



Cherry Hinton Church of England Voluntary Controlled Primary and Nursery School- SIAMS Summary SEF 2023-24

Our school has been judged an Outstanding Church school since 2011 and continues to be for the reasons below.

Inspection Q	Summary
<p>1 – How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?</p>	<ul style="list-style-type: none"> • ‘The spirit of the Lord is upon me... To proclaim the year of the Lord’s favour,... to give people a garland instead of ashes, the oil of gladness instead of mourning the mantle of praise instead of a faint spirit. They will be called oaks of righteousness, the planting of the Lord to display His glory’ (Isaiah 61.1-3). Our school logo reflects this vision, rooted in the words of Isaiah, and quoted by Jesus. We want children to flourish like oaks of righteousness – rooted in the school’s long standing values of Agape love, Courage and Thankfulness (ACT) which are ACT-ed out daily in all we do. Our school is about transformation – making life better, different than it would otherwise be. In this very welcoming, inclusive space every single diverse member is loved. And in response, children run through the school gate each morning excited to get going. • Leaders’ vision for the curriculum is broad, rich and far-reaching and rooted in serving all children to experience ‘life in all its fullness’ (after Jn 10:10). Regular trips out mean our large percentage of SEND and EAL pupils also have transformational experiences, ensuring they see the world outside the classroom and are helped to find their place in it. Daily collective worship and ‘the ACT ACTIVE mile’ and termly TREES MATTER visits to the park are also key to ensuring that roots are put down, and children’s and adults’ spiritual, physical, social and mental needs are met and nurtured in this place. • The SLT and Family Support Worker, as exemplars of ACT, give not only children but also parents excellent, empathetic support. The HT and FSW are on the gate everyday. There are regular opportunities for parents to come into school and a personalised procedure to welcome our new families from overseas, creating a very happy parent community who feel that any concerns are picked up early. • Feedback from parents, governors, local authority, diocese and recently Ofsted recognise the school’s lived vision and leadership, most importantly, the genuine, loving relationships between staff and pupils. ‘Pupils understand and live out the school’s values, ‘agape love, courage and thankfulness’. They show this through their kind acts and how they care for each other. Pupils are happy at school.’ OFSTED 2023
<p>2- How does the curriculum reflect the school’s theologically rooted Christian vision?</p>	<ul style="list-style-type: none"> • We respond to the questioning nature of the Jewish and Christian scriptures (‘What are you looking for?’ – Jesus’ first words in the gospel of John) by basing our curriculum, as much as possible around big questions. Topic work, our RE curriculum and our series of whole school ‘Big Questions’ all help our children to discover ‘what they are looking for’. As part of the call to ‘love our neighbour’ we emphasise the importance of listening to one another and to each pupil finding their own voice. Teachers and monitoring governors regularly solicit pupil feedback on work using that to guide curriculum development. ‘[Pupils] share their ideas willingly and consider the views of others. Pupils happily give their own opinions during class discussion. This creates a purposeful yet calm school environment for learning’ OFSTED 2023 • Our curriculum is unique to our children, reflecting their great diversity and the richness of learning opportunities in and around Cambridge. Trips out are a priority and every outing is linked back into the curriculum in some way. • The emphasis upon love in school means staff go the extra mile to get to know pupils, finding imaginative ways to support particular individuals to flourish to the extent that for example, some of our non-verbal children are able to explain what caring is. • We have an outstanding reputation for our loving inclusivity and regularly succeed in retaining children on reduced timetables and on managed moves because they feel loved and have their best experiences of school with us. We have a very high success rate with our ECHP applications, many of which we bid for with a view to pupils’ futures beyond our school so they arrive in their new secondary setting with funded support. • Varied extra-curricular opportunities are in place to ensure children have a good start to the school day with breakfast, parents are supported with after school care, and children have additional inspirational chances to participate in singing, instrumental music, art and sports clubs.

<p>3- How is collective worship enabling pupils and adults to flourish spiritually?</p>	<ul style="list-style-type: none"> ● 'Let us consider how to provoke one another to love and good deeds, not neglecting to meet together, as is the habit of some, but encouraging one another' (Hb 10:24-25) Daily collective worship for the whole school community is at the heart of our loving community. It is a reflective, questioning space and the variety of worship, from different leaders, helps pupils experience a range of ways they can learn to express their faith. ● Children are confident singers and there is obvious joy in this form of collective worship. Children feel prayer is a natural way of responding to daily life and many of all faiths use the dedicated prayer space. Their prayers are 'collected' up and presented to God by worship leaders. ● Class 'Thoughts from the Heart' books are a powerful way for children to ask deep questions about God, Creation and Jesus in a spontaneous, inquisitive manner inspired by collective worship and the wider curriculum and these are answered collectively in worship every Friday. ● Regular visits to the local parish church of St. Andrew's mean children have a sense of belonging to this sacred space and a rich understanding of it. ● Reflecting Genesis 1, our ACT ACTIVE and Trees Matter initiatives ensure all have opportunity to engage with nature with mind, body and soul.
<p>4- How does the school's theologically rooted vision create a culture in which pupils and adults are treated well?</p>	<ul style="list-style-type: none"> ● 'Blessed are the peacemakers, for they shall be called children of God' (Mt 5:9). Our faith-based vision helps us to deal exceptionally well with conflict. Our own Positive Behaviour reflection forms are completed with an adult and give the child a voice and ways to forgive and reconcile explicitly linked to ACT. Incidents of challenging behaviour are low. <i>Pupils say it is important to treat everyone equally. Bullying is rare. Pupils are confident that adults will sort out any concerns'. OFSTED 2023.</i> ● A keen group of trained Yr6 peer mediators support others at breaks to resolve issues, ensuring everyone is happy and included in the playground. ● We invest in a full time, well trained, highly experienced FSW, who is always available to support families in a range of ways e.g. parenting, attendance, or a child's self-esteem; her understanding of our families is even more crucial as she works with former pupils' children. ● Well-being support is constantly on hand with classroom SEAL spaces, prayer corners and a school SEAL room to provide quiet areas for reflection when things are difficult. Every nook and cranny, inside and outside the building has been purposed to promote well-being. ● An active, innovative staff well-being team led by a trained mental health first aid champion, coupled with an approachable SLT means that all staff flourish, are loved and supported when the challenges of life outside of school impact on their lives inside of school. ● Individual academic and values-based achievements are regularly celebrated in the weekly Gold Book and Sporting Hero awards and house points.
<p>5- How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<ul style="list-style-type: none"> ● Inspired by Revelation 7's vision of people from all nations around the heavenly throne, we deeply value each child in all their glorious diversity. ● Diversity Day provides opportunity for families to share their culture with others, growing mutual understanding of our neighbours in school; similarly parents enrich RE lessons by sharing how they practice their faith. The RSE curriculum is sensitively rolled out to take into account our school community through e.g. separate presentations for Nursery through to Yr6, resource sharing and time for parents' questions. ● Staff are inspired by the school vision to regularly provide pupils with genuine opportunities to significantly shape their environment, e.g. Cherry Carers organise whole school well-being events, Eco-warriors help shape the school environment and pupils are involved in staff recruitment. ● Staff ask pupils to reflect on their learning and behaviour in the context of our school vision and values, and listen to pupils 1:1 when they struggle. ● Staff listen to pupils' concerns and react to these so they can feel agents of change- we share our worries with each other about world events then do something about it- we write letters to politicians about deforestation and often fundraise; e.g. ACT ACTIVE for Ukraine raised over £1300
<p>6- Is the religious education curriculum effective?</p>	<ul style="list-style-type: none"> ● Our RE curriculum is a progressive journey through the core concepts of the main world religions, centred on questions and celebrations which help children engage through heart, head and body with religious ideas and practices. Regular Godly Play sessions and visits to a range of places of worship augment this work. Year group portfolios and individual progress books are powerful, revealing means of showcasing the rich, comprehensive outcomes and emerging worldviews of individuals gained through RE in our school. All of this is evidence of our highly effective approach to RE which goes beyond the minimum requirements and is indeed the core of the Cherry Hinton curriculum.

'Love God with heart, soul, mind and strength-and your neighbour as you love yourself' Matthew 22.37- 39
Our school values are Agape, Courage and Thankfulness (ACT) for Inquisitive thinkers; Inspired learners; Kind hearts

