

# 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.
- 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.



- Leaders might choose to have a separate summary of the school's ongoing self-evaluation available for the SIAMS inspector. There is no expectation that this happens.
- Self-evaluation templates are available on the [SIAMS section of the National Society for Education website](#)



## School's Theologically Rooted Christian Vision

Our school vision was thoughtfully developed through collaboration among staff, governors, senior leaders, the Diocese, and our church. Together, we chose the following passage:

**“Be a light for other people, so that they will see God in the good things you do.” – Matthew 5:16**

Matthew Chapter 5 opens Jesus' Sermon on the Mount, reminding us that God is the ultimate *light of the world*. As image-bearers of God, our children also carry that light within them through their gifts, their character, and their actions. Our school embraces this deeply. We provide an environment where every child's unique talents can shine, where their individuality is celebrated, and where they learn that who they are and what they do can illuminate goodness for others.

We believe each child has been blessed with their own skills, strengths and interests. By recognising and nurturing these, we enable them to shine in ways that are meaningful and authentic. Children who excel in reading, writing, maths or problem-solving shine by helping others, contributing ideas and modelling perseverance. Those with strengths in sport, movement, construction or hands-on activities shine in leadership roles, teamwork and commitment. Whether it's cross country, gardening, building, Forest School or supporting events, they show goodness through action and service. Some children shine in reflection, questioning, or deep thinking about faith. Their insights enrich collective worship and discussion, helping the school community grow spiritually. By nurturing the full range of children's talents, they learn: that shining isn't about being the best, but about using who they are to help others and that flourishing means becoming the person God intended them to be.

Jesus encourages us all to shine our light brightly before the world which we understand to signify showing kindness, love, and good deeds to others, just as Jesus did. Our actions can reflect the goodness of God, and when we do good, others may notice and turn their hearts towards Him.

◇ **“Let your light shine before others...”**

This means live in a way that reflects God's truth, love, and goodness. Your "light" is the visible expression of your faith — your actions, your integrity, your kindness.

◇ **“...so that they may see God in your good works...”**



The “good works” are the things you do out of love, compassion, justice, and integrity — acts of mercy, honesty, and service. These aren’t for self-promotion but are meant to reveal God’s character.

## Inspection Conversations: Context

### Context 1: Who are we?

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

- a. Is the school a Church of England, Methodist or joint denomination school?
- b. Is the school voluntary controlled or formerly voluntary controlled; voluntary aided or former voluntary aided; or does it have another designation
- c. If a former voluntary controlled school, does it, as an academy, provide denominational education?
- d. What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- e. Is the school an academy or a maintained school? Is the school part of a federation?
- f. How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally?

- Bakewell CE Infant School is a very small, long established CE Infant school with 36 on role. Our voluntary controlled school has served the community in the market town of Bakewell since 1848, 22 years before compulsory state education. Set-up to provide a better life for the children of Bakewell, it started as a boy’s school before later becoming a mixed primary.
- Bakewell CE Infants works in close alignment with Bakewell Methodist Academy Junior School to which most of our children transfer.
- Our school is part of Derby Diocesan Academy Trust (DDAT) who provide strong support.
- Our school works in partnership with four local DDAT schools who make up the Matlock and Dales Primary Partnership. This enables our children, parents, staff and community to access equitable and enhanced opportunities, supporting the DBE’s vision of Transform – Build – Grow. The children benefit from shared sporting events, trips (pantomime, farm, Crich Tramway, Space Centre) and visits from guest speakers. The staff collaborate on a shared curriculum and subject leadership,



- g. 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?
- h. What church and DBE/MAST partnerships does the school have?
- i. Does the school have any other links or partnerships?

working together during staff training enabling an aligned approach and shared training opportunities.

- Our Headteacher: Mrs. Cath Lee was appointed in January 2026 (this is an interim role following the Head of School leaving at Christmas)
- An Executive Headteacher: Mr. Ben O'Connell (a former SIAMS inspector and serving Ofsted inspector) works across the partnership also supports the school
- The children who attend Bakewell CE Infant school are mainly of White British Heritage. Both the proportion of SEND pupils (19%) and the proportion of disadvantaged pupils is above the national average with 36% of the current cohort (January 2026) in receipt of government funding.
- Our children join Bakewell CE Infant School in the Early Years Foundation Stage broadly in line with expected developmental levels. However, oracy and early language remain significant areas where many pupils require additional support. Some children enter school finding communication difficult, which can disadvantage them when forming friendships and socialising with their peers, often leading to lower self-esteem.
- To address these needs, staff receive regular training and support from our Inclusion Team across the partnership. This includes access to Nurture, Positive Play, and ELSA interventions to ensure that children receive targeted, high-quality support.



	<ul style="list-style-type: none"><li>• Our newly appointed Family Support Worker is making close links with the families and community to provide additional holistic support. with high quality nurture provision.</li><li>• Bakewell Infant School has very close links with the local church in Bakewell. The school community has benefited from many years of support and knowledge from the long-standing incumbent, Canon Tony Kaunhoven. The church is currently interregnum however church links continue to be prioritised, and regular visits have been maintained.</li><li>• Bakewell CE Infants has close and established links with the DBE. The school continues to benefit from the partnership agreement, with staff benefiting from regular attendance at the planned suite of briefings (RE, CW and the monthly Heads' briefings). As a result, leaders are supporting the introduction of the revised RE syllabus.</li><li>• School leaders attended the Heads Conference at Swanick in June 2025 with training being used to further strengthen and shape our inclusive offer, particularly around those most vulnerable children and how they flourish and thrive in school. Leaders have used this to plan our inclusive offer ensuring that daily timetables offer the chance for all children to thrive, achieve, belong and shine.</li></ul> <p>We also have close connections with the MAST team who regularly lead worship and Open the Book group in Bakewell</p>
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	who plan and lead regular worships that are rooted in the Christian faith.
<p>Context 2: What are we doing here?</p> <p><i>(This information enables inspectors 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 contributes to the judgements that the inspector makes.)</i></p> <ul style="list-style-type: none"><li>a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</li><li>b. How is the school's vision a clearly articulated, theologically rooted Christian vision? How is the trust's vision resonating with this?</li><li>b. 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?</li><li>c. Why have school leaders decided to be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school?</li><li>d. 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?</li></ul>	<ul style="list-style-type: none"><li>• Our vision dovetails with the schools within the Matlock and Dales Primary Partnership so that all the children and families in all 5 schools flourish as church schools, working to enact both the Church of England and the Trust's vision (of <i>life in all its fullness</i>).</li><li>• It is directly rooted in scripture (Matthew 5:16) and drives us to ensure all (children, parents, staff and the community) share their God given talents. It is our aim to enable everyone to shine and by being a light for others we are living in a way that reflects God's truth, love and goodness</li><li>• Our School Improvement Plan is driven by our Christian vision; it focuses on ensuring all children, parents and staff can be a light for others, to flourish and have the opportunity to shine no matter what their background. By working in tandem with partners, we ensure all of our children have access to a wide range of carefully chosen and considered activities including: regular sporting activities and enrichment opportunities.</li><li>• These include;<ul style="list-style-type: none"><li>✓ Attending regular Partnership Sporting events (Cross Country March 2026)</li><li>✓ Yearly Partnership pantomime trip (December)</li><li>✓ World Book Day events with the Junior School (Reading Café)</li></ul></li></ul>



- e. 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?
- f. What are the school's arrangements for collective worship? Why are these arrangements in place?
- g. How is religious education structured and organised? Why have these decisions been made?
- h. 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?
- i. 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?

✓ Church Events (Easter celebrations with the Juniors, Blessing of the quilt at Derby Cathedral)

Supporting others, celebrating their successes, and representing the school with kindness and determination all show the good our children do in action. These events strengthen fellowship across schools, modelling how our children can shine beyond their own community.

Church-based gatherings ground the school's life in Christian community. By celebrating together, children see and experience the message of Jesus as a shared expression of hope, reflection and gratitude. These experiences strengthen spiritual development and emphasise how acts of goodness—big or small—reflect God's love.

- Our staff also benefit from working alongside colleagues in other settings; moderating work, curriculum planning and shared training, ensuring our smaller body of staff are part of a wider community of strength and we flourish together.
- In exploring our Christian foundation, we understand that our school was established to enable our children to learn, grow and be educated so that they can flourish as morally developed young people ready for the challenges in the next stage of life.
- We shape our provision so that all barriers (such as our small size, our geographical isolation, our higher-than-average levels of disadvantage) are removed whilst our opportunities are maximized (such as our understanding of



	<p>every child and family, our staff and how we can contribute to the town).</p> <ul style="list-style-type: none"><li>• Consequently, the children, families and staff at Bakewell CE Infant School shine:<ul style="list-style-type: none"><li>✓ Attendance is within the top 20% nationally (bar a sole outlier);</li><li>✓ Attainment across all aspects of the curriculum including phonics remains strong,</li><li>✓ We have no exclusions; children learn in calm and settled environments;</li><li>✓ We have an active and supportive PTFA who meet and plan regularly</li><li>✓ The school visits the church termly to hold celebration events and these are well-attended by our families and members of the community</li><li>✓ Our own Inclusion Team ensures all families are supported, enabling strong attendance, engagement and preventing an escalation in care levels.</li></ul></li></ul> <p>Bakewell CE Infants are committed to inclusive practice, our relational ethos which adapts and shapes provision to enable all to shine ensures pupils and their families to have a deep sense of belonging within their school community.</p>
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	<p>100% of families in our February 2026 parent survey stated that their child is: <i>'happy; does well at school and school supports their wider development.'</i></p>
	<p><b>Use of Sports Premium to fund additional PE sessions led by an external provider</b></p> <p>These sessions have enabled children with SEND—who may previously have found participation challenging—to shine. By ensuring all pupils feel included, valued and able to succeed, we demonstrate our vision in action: <i>enabling every child to let their light shine so others can see their strengths, courage and perseverance.</i> This inclusive approach reflects doing good for others by removing barriers and uplifting those who need it most.</p>
	<p><b>PE leaders supporting younger children</b></p> <p>Year 2 children taking on leadership roles embody the message of Matthew 5:16. Their willingness to guide, support and encourage younger children shows them <i>being a light for others</i>, modelling positive behaviour, responsibility and kindness. Their service to our school community demonstrates that through acts of helpfulness and leadership, others can see God reflected in their good works.</p>
	<p><b>'Heavy work' children leading community gardening projects</b></p>



	<p>Children who thrive through physical, purposeful activity are empowered to serve others by improving the school grounds and transforming the community allotment. Their contribution brings visible goodness to the environment and tangible benefit to the community. As they shine through meaningful contribution, they live out the vision: <i>their light—rooted in their unique strengths—becomes a blessing for others.</i></p>	
	<p><b>Tidy Teams caring for the school environment</b></p> <p>These teams ensure our shared spaces are clean, safe and welcoming, enabling everyone to flourish. Their daily acts of stewardship may seem small, but they have significant impact—reflecting the idea that shining one’s light often happens through quiet, consistent acts of goodness. Their care for the environment helps others to thrive and shows God’s love through responsible and thoughtful action.</p>	
<p>Inspection Questions (IQ): How then shall we live?</p> <p><i>(This information is central to the evidence-based judgements that the inspector makes. The sub questions are included to help ensure that the inspector and school leaders have enough evidence to answer the main IQs.)</i></p>		
<p>INSPECTION QUESTION (IQ)</p>	<p>IMPACT OF PROVISION AND SOURCES OF EVIDENCE</p>	
<p>IQ1 How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?</p>	<p><b>Provision</b></p>	<p><b>Impact</b></p>
	<p>Attendance: efforts of office and attendance team in encouraging regular attendance and prompt</p>	<p>Attendance continues to be around (96%) higher than the national average</p>



<p>a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>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?</p>	<p>arrival to school at the start of the day.</p> <p>Office staff telephone all parents by 9:30am if not at school and Headteacher also follows this with a home visit if necessary.</p> <p>The attendance policy is followed to send attendance letters to any pupils who are persistently absent or late.</p>	<p>Isolated examples of late arrivals/school refusal have been supported by the partnership Inclusion Team, who show grace resulting in significantly improved attendance.</p> <p>This means children are at school each day and on time. Pupils don't miss learning and sequences of learning can be reliably built upon day-by-day. Pupils have the best chance to shine when they are in school.</p>
	<p>Attainment:</p>	<p>Children learn to take care of themselves and for each other, this begins the moment they join the school. Consequently, children are well placed to achieve a Good Level of Development, ensuring a smooth transition into KS1.</p>



		Attainment over time is strong; typically, children do well from lower starting points in phonics, when leaving EYFS and Year 2.
	Behaviour: the vision underpins all of our own policies (such as our behaviour policy) and shapes the way that we operate and practice. It also acts as a source of aspiration and guidance.	Children and staff model positive behaviour (Safe, Ready, Kind) with clear expectations, boundaries and routines so all work in a safe and secure environment.  Children and adults look to see the 'light' in other others, modelling grace and forgiveness.  Advocates provide support for those who find behaviour for learning difficult so that there no suspensions.
	Contribution to school and the wider community: our children are increasingly proactive in their support for the local community such as singing and crafting with the elderly at	Parent and toddler group runs every Friday: this is well-attended (around 8 regular families) providing a base of support and nurture; enabling our young pre-school children to explore and play together



	<p>the community centre and visiting local care homes to sing songs.</p>	<p>and families connect and communicate.</p> <p>Visits to the community centre and local care homes—where pupils sing, share crafts, and spend time with elderly residents—bring joy, reduce isolation, and promote emotional wellbeing among older adults. Staff at these settings consistently report uplifted mood, increased social interaction, and appreciation for the children’s presence.</p> <p>School participation in the community such as at the Bakewell Carnival, Day of Dance Festival and Christmas tree festival. Participation in key local events ensures that the school is firmly embedded within the cultural life of the town.</p> <ul style="list-style-type: none"><li>✓ Children develop pride in belonging to a</li></ul>
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		<p>community with rich traditions.</p> <ul style="list-style-type: none"><li>✓ The school's contributions are visible, inclusive, and celebratory, demonstrating joy, creativity, and collaboration.</li><li>✓ Families and community members see the school's values in action, further strengthening trust and partnership.</li></ul>
	<p>Staff wellbeing: we have an 'open door' policy and staff well-being team to support colleagues professionally and personally.</p> <p>Flourishing together: staff are encouraged to eat together and take time together to break and pause in the day.</p>	<p>Staff surveys show that staff feel safe and supported within Bakewell and also across the partnership.</p> <p>Mental Health and Well-being team support in school and remotely and are reachable for any staff member. We promote an 'open door' policy and staff are able to talk and share openly.</p>



		<p>Most recent survey results have positive comments regarding well-being and work life balance.</p>
	<p>Vision: leaders and staff have established and embedded a clear, theologically rooted vision which is faithful to our Anglican foundation. This has been carefully undertaken, in consultation with the DBE, our local Church, our staff community as well as with the voice of our children.</p>	<p>Our children can articulate the vision in age-appropriate ways and understand how it shapes behaviour, relationships, learning, and daily life.</p> <p>As our vision is rooted in Christian theological teaching, pupils experience opportunities for <b>spiritual growth, deep thinking, and moral reflection</b>, supporting them to flourish as individuals and as part of a community.</p> <p>Children and staff are listened to and given time to share ideas and contribute to the vision and direction of the school. As such 'Worship' is a</p>



		<p>very warm and inspiring time where all the school flourishes together. No more so than on a Friday when we share stories of where 'good' has been done and examples of when people have shone their lights;</p> <ul style="list-style-type: none"> <li>✓ Shining Star awards from all staff</li> <li>✓ Light Jar chosen by all – read out by Worship Leaders (who has shone their light and how - staff often nominated by children)</li> </ul>				
<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p>	<table border="1"> <thead> <tr> <th data-bbox="1126 802 1579 858">Provision</th> <th data-bbox="1579 802 2020 858">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="1126 858 1579 1343"> <p><b>Broad and balanced curriculum: our curriculum has been revised and strengthened over the last two years to ensure it is broad, balanced and extends beyond the academic requirements of the EY Statutory Framework and the National Curriculum.</b></p> </td> <td data-bbox="1579 858 2020 1343"> <p>All children, in all year groups, enabled to explore their light and God given talents. A bespoke vocabulary curriculum within Early Years is enabling our children to better communicate and share their emotions and also start to explore a sense of who they are.</p> </td> </tr> </tbody> </table>	Provision	Impact	<p><b>Broad and balanced curriculum: our curriculum has been revised and strengthened over the last two years to ensure it is broad, balanced and extends beyond the academic requirements of the EY Statutory Framework and the National Curriculum.</b></p>	<p>All children, in all year groups, enabled to explore their light and God given talents. A bespoke vocabulary curriculum within Early Years is enabling our children to better communicate and share their emotions and also start to explore a sense of who they are.</p>	
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e) How does being part of the trust enhance the school's curriculum?

Life in all its fullness is realised through our ambitious and crafted curriculum that takes our little children beyond Bakewell through the inspirational characters that they will meet in the diverse range of texts used and the learning that they will encounter in KUW, history and Geography.

Our curriculum has been built on over several years and has been adapted and improved by a team of leaders working together from all our schools to ensure that our children can flourish and shine.

Attainment in all areas remains positive including for our disadvantaged children. Leaders rigorously track and monitor teaching and



		learning; our termly assessment ensures that we track progress across the year; swiftly identifying gaps or barriers to learning and working diligently to remove these through 'catch-up' and 'keep-up' programs or 'physical literacy'.
	<p>Inclusive: children with additional needs are well supported through adaptations made to their curriculum and environment. They are supported by the partnership inclusion team who monitor their progress, attendance, and emotional wellbeing. Inclusive practice is a visible expression of the school's Christian vision, where every child is recognised as 'a light for others'</p>	<p>Adapted teaching approaches, personalised scaffolding, and tailored environments ensure pupils with SEND can engage with the full breadth of the curriculum.</p> <p>Our oversight of progress, attendance, and emotional wellbeing ensures timely intervention, robust monitoring, and joined up thinking. This results in early identification, targeted support, and improved outcomes for vulnerable children.-up thinking. This results in early identification,</p>



		<p>targeted support, and improved outcomes for vulnerable</p> <p>Children feel seen, understood, and valued. This leads to increased confidence, better attendance, engagement in learning, improved relationships with peers and reduced incidents of unwanted behaviour.</p> <p>Through our work with our families and external partners (our February 2026 Compass Changing Lives Parents Workshop supporting emotional and mental health needs in children was attended by 100% of our SEND families) we ensure deep respect for the dignity of <b>each</b> individual child and their needs – all are God’s children</p>
	KUW and RE: a clear space provided so children can explore the faiths and beliefs	Through strong inclusive practice and rich opportunities to explore faiths, beliefs, and



	<p>of others, whilst also starting to explore their own views.</p>	<p>worldviews, pupils develop as confident, thoughtful, and compassionate learners. They flourish academically and emotionally, while growing in their understanding of themselves and others.</p> <p>This is part of our weekly curriculum and explorations through Picture News.</p>
	<p>Enrichment: our offer includes a range of considered and carefully chosen enrichment opportunities. All children, regardless of their circumstances, are enabled to take part in all planned opportunities, so all can explore and take part in increased opportunities.</p>	<p>Children access a wide variety of experiences that extend learning beyond the classroom, helping them make deeper connections across the curriculum and develop a richer understanding of the world.</p> <ul style="list-style-type: none"><li>✓ Trips to Pantomime</li><li>✓ Local visits</li><li>✓ Farm visit</li><li>✓ A rolling programme of 3-4 after school clubs (recorder, craft, Tai-Chi, soccer, dance etc.)</li><li>✓ Participating in Summer Carnival</li></ul>



		✓ Well-Dressing
	Engaging in new or challenging activities builds resilience, self-belief, and curiosity—characteristics essential to lifelong learning.	<p>All children can participate, and are able to discover and nurture strengths they may not have known they had, supporting a holistic view of achievement.</p> <p>Subsidised or fully funded participation ensures that enrichment is not dependent on family finances, meaning that opportunities are genuinely available to all.</p> <p>Inclusive participation reinforces pupils' dignity and worth, helping children feel valued and equal members of the school community.</p>
	Nurture: programmes that run in school include positive play, ELSA and Nurture.	Inclusive provision enables all children to have time to explore who they are and



	<p>These are led by our trained Inclusion team.</p>	<p>how they shine/see the shining in others.</p>
	<p>Spirituality: all children are given time during the day to pause, reflect and acknowledge their thoughts, themselves, others and something beyond themselves. This is called 'being in the now'</p>	<p>Regular reflective pauses help children recognise their emotions, respond with calmness, and understand themselves more deeply. This contributes to improved wellbeing and emotional regulation.</p> <p>As children reflect on others and the wider world, they become more attuned to different perspectives and show increased sensitivity and kindness in their relationships.</p> <p>'Being in the now' opens space for children to ponder big questions and notice beauty, awe, and mystery in daily life—central aspects of spiritual growth.</p>
<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p>	<p><b>Provision</b></p> <p>Collective Worship: Inclusive</p>	<p><b>Impact</b></p> <p>All children and adults take part in a daily, planned act of</p>



<p>a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c. In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>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?</p> <p>e. How does the trust contribute to and enhance the school's worship and spiritual life?</p>		<p><b>Collective Worship.</b> It is an important moment in the school day when all children and staff come together to pause, reflect, celebrate and enjoy time together.</p> <p>Children from all backgrounds and stages can think, discuss, learn and ask questions at their own level.</p> <p>Our Worship are a time for the children to consider something 'bigger' than themselves for example how we have been a light for others and what this means to us.</p>
	<p>Collective worship in our school is intentionally <b>invitational</b>, ensuring that every child and adult is offered the opportunity to engage meaningfully while retaining the freedom to choose how they participate.</p>	<p>Rooted in our Christian vision—<i>“Be a light for other people, so that they will see God in the good things you do”</i>—our approach ensures that worship is never enforced, but always open, warm and accessible to all.</p>



		<p>Daily worship takes place in our dedicated <b>Worship Room</b>, a calm and sacred space that signals the importance of gathering together. Children and staff are all <i>invited</i> into this shared spiritual experience, and each person is encouraged to participate at their own pace and within their own comfort level. This ensures that those of Christian faith, other faiths, or no faith can feel fully welcomed, respected and included.</p> <p>We offer a range of invitational opportunities, such as:</p> <ul style="list-style-type: none"><li>• <b>moments of stillness</b>, where children may choose to pray, reflect or simply be quiet</li><li>• <b>open prayers</b>, where children may contribute if they wish, or simply listen</li></ul>
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		<ul style="list-style-type: none"><li>• <b>songs and actions</b>, which children may join in with or observe</li><li>• <b>responses and liturgy</b> that children may opt to say or engage with in their own way</li><li>• <b>spaces for personal reflection</b>, allowing children to choose how they connect with the theme</li></ul>
	Collective Worship: Inspirational	<p>Children are inspired to ask big questions and think deeply about their own beliefs and the beliefs of others.</p> <p>We use our time together to explore, reflect and celebrate the light which others have shone celebrating all achievements and considering the impact of this.</p>



		<p>Our 'Reflection Trees' and 'Light jars' ensures the inspirational elements of Worship are lived out beyond and into the classroom and home. Children are given time to reflect and explore the value and our vision and these are shared every Monday.</p>
	Collective Worship policy	<p>Clear guide setting out our provision, ensuring practice is firmly embedded.</p> <p>Leaders access regular training, led by the DBE, which has resulted in a consistent approach, as set out in our policy.</p> <p>Collective Worship is well planned in conjunction with a partnership teacher who is a trained member of the clergy</p>



		which is then adapted by teachers to meet the needs of the children within each school. This enables all partnership schools to benefit from shared knowledge and experience of leading worship and enriches the school's worship program.
	Reflective areas	<p>Children and staff continue to consider and reflect upon themes outside of worship, resulting in improved relationships and choices.</p> <p>Children show a deep understanding and respect for our vision by the way in which they conduct themselves in school and in the community.</p> <p>Weekly contributions to our 'Reflection Trees' and 'Light Jars' are shared by the children in Worship. These underpin our vision and our 'values for life and reflection'</p>



		and enable the children to take their learning beyond Worship and into the classroom.
	Spirituality	<p>We also use the time together to reflect and consider values which are explored through biblical stories and teaching. Children and staff reflect on how these impact on our lives today.</p> <p>We also use our time together in collective worship to explore our spirituality and encourage children to have a deeper understanding of themselves and gain an appreciation of their place in the wider world. Our spirituality areas in each classroom also provide further opportunities to build on this beyond our time in collective worship.</p>



	<b>Trust and DBE impact and training</b>	<p>Leaders benefit from the Trust's Flourishing Schools network which provide regular training and opportunities to share ideas and practice.</p> <p>SSIO works closely with HT to review and reflect on the impact of our vision and how the children live this out.</p> <p>HT attends the DBE HT Briefings offering spiritual guidance and inspiration.</p>
	<b>Worship Leaders</b>	<p>Children are actively involved in shaping, leading and reflecting on our worships. The Worship Team help introduce worship times and act as leaders for choosing and awarding our weekly award for being a light for others, which links to our shared vision.</p> <p>Worship Leaders reinforce understanding of the vision</p>



		<p>from a child's perspective: seeing the 'light for others' in the deeds and contributions of their peers helps our children make sense of what our vision means for them.</p> <p>They lead and write prayers and invite and support others to do the same sharing their light and guiding peers strengthening their own resilience and self-confidence and that of the school community.</p>				
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b. How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c. How is enabling good mental health for all central to the school's work?</p>	<table border="1"> <thead> <tr> <th data-bbox="1135 906 1554 959">Provision</th> </tr> </thead> <tbody> <tr> <td data-bbox="1135 967 1554 1326"> <p>Curriculum design: curriculum design includes a range enrichment opportunity such as sports events and balanceability which enable our children to develop resilience and overcome challenges.</p> </td> </tr> </tbody> </table>	Provision	<p>Curriculum design: curriculum design includes a range enrichment opportunity such as sports events and balanceability which enable our children to develop resilience and overcome challenges.</p>	<table border="1"> <thead> <tr> <th data-bbox="1583 906 2018 959">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="1583 967 2018 1326"> <p>Feedback, both verbally and written, enables our children to understand how they can improve their work and high expectations from all teachers ensure children develop high aspirations.</p> </td> </tr> </tbody> </table>	Impact	<p>Feedback, both verbally and written, enables our children to understand how they can improve their work and high expectations from all teachers ensure children develop high aspirations.</p>
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- 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 contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

**Policies and Practice:** our policies are rooted in our vision of shining our lights for others throughout our community enabling the well-being of all ensuring that everyone can thrive.

Trust wide policies are adapted to reflect our vision and shared with our Governors; they reflect our unique setting.

**Policies rooted in our vision**—including behaviour, Early Years, safeguarding, SEND and staff wellbeing—create a culture of dignity, compassion, and mutual support. These consistently reinforce that every person is valued and able to thrive.

We use **relational and trauma-informed approaches**, prioritising understanding, empathy, and restoration. This has strengthened relationships, reduced behaviour incidents, and improved emotional regulation for pupils, particularly those with additional needs.

Staff wellbeing is actively supported through **clear workload expectations,**



		<p><b>protected time, and an open, supportive leadership culture.</b> As a result, staff morale and retention remain strong, and adults model the flourishing we promote for children.</p> <p>Our curriculum, worship, and pastoral systems develop <b>resilience, emotional literacy, and spiritual growth</b>, enabling pupils to understand their own worth and the importance of shining a light for others. Parents describe the school as a welcoming reflecting early help, partnership focused policies.</p> <p>Pupils feel safe, valued, and confident; families experience consistent compassion and support. Our Christian vision is clearly lived out through systems, relationships, and daily practice, resulting in a culture where the wellbeing of the whole community is enhanced.</p>
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	<p>Spirituality areas celebrating our school vision, are established across school so that all children have a quiet space in which they can think, reflect and pray. Each area is resourced in an age-appropriate manner, so that children have a way in which to record any of their thoughts and feelings.</p>	<p>We regularly take something from our Collective Worship into our spirituality area such as nominations for God's shining stars and story connections between our school values and our vision. The worship leaders, supported by the class teachers are responsible for leading the use of these things in the classroom. The presence of physical objects such as our school shining star or story resources, helps pupils remember the messages from worship time and continue to reflect on ways we can live out our vision in everyday ways in the classroom.</p> <p>These are within our classrooms and shared areas (hall, quiet spaces) supporting emotional regulation, they provide a calm, quiet space where children can pause,</p>



		<p>reflect, and manage their emotions.</p> <p>Encourages spiritual development: Offers opportunities for prayer and contemplation, fostering a deeper connection to the school's Christian ethos.</p>
	<p>Physical symbols to reinforce our school vision such as the shining star toy and book and lights.</p>	<p>Reinforces key messages: Tangible objects help children remember and internalise the values and themes from Collective Worship.</p> <p>Strengthens school identity: Symbols serve as visual reminders of the school's vision, creating a shared sense of purpose and belonging.</p>



	<p>Behaviour curriculum: our behaviour curriculum and reward system are directly linked to our school's vision and values.</p>	<p>Ensures consistency and fairness: A shared approach across staff creates a predictable and safe environment for all pupils.</p> <p>Encourages reflection and growth: Opportunities for reflection and fresh starts help children learn from mistakes without fear of judgment.</p> <p>Reduces behavioural incidents: A structured, values-led approach contributes to a calmer, more focused learning environment.</p> <p>The behaviour curriculum is used consistently by all staff and ensures all children are treated fairly and have opportunity for reflection and a fresh start. The impact of this has been fewer behaviour incidents and a calmer environment for staff and pupils.</p>
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	<p>Inclusive ethos: we pride ourselves on being inclusive and value and respect all members of the school community. It is our aim to ensure equity regardless of need so all pupils, staff and parents can flourish and feel cared for and respected.</p>	<p>Creates a sense of belonging: Children feel accepted and valued, regardless of background or need.</p> <p>Strengthens home-school partnerships: When families feel supported, children benefit from more consistent and effective support at home and in school.</p> <p>Staff, pupil and parent voice surveys are used effectively to monitor wellbeing within the school community and emerging needs are responded to quickly.</p> <p>Parents access and benefit from high quality support and training through the Inclusion team, and this offer has supported families as they transition to our neighboring junior school and other nearby primary schools.</p>



		<p>Families and children are well supported when needed through Early Help, the inclusion team, the school SENCo and through interventions and scaffolding and adaptations in lessons.</p> <p>Case Studies – at Bakewell Infants we strive to find ways in which our children are enabled to be included through additional responsibilities and access to enhanced opportunities:</p> <ul style="list-style-type: none"><li>✓ Use of Sports Premium to fund additional PE sessions led by external provider who has engaged children with SEND who have previously found it challenging to engage.</li><li>✓ PE leaders (notably children with SEMH needs) taking roles of responsibility in leading and supporting learning for our younger</li></ul>
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		<p>children; doing good for others in their contribution and leadership</p> <ul style="list-style-type: none"><li>✓ Children who thrive from 'heavy work' leading on community gardening projects to improve the school grounds and overhaul the community allotment giving a sense of achievement while also shining their light and doing good for others</li><li>✓ Tidy Teams and librarians (children who are disadvantaged or struggle socially) who ensure our environment is cared for and looked after so that all can thrive and shine;</li></ul> <p><i>1.2 The need for inclusive cultures in Church schools..calls for inclusive cultures in Church schools, where diversity in abilities is celebrated, SEND is not stigmatised, and communities learn to live well together. Schools are tasked with creating environments where pupils learn to understand and appreciate different abilities, where prejudice against SEND is actively challenged,</i></p>
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		<p><i>and where pupils are taught to live out values of respect, kindness, and justice. (Flourishing for All February 2026 (Part E)</i></p> <p>There are also free after school clubs to encourage pupils from all families to access to enrichment opportunities such as sports, languages and music.</p> <p>SSIO visit from Trust 20.1.26</p> <p><i>3. High Expectations and Inclusive Practice</i></p> <p><i>· All pupils—including those with SEND and disadvantages—access the same material with high expectations for all.</i></p>
	Values for Reflection	Discrete Christian values for reflection, ensure that our children are rewarded for



		positive choices and these choices are linked to the school vision of being a light for others.
	Well-being: there is a trust wellbeing policy which members of staff from within the partnership have contributed to.	<p>Within the school there is a Wellbeing Champion who arranges regular wellbeing lunch gatherings for all staff. There is also a mental health first aider in school and a Senior Mental Health leader.</p> <p>The mental health of our pupils is prioritised through active work in the curriculum, PSHE lessons and circle time.</p> <p>The use of physical resources such as worry monsters in the classrooms and the 'things I wish my teacher knew' box in each class ensures children have the opportunities to express their thoughts and worries whenever they want to.</p>



		<p>The impact of this is teachers know how pupils are feeling and can act swiftly to support where necessary and children report that they feel safe as a result of this.</p> <p>February 2026 parent survey cites 100% feel that their children are safe in school</p>



<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>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?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<table border="1"> <thead> <tr> <th data-bbox="1133 370 1568 424">Provision</th> <th data-bbox="1576 370 2020 424">Impact</th> </tr> </thead> <tbody> <tr> <td data-bbox="1133 430 1568 1342"> <p>Culture: staff of all levels are well trained and encourage our children to make positive choices in school that reflect the schools' values and vision.</p> </td> <td data-bbox="1576 430 2020 1342"> <p>Our rule for good behaviour is simple. 'Safe, Ready, Kind'. This is rooted in our Christian vision of pupils being a light – shining goodness. We work together as a family to support all to flourish and thrive. Our children are reminded to think beyond themselves and look to shine their lights through the good deeds they do and say at all times of the school day; in class, at lunchtime, on the playground and moving around school. Our reward systems recognise the 'good things they do.'</p> <p>Staff and parent surveys evidence that behaviour is good and well managed with any issues dealt with quickly</p> </td> </tr> </tbody> </table>	Provision	Impact	<p>Culture: staff of all levels are well trained and encourage our children to make positive choices in school that reflect the schools' values and vision.</p>	<p>Our rule for good behaviour is simple. 'Safe, Ready, Kind'. This is rooted in our Christian vision of pupils being a light – shining goodness. We work together as a family to support all to flourish and thrive. Our children are reminded to think beyond themselves and look to shine their lights through the good deeds they do and say at all times of the school day; in class, at lunchtime, on the playground and moving around school. Our reward systems recognise the 'good things they do.'</p> <p>Staff and parent surveys evidence that behaviour is good and well managed with any issues dealt with quickly</p>
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		and fairly by teachers and leaders.
	Inclusion team support	<p>Stronger family-school partnerships: Families feel supported and included, which enhances consistency between home and school environments.</p> <p>Early intervention: Challenges are identified and addressed quickly, reducing the risk of escalation and supporting long-term success.</p> <p>Increased engagement: Children are more likely to participate fully in school life when their emotional and social needs are met.</p> <p>Our Friday parents and toddler group 'Shining Stars' is led by the HT and provides a beacon of hope and much</p>



		<p>needed community hub for our community; families are encouraged to attend particularly those who are vulnerable or who have with young children that they are bringing without wider family support.</p> <p>Our leaders work with external services to encourage and support these families and offer a safe space to feel supported and belong.</p>
	<b>Mental health and wellbeing provision</b>	<p>Promotes belonging: Children and staff feel valued and included, which enhances emotional security and engagement.</p> <p>Improves outcomes: A mentally healthy environment supports better focus, behaviour, and academic achievement.</p>



	<p>Relationships:</p>	<p>Leaders actively seek to promote belonging, and positive mental health and wellbeing is prioritised amongst all members of the school community. As a small, established staff team, we are very close and everyone looks after each other. The school also benefits from a mental health first aider, trained senior mental health leader and a staff wellbeing champion who organises regular wellbeing lunches and catch ups for staff. The strong, supportive emphasis on mental health has a positive impact on staff productivity and contributes to ensuring an effective learning environment for both students and staff to flourish. Our Inclusion Team across the Matlock and Dales Primary Partnership also supports the mental health and well-being of all our children and families and</p>
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		parents are very positive about the high-quality support and training available to them through the Inclusion team.
	Wellbeing champion: our school has a well-being champion that works alongside colleagues in the MADPP to support staff within our school and in other settings	<p>This helps to boost morale and reduce stress, contributing to staff retention and job satisfaction.</p> <p>This results in early intervention with immediate support, which helps avoid escalation of issues. Ensures that policies and practices are embedded and responsive to the evolving needs of the school community.</p>
	Community Contributions: living out the Christian vision in real-world contexts deepens pupils' understanding of what it	The school has close links with the local church and within the local community. As part of our Christian vision the staff and children think about not only how we can be a light for others within



	<p>means to be a light for others. Children see the tangible difference they can make, which nurtures a sense of agency and social responsibility.</p>	<p>school but also how we can bring about change and support those who need it within the local community. We call this 'shining our lights' The children regularly enjoy helping the elderly and perhaps lonely members of the local community by attending events at the nearby community centre such as shared singing and dancing, craft making and making things for community events such as the Bakewell Carnival and Christmas Tree festival at the church.</p> <p>Our children are now beginning to look at other areas of responsibility in the community such as helping to keep the town clean with litter picking groups.</p>
<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of</p>	<p><b>Provision</b></p> <p>High quality RE resources and teaching: children and</p>	<p><b>Impact</b></p> <p>Quality RE teaching encourages children to ask</p>



<p>England's Statement of Entitlement for Religious Education)?</p> <ul style="list-style-type: none"><li>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?</li><li>b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</li><li>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?</li></ul>	<p><b>staff engage with carefully chosen resources which support the delivery and teaching of RE.</b></p>	<p>thoughtful questions, compare beliefs, and reflect on their own values and identity.</p> <p>Learning about faith in action (e.g. through figures like Greta Thunberg) motivates children to care for others and the world around them.</p> <p>Children begin to see themselves as agents of positive change, aligned with the school's Christian vision.</p> <p>RE teaching balances learning about theological ideas and religious texts with modern day communities, societies and cultures.</p> <p>SSIO visit 20.1.26 cited: 1. <i>Strong Curriculum Coverage &amp; Consistency</i> · <i>RE is taught weekly and given appropriate time, showing it is treated as a core subject.</i></p>
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		<ul style="list-style-type: none"><li>· <i>Both Year 1 and Year 2 receive the same content of learning, ensuring equity and coherence across the school.</i></li></ul> <p>SSIO visit from Trust 20.1.26</p> <p>2. Effective Pedagogical Approach</p> <ul style="list-style-type: none"><li>· <i>Teaching reflects the MADP protocol with clear revisiting of prior knowledge (e.g., 5 Pillars), demonstrating progression and increasing independence.</i></li><li>· <i>Adaptations are made when appropriate and used with “wisdom and insight”</i></li></ul>
	Community engagement opportunities	<p>Real-life service opportunities help children apply what they learn in RE and PSHE about compassion and community.</p> <p>This reinforces the Christian vision of caring for others and being a light in the world.</p>



		<p>Children support their local community with planned opportunities and our RE and PSHE curriculum. The children enjoy supporting the elderly and lonely in the community through attending events at the nearby Medway Centre and can relate this to our learning in RE about caring for others.</p>
	<p>Support and challenge:</p>	<p>The Trust and Governors visit the school to speak with leaders and the children to offer support and challenge.</p> <p>Children meet with Governors to talk about their learning and understanding of the vision and share their prayer books and knowledge of stories and their place in the world.</p>



		<p>Governors join the school for key events such as Christmas lunch and Worship showing support and shared understanding of the vision living through it to explore the shared 'good' and promote the light of the school within the community</p> <p>Leaders are challenged to continue to develop the curriculum with purposeful next steps and attend training: DBE HT briefings, Collective Worship Training and yearly DBE conference to enable them to grow as practitioners and better lead the vision and purpose of the school.</p>
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	<p>Trips and opportunities to experience diversity: time spent teaching other religions (50/50)</p>	<p>Through trips and hands-on experiences, children gain first-hand insight into the lives, traditions, and practices of others.</p> <p>Learning about diversity supports the promotion of British values such as mutual respect, individual liberty, and tolerance of those with different faiths and beliefs.</p> <p>Children learn about and from people who have faced adversity and overcome barriers to succeed in life and reach their goals. One child commented about how she felt inspired to take care of the world and God's creation after learning about the work of Greta Thunberg.</p> <p>Our children recognise and celebrate key festivals throughout the year and learn about how other cultures</p>
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	<p>practise their beliefs. As a result, children have an awareness of the importance of respecting other people's backgrounds, cultures and beliefs.</p> <p>We prioritise trips and resources to educate our children about the diversity of our school community; we build on the children's understanding of these religions using practical experiences where possible.</p>
<p>IQ7 What is the quality of religious education?</p> <p>a. What is the quality of teaching?</p> <p>b. How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c. How does assessment inform teaching and learning?</p>	

