community where everyone is nurtured and truly valued. We strive to ensure that all our children enjoy school in our happy, welcoming environment. Through our engaging curriculum and placing Christian Values at the heart of what we do, we hope to inspire children to become confident and caring individuals who live life in all its fullness.

Jesus said, "I have come that they may have life, and have it in all its fullness."

John 10:10

We aspire for our children to become responsible, confident and creative members of our school community, whereby they flourish - reaching their full potential. Staff have high ambitions for all children, and children thrive from our secure and caring community. As an inclusive school, we work in partnership with our local community, parents, and our local churches - living out our Christian values every day. The solid foundation we set, alongside real-world experiences, prepares our children to become role-model citizens.

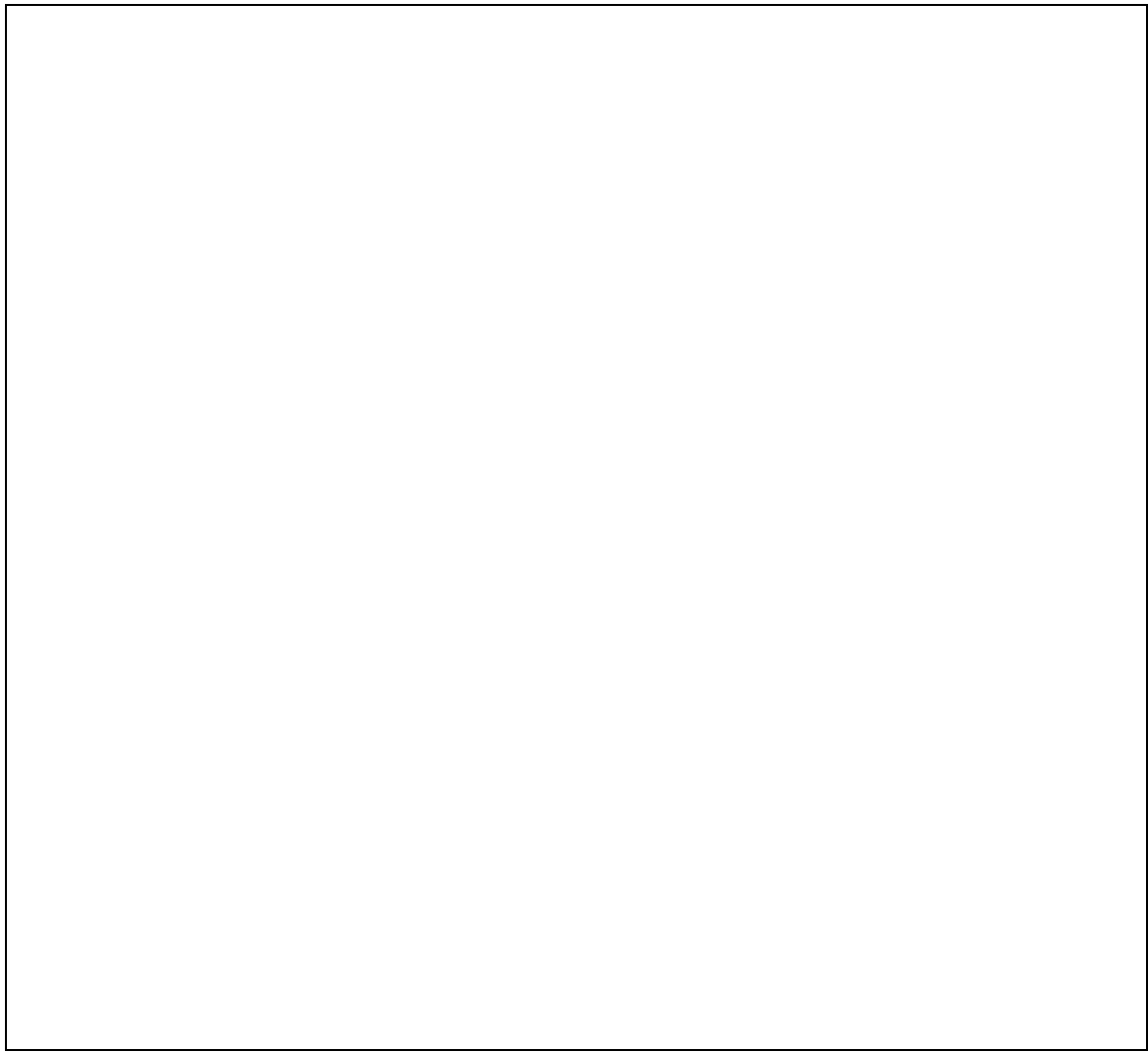
Note: All monitoring should be done in the light of the school's distinctive Christian vision. Keep this in mind throughout the monitoring activity.

Monitoring notes

Please refer to the SIAMS Framework (2023) and the Guide to Governor Monitoring. Remember that SIAMS is about impact so try to focus on IMPACT of provision, rather than the provision itself.

- Daily timetabled activities, all of which relate back to the term theme (e.g. respect) ensure that values are constantly reaffirmed
- This was clear with every student knowing not just the core value, but the meaning behind this.
- Variety of activities on different days ensure that all children/learner types are catered for e.g. small group sessions, all school sessions, sessions where children listen, sessions where children converse, sessions where they sing etc.

- This means that no child is left behind and all will find a point of connection through collective worship.
- Particularly impressive was the use of the PPP. This is weekly presentation collateral available to the school through a subscription, which relates current events to Christian values. It is provided for two key stages/age ranges. The teachers then take a subset of the content from the larger deck. It is a great way of making the teachings relevant to the children and the world around them.
- The certain amount of ceremony around the lighting of the candles and intro/outro music helped the children to differentiate between the start and the end of the all-school session, and made the in-between parts feel special and significant.
- Touchpoints with the clergy 3 days out of every two weeks, with two very engaging presenters!
- All children were able to give parables, hymns and talk excitedly about the current core value (respect)



Sources of evidence e.g. pupil voice, discussion with head teacher

1. Meeting with headteacher
2. Meeting with pupils
3. Attended collective worship session (12/02/24)

Evaluation from monitoring activity (Continue on an additional sheet if necessary)

Are there any issues you want to raise with the head teacher or other senior leaders?

Are there any issues you want to refer to the FGB or its equivalent?

How does the evidence suggest the school is fulfilling its Christian vision? Try to give some examples. No more than 3 or 4 points.

1. Continue to use the 'PPP' resource. this brings Christian values into current events without adding significant work upon the teaching team. That content would take a lot of time to curate to such a high standard.

2.

3.