



All Saints Church of England Primary School



# SIAMS

. All Saints' school Context-Who are we?

Formerly a VA school  
Since 2018 Primary Academy in the diocesan MAT.  
See MAT scheme of dele



# All Saints Church of England Primary School



New Headteacher joined in 2021

Ofsted October 2022

New staff team from 2023-2024  
with 3 new teachers joining.

New SLT from 2023-Deputy and  
SENCO

You can watch all about our  
school on our website.





- 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?





- All Saints' CE Primary School (formally VA) was originally built in 1869 for the education of the poor children of the parish of All Saints Church. It was rebuilt in 1974 as a First School and extended in 2011 to become a full primary school with pupils up to Year 6 from September 2012.



# All Saints Church of England Primary School



- There are high numbers of pupils in the school for whom English is not their first language, compared to nationals (the school has 53% against a national figure of 20.2% - 2023. Currently, there are 22 different languages spoken by our pupils.
- The school has taken 3 Afghan refugees and several Ukranian refugees in the last two years.



- There are more pupils from minority ethnic groups, at 68.5%, than white British. Compared with 36.1% nationally. This figure has grown rapidly during the last few years, from 13% in 2011 to current figures. *This means that the school is culturally enriched but linguistically deprived as most of our EAL families are first generation with parents who also struggle with the complexities of the English language.*



# All Saints Church of England Primary School



- 18% of pupils (36 pupils) are registered as having SEND. The school currently has 9 pupils with EHCPs with 2 pending)
- 23% FSM
- **The school sits in the top quintile for both SEND Support, mobility and EAL pupils.**



SIAMS inspection explores the question, "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?"

All Saints Church of England Primary School



**All Saints' Big Ideas Leadership Groups – 2023-2024**

No./Area	Staff	Children's Committee Areas	Ad. Association/Role	Year 2 Leaders
Challenge	Paul Burt Dale Morris	Liturgical Liturgians	Sharing the story of a meeting and the impact of it on us. Prayer and silence in a liturgical rich place. Prayer.	
Belief	Anna Innes	Music Explains and creates Bible Safety Ambassadors	Year 2: Organising/leading meetings and bible events. Trying to keep all Bible's a little more to come. To please. Considering for appropriate parking, meeting arrangements. Trying to create something special to bring. 2023-2024	
People	George Burt Rebecca Bannister	Walking Warriors	Being listening ears for children to share their worries on the playground. Big the Friendship benches. Be playground buddies. I sat on Art/Modeling of York's Trump. 2023-2024	
Place	Barbara Baker	Collective Worship Crew	Using a real 1st Collective Worship. Using great hymns, including prayers, etc. Progression work and so on.	
Belonging	Wendy Innes Teresa Danks	Global Friends and Planet Propagators	Year 2: Making all 2023/24 a working calendar and focus about what to do and what for our planet. Being encouraged and inspired for others. Supporting our children etc. Year 2: Keeping ECO-FRIENDLY projects high on the agenda of the school as we go to the end of the year 2024.	
Community	Louise Ordley	Playmakers Enterprise and creative competitions	Year 2: Being prepared in the playground. Being creative projects high on the agenda. Supporting helping the RPA work events.	

Children of opportunity for their own or the sake of others to be by writing an application letter to the school which will see they would like and the circumstances they have set out the role. They will be given a special chance their ability.





CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION

The Methodist Church

National Society Statutory Inspection of Anglican and Methodist Schools Report

**All Saints CEVA Primary School**

Vicarage Road  
Newmarket,  
Suffolk  
CB8 8JE

Previous SIAMS grade: Outstanding

Current Inspection grade: Outstanding

Diocese: St Edmundsbury & Ipswich

Local authority: Suffolk

Date of inspection: 27<sup>th</sup> June 2016

Date of last inspection: 19<sup>th</sup> July 2011

School's unique reference number: 124761

Headteacher: Jane Trampnow

Inspector's name and number: Stephen Cutts 495

**School context**

All Saints School is situated in the centre of Newmarket, a short walk from the church, museum and other places of interest. Originally founded in 1869 and rebuilt in 1974, it became a full primary school with pupils up to year six in September 2012. It now has 199 pupils. 39% have English as a second language. Since 2014 there have been a number of teaching staff changes, significantly a new head and new deputy head.

**The distinctiveness and effectiveness of Newmarket All Saints School as a Church of England school are outstanding.**

- The new head and deputy head lead and inspire an enthusiastic and dedicated team of staff, governors and parents, totally committed to raising standards and promoting strong Christian values.
- Religious education lessons are exciting and use lively enquiry methods to enable pupils to discover, compare and respect world religions. These include termly visits to different places of worship, role play and well-informed discussion.
- Excellent displays, including creative prayer and reflection stations, leave visitors in no doubt that this is a church school.

**Areas to improve**

- Further develop links with other faiths by welcoming visitors into school to talk about their beliefs, customs and festivals.
- Build on the success of the recent Day of Light by looking at different religious themes

# All Saints Church of England Primary School



Areas to improve 2016:

Further develop links with other faiths by welcoming visitors into school to talk about their beliefs, customs and festivals.

Based on success of the recent day of Light by looking at different religious themes to explore as a whole school family such as colours, food and symbols.



- **IQ1:** How does the school's theologically rooted Christian vision enable pupils and adults to flourish?





# Vision and Leadership

Our school motto



**At All Saints' we are 'Children of God'.**

**We wear our crowns with pride.**

**Together, we are Included, Involved and Inspired**

*Our school bible verse:*

*Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.*

*Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.*

*So I run with purpose in every step.*

*1 Corinthians 9: 24 -26*





## VISION STATEMENT

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*





*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*





*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*





# All Saints Church of England Primary School



# Our ethos and aims are outlined in staff

## 1.1 Historic Foundation

In October 1868, the Revd TR Govett arrived in Newmarket to take up the role of Vicar of All Saints Church. He found that there was no school in this part of the town, and he decided that this needed to change. Despite being told that he “could never accomplish the scheme he was taking in hand”, his “kind-hearted energy” inspired the whole community to work together. The Duke of Rutland gave “an excellent site adjacent to the Vicarage-grounds” and contributed generously, as did the Vicar himself and many other local people. All Saints’ National School was opened on November 18th 1869, just over a year after the Vicar’s arrival in the town.





# School prayer.

All Saints Church of England Primary School



Dear God We praise you for your love.

We thank you for All Saints' School .

Help us to include.

Give us love in our actions.

Help us to be involved .

Give us inquiring minds and open hearts.

Help us to be inspired .

Give us joy and interest in learning .

Help us together to build bridges not barriers.

Help us to know and express your love.

Help us to wear our crowns with pride. Amen





All Saints Church of England Primary School



# Song

## THE ALL SAINTS SONG



At All Saints we're children of God

Give a little bit more!

# School values.

Forgiveness

Hope

Perserverence

Friendship

Thankfulness

Courage

All Saints Church of England Primary School



Our Value for life is:-

## Forgiveness



Luke 11 v 4

Forgive us our sins, as we also  
forgive those who sin against  
us. And lead us not into  
temptation.



Peace  
Responsibility  
Trust  
Compassion  
Humility  
Wisdom

# humility

You lead humble people  
to do what is right  
and to stay on your path.

PSALM 25:9

Contemporary English Version

## Moses




Our Values




This years values:  
Respect and reverence  
Truth  
Service  
Generosity  
Creativity  
Justice

**respect  
and reverence**

Love each other as brothers and sisters and honour others more than you do yourself.  
ROMANS 12:10  
Contemporary English Version



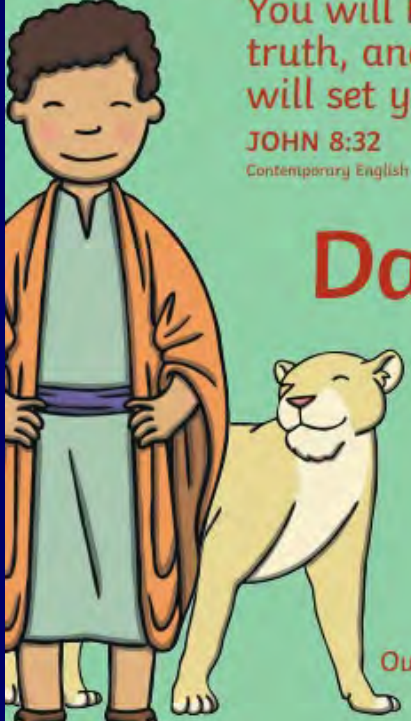
**Abraham**




Our Values

**truth**

You will know the truth, and the truth will set you free.  
JOHN 8:32  
Contemporary English Version



**Daniel**



Our Values



# Spirituality at All Saints'

Spirituality is a core component of our curriculum as the mind, body and soul needs to be nurtured equally. It relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependant on a religious belief.

It is also based on the search for ways to answer questions about life and a search for identity.

Big questions about where I fit in, my identity, and what I think about God, the World, other people

A Nurtured mind-Curriculum, reading, attainment, skills, knowledge

A Nurtured body-sport, mental health offer, outdoor learning, keeping healthy

A Nurtured soul-Prayer areas, collective worship, special days and events





Children's spirituality at All saints

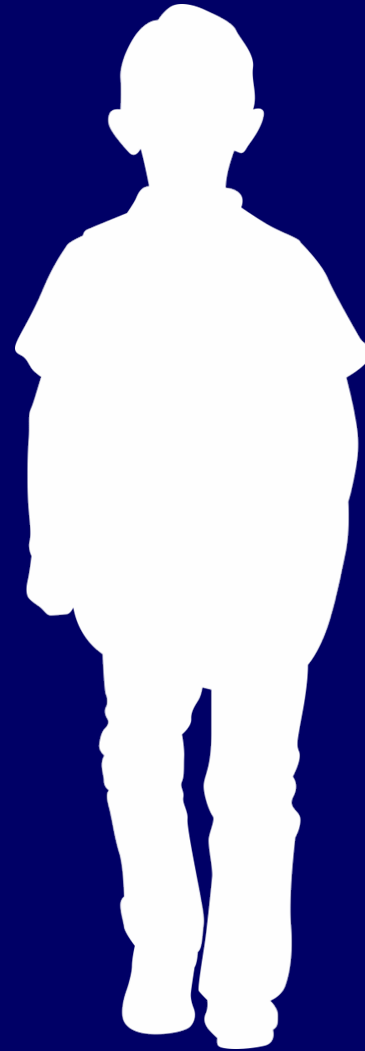
All Saints Church of England Primary School

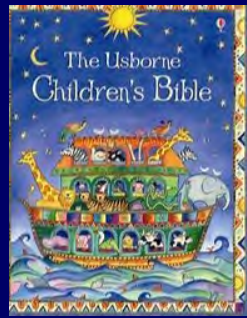
God

people

world

self

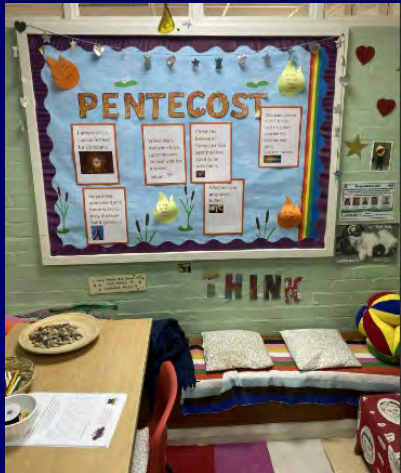




All Saints Church of England Primary School



# Prayer corners What goes into them and what are they for?







Outdoor prayer  
area-Rainbow  
retreat



# Links with All Saints church





All Saints Church of England Primary School

# Links with the diocese





# Links with the national church



Why complete an NPQ with us?

The bottom section of the NPQ advertisement contains four logos: The Church of England Education Office, Foundation for Educational Leadership, Catholic Education Service, and the Department for Education. The Department for Education logo includes the text "Accredited NPQ provider".

305 Views

Staff saints  
27 January

Some of our children from the choir were part of something big today via the powers of technology... Here they are singing The Blessing with children from all ar...

[See more](#)



# All Saints Church of England Primary School

## Curriculum Intent

Together, we are **Included, Involved** and **Inspired**

At All Saints CE Primary School, our curriculum has **mission** at its heart. We are fortunate to have a diverse and rich community which is drawn from many countries and between us, our families speak a large number of languages and represent a wide variety of world and religious views. We are culturally and linguistically rich however, mastery of vocabulary in English can be a challenge for many of our pupils. We therefore set a high priority on enriching language through teaching language progression and the understanding of vocabulary through articulation. Our children need to understand the important historical, technological and cultural events which have shaped **Britain** as it is today so that they know their place in the world and together we can move forwards understanding who we are collectively and what has influenced our society as it is today.



We want our children to flourish and live life in all its fullness to be **successful** and active citizens; fully playing their part in society and enriching society with their gifts - with this in mind, children will learn **creativity** and sporting skills as well as academic disciplines to encourage and enthuse them to be life long active and creative individuals. The curriculum is organised so that children collect knowledge gems that they can collect and recall.



The school's intent is that through our Big Ideas curriculum all pupils have key hooks to organise their knowledge upon and that whatever their background, or where they have **emigrated** from, their educational attainment, first **language**, **talent**, physical abilities, or emotional and mental health they are able to make progress from their starting points and flourish. We believe that our systematic curriculum will **inspire** all our pupils to achieve. We will deliberately ensure that children will study **heroes** which represent minorities at the time and yet have achieved prominence in their field e.g. Marie Curie, Doctetian (son of a slave to Roman Emperor) Louis Braille (blind inventor of Braille) Rose Parks (civil rights activist).



# IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?



-  RUBY
-  AMBER
-  TOPAZ
-  EMERALD
-  SAPPHIRE
-  AMETHYST
-  DIAMOND



# Wisdom, knowledge, skills



staff saints  
14 November 2022

Have you seen our Ofsted report?

Intent  
Implementation  
Impact of our curriculum

Curriculum Policy 2022



## Curriculum Policy

At All Saints' We are 'Children of God'.  
We wear our crowns with pride.  
Together, we are Included, Involved and Inspired

<sup>24</sup>Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.  
<sup>25</sup>Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.  
<sup>26</sup>So I run with purpose in every step. 1 Corinthians 9 v 24-26

### Vision Statement

*At All Saints' everyone is welcomed and included. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

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*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are inspired to be life-long learners and we want to inspire others too to make a difference in this world.*



# All Saints Church of England Primary School

## Our class names



By the time you leave our school  
you'll have all the gems in your crown  
which you can wear with pride.



# All Saints Church of England Primary School



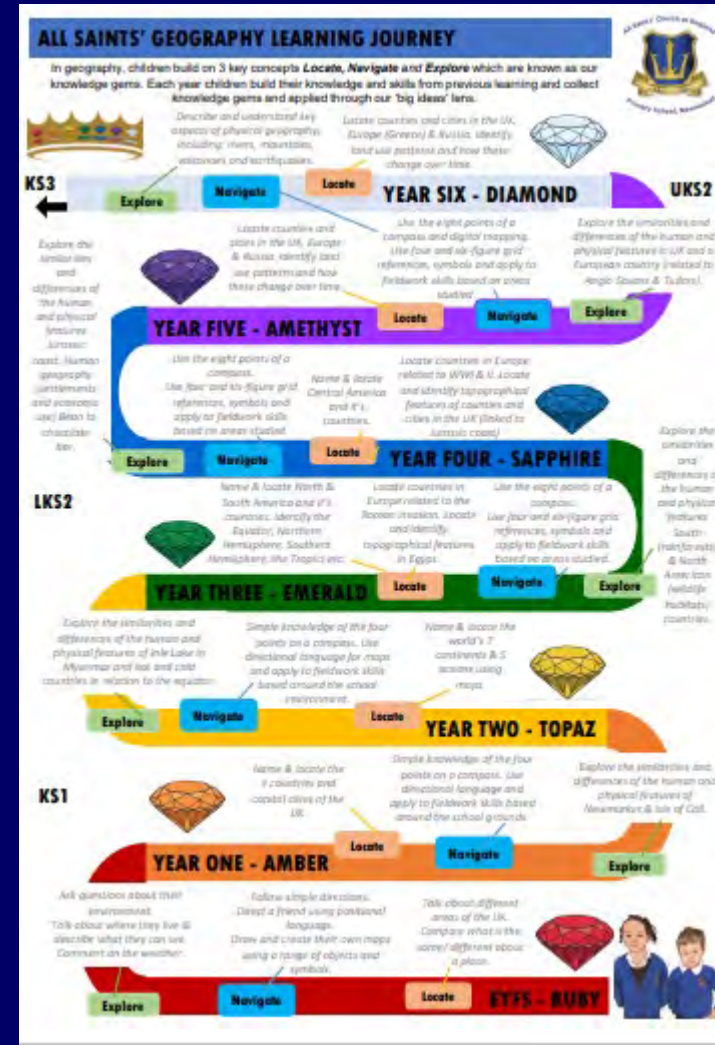
Curriculum Policy 2022



Our Crown of Knowledge rests on a 'Cushion' of Big Ideas. Although the All Saints' Crown of Knowledge is based on the National Curriculum, we have developed this further to answer the specific needs of our children. Our pedagogy rests on six Big Ideas, which act as a cognitive framework, guiding our selection and presentation of knowledge gems, so that there is an underlying coherence in what we are teaching and the children's understanding deepens year by year.

Our Big Ideas are:

- **Language:** Understanding subject specific vocabulary and the development of language; allowing children to articulate their ideas.
- **Britain:** Relating to the Impact of significant historical and geographical events technological, scientific and cultural shifts that have shaped the locality and modern Britain.
- **People:** Children will learn from the examples of prominent people who achieve or rise above their beginnings.
- **Faith:** Understanding and appreciating the Christian faith and the beliefs and values of those in our school community and the world fostering mutual respect.
- **Migration:** Why do people move from (or invade) one country and travel to another and what legacy do they bring?
- **Creativity:** How has creativity enriched our culture and teaching children the skills to be increasingly creative?





# All Saints Church of England Primary School



ALL SAINTS' HISTORY KNOWLEDGE GEMS		YEAR 3 - EMERALD CLASS	
<p><b>THE ROTTEN ROMANS</b> - The Roman Empire and its impact on Britain.</p>			
AUTUMN 1	CHRONOLOGY	PEOPLE	LEGACY
	1 I can place the founding of the Roman Empire of a timeline of western history. I can relate the Roman period in chronological order with other periods of history I have already learnt.	3 I can explain about the lives of Roman soldiers based in Britain and that soldiers would obey commands in Latin. I can explain why the Roman army was so successful.	5 I can identify the key legacies of Roman Britain including roads, cities, language and calendar and numerals.
	2 I can place key events (including the invasion in Britain) on a timeline that took place during the Roman period.	4 I can explain about the daily lives of Romans in Britain and how we know about their lives using historical sources and evidence.	6 I can explain the legacy left by the Romans on Britain and its impact on our subsequent history.



Year 4 Knowledge Organiser
History WW1
Planes, Poppies and Peace - What is armistice? Where did World War I take place?

**What we have learnt already**

1 people	I have learned about famous people from the past
2 places	I have learned about the Great Fire of London
3 English history	I have learned about the Victorians

**Together  
Included  
Involved  
Inspired**

**Facts I need to know**

1 Timeline	I can order key events from World War I
2 Countries	I can identify countries involved in World War I
3 Enlistment	I know what 'enlist' means and the 'Western Front'
4 Trench warfare	I know what it was like in the trenches
5 War vocabulary	I know what 'whizz bangs', 'zeppelins', 'over the top' and 'white feather' means and how they are connected to World War I
6 Weapons of WW1	I know about some of the weapons of warfare from WW1
7 Armistice	I know how the war ended and about armistice, poppies and how this links with Remembrance Sunday

**Words we need to know**

1 enlist	To sign up to become a soldier during World War I
2 trench	A long narrow ditch
3 duck boards	Boards used to lay over muddy ground
4 bayonet	A blade fixed to the end of a muzzle of a rifle used to stab an opponent
5 grenade	A hand-held bomb
6 No man's land	The area between two opposing armies
7 White feather	A deserter was given a white feather (a sign of cowardice)
8 Armistice	An agreement between 2 armies (a truce)

Sentence stems:  
As a result of... I hypothesise that... I can conclude that...

**What we will learn next**

1 Terrible Tudors	I will learn about the Tudors and Stuarts
2 Anglo-Saxons	I will learn about the Anglo-Saxons and Invasion
3 Great Britain	I will learn about Britain through the decades

Together Included, involved, inspired



IQ5: How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?





# Character Development: Hope, Aspiration, and Courageous



## MAT Passport

As part of our curriculum work across the MAT, we wanted to ensure that within our schools, all children had the same opportunity to take part in a range of common experiences. During 2018/19 this work was further developed, following the publication of the DfE booklet <https://www.gov.uk/government/publications/my-activity-passport>

Headteachers, staff, governors and pupils were asked for ideas for a MAT Passport which were then collated and a final list produced. This MAT passport sets out the minimum enrichment activities that a child will take part in across seven years at one of our MAT schools.

We are committed to promoting children's personal development and believe that this MAT passport will enable greater consistency across MAT schools. We hope that it will also encourage creativity.

All Saints CE Primary School  
School Council 2023 KS1

I would be a good school council representative because...

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

You could draw a picture or write a sentence to explain why you would be a good school council member.




# All Saints Church of England Primary School



## All Saints' Big Ideas Leadership Groups – 2023-2024



<u>Big Ideas</u>	<u>Staff</u>	<u>Children's Committee Groups</u>	<u>Job Description/ Role</u>	<u>Year &amp; Leaders</u>
Language 	Paul East Sue Morris	Literate Librarians	Ensure the library is a welcoming and tidy space for all to use. Ensure our school is a language rich place for all.	
Britain 	Rachel Wood	House Captains and council  Road Safety Rockers	Year 6 Organizing council meetings and house events. Trying to keep All Saints' a safe place to come to school. Campaigning for appropriate parking, visiting parliament, talking to council, promoting walk to school week etc.	
People 	Sergio Macra Natalie McLaughlin	Wellbeing Warriors	Being listening ears for children to share their worries on the playground, <u>Use</u> the friendship benches. Be playground buddies. Lead on Archbishop of York's Young leaders project-Year 3	
Faith 	Barbara Rodel	Collective Worship Crew	Taking a lead in Collective Worship, leading greetings/ welcoming visitors etc. Prayer area-outside and in.	
Migration 	Abigail Brown Tamara Engel	Global friends and Planet Protectors	Year 4 Making All Saints' a welcoming, inclusive and diverse school that is fair and equal for everybody. Being courageous advocates for others. Welcoming new children etc. Year 2 Keeping ECO-FRIENDLY projects high on the agenda of the school as we aim to be carbon zero in the future.	
Creativity 	Lucy Oakley	Playleaders Enterprise and creative competitions	Year 5 Being playleaders in the playground. Keeping creative projects high on the agenda too, Enterprise-helping the PTA with events.	

Children will apply for their roles at the start of Autumn term by writing an application letter to HT/ DHT stating which job role they would like and the characteristics they have to suit the role. They will also state a second choice/ third choice.

School council to meet half termly

# service

Each of you has been blessed with one of God's many wonderful gifts to be used in the service of others. So use your gift well.

1 PETER 4:10  
Contemporary English Version

## Ruth



Our Values

## Young leaders Award update





**LEADERSHIP  
SKILLS**



**INSPIRATIONAL  
LEADERS**



**LOCAL  
COMMUNITY**



**NATIONAL  
COMMUNITY**



**GLOBAL  
COMMUNITY**



**COMMUNITY  
ACTION**

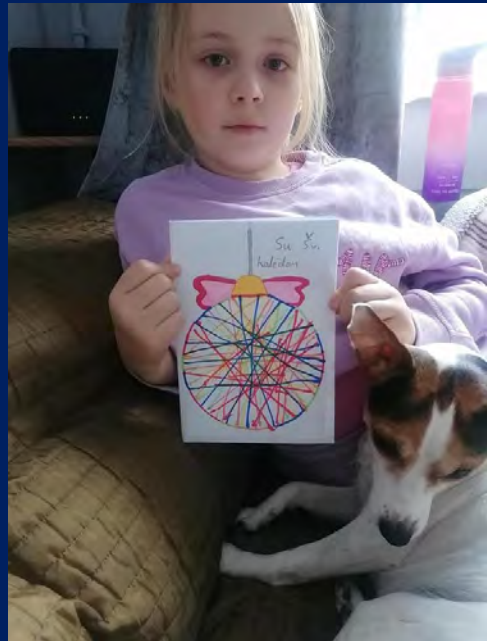


**ylo**  
young leaders award

Charity of  
**CHARACTER**

KITEMARK









# BIG QUESTION

What beliefs and values drive people to serve one another and make a difference in the world?

<https://www.youtube.com/watch?v=5sDJRVIMYQ4>

# All Saints Church of England Primary School



## Taonga school



Christian  
Aid

UK nonprofit organization



All Saints Church of England Primary School



- We have completed our Global Neighbours audit.
- Year 4 have led our collective worship on how we can become better Global neighbours and we have created an action plan.
- The choir attended the BIG Sing finding out about how we could be better Global Neighbours.



# All Saints Church of England Primary School



- Joining in with Christian Aid and thinking about how we can be Global Neighbours at the Cathedral
- Praying for places around the world at the NHRM and learning about refugees from the past who were welcomed into our school.



# All Saints Church of England Primary School



## Rashford House



**"Just look at what we can do when we work together."**

## Thunberg House



**"You are never too small to make a difference."**

## Thunberg House



**"One child, one teacher, one book and one pen can change the world."**

## Moore House



**"You can do and be anything you want to be."**



# Leadership Groups: Wellbeing Warriors

Year 1 (with help from Mrs Macro) are the Wellbeing Warriors.

They lead a collective worship during Children's Mental Health Week and modelled 'mindfulness'

They encouraged everyone to wear RED for Red Nose Day.

Soon it will be RSE Day on the 27<sup>th</sup> June where the theme is: Embracing Change and the whole school will be encouraged to think about change together.





## Leadership Groups: Planet Protectors

Our Big Question for this half term is: Why do we need to take care of our world and how should we go about it?

We try to turn off the lights when we are not in a room.

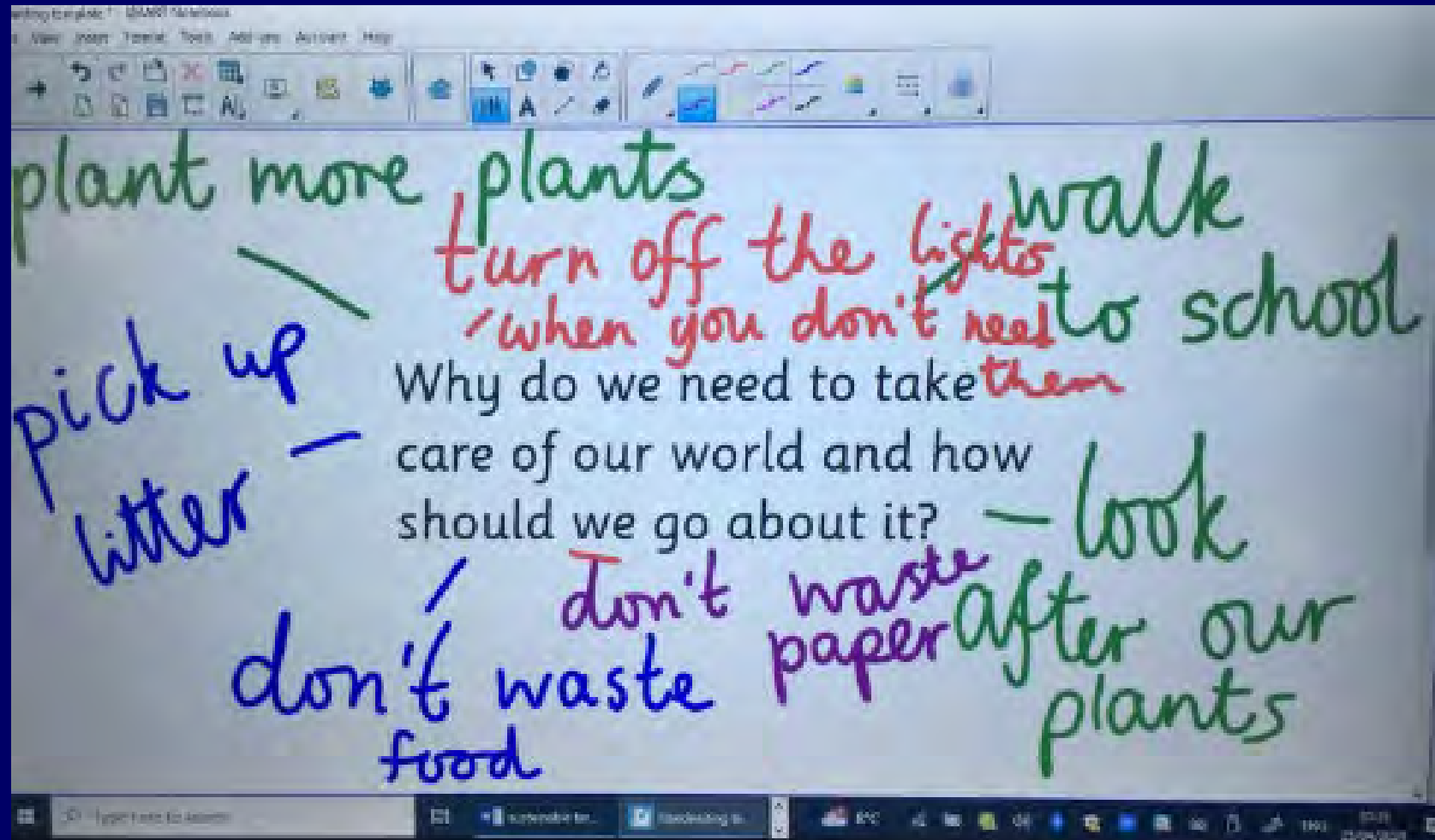


Year 5 pupils were chosen to be on ITV talking about the importance of recycling in Newmarket using new state of the art machine in the shopping centre.





- Here's what the Year 2 Planet Protectors want to achieve.



# Year 5 Fairtrade

All Saints Church of England

During our Geography unit 'Trade and Economics' Year 5 learnt about Fair Trade and the impact it has on people around the world. Through watching videos, based on people working on Fair Trade farms, children were able to answer questions linked to what it is, what does it support and how it helps.

WALT investigate what Fairtrade is, how it works and why it changes the lives of farmers for the better.

**Video 1 - What is Fairtrade Cooperative?**

What did farmers, like Amis, do before the cooperative? They worked on their own.

What is the cooperative? It is a group that works together. Everybody benefits.

What are the benefits of the cooperative? They save money. They have more control. Better organized. Share the work.

**Video 2: What is Fairtrade Minimum Price?**

Who holds all the 'power'? The buyers.

What does Fairtrade Minimum Price mean for our farmers? They can't get better prices. They know they get paid.

Tuesday 19<sup>th</sup> December 2023

WALT investigate what Fairtrade is, how it works and why it changes the lives of farmers for the better.

Imagine you are on the Premium Committee for a Fairtrade tea estate. You have just received **£1000 in Fairtrade Premium** and must decide how it is going to be spent. You and your group of 4/5 represent all of the 100 workers living in five villages around the tea estate. There are 20 houses in each village.

- None of the villages have electricity
- There is a healthcare clinic in one of the villages with one doctor.
- There is a primary school and a secondary school but not enough teachers.
  - A lot of children cannot afford to go to secondary school.
- There is often flooding which damages the houses and during certain times of the year there is little food.
- Three of the villages have access to clean drinking water.

Fill in the meeting minutes below (the teacher will explain) to highlight the decisions you have made for your 100 workers. Good Luck!

Children investigated packaging and locations around the world that export Fair Trade products.

Their final task linked to how they would spend the 'Fairtrade Premium' money. Through a staged committee meeting, the children looked at the need in the five villages that surrounded the Fairtrade community, they talked about how to distribute the money fairly and where it was most needed.

Fairtrade Premium Committee Meeting - Fairtrade Tea Estate

Date: 19.12.2023

Who is present: tea picker, doctor, parent, farmer

Purpose of the meeting: How do we spend our 1000 £ premium

Agenda items and topics discussed:

- Water (farmer)
- a doctor tools (doctor)
- food (parent) education
- electricity (farmer)

Agreed actions:

1. The biggest one is under £700 remaining £300  
 ↓  
 we can join the pipes so only £500 or £600 remaining £400

2. The Education, we should give some people scholarships to learn. £300 left

We might use the 300 for clothes

# All Saints Church of England Primary School



- Year 1 help the Planet Protectors by litter picking regularly around the school grounds.



# All Saints Church of England Primary School



We have been planting.





## Leadership Groups: Community Changemakers

Our Community Changemaker group work with our chair of Governors and Headteacher to make representations to the Council, The National Horseracing museum and The Newmarket Youth Strategy action group. They aim to have a voice in what goes on in the local community. They have given feedback to the Youth strategy. They have written letters to Sarah from NHRM.

# Year 5- Play Leaders

All Saints Church of England Primary School



Year 5 have taken on the responsibility of Play Leaders. During Autumn term we had 6 weeks training on how to be effective Play Leaders. The training involved 4 areas- Participants, Communication, Area and Equipment. The children worked together to create team games and communicate effectively to manage and support these games.

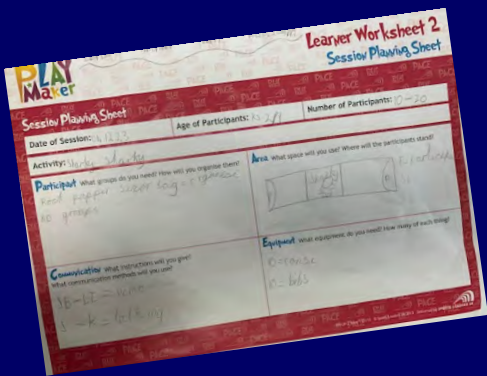
'I love the play leaders, they teach me new games' (reception)

'The year 5 children make lunch time fun' (Year 1)

'I have learnt some new games' (Year 3)



After our training, we set up a timetable and the children took on their roles with passion. Each day, a group of children manage the play at lunch time across both playgrounds. Year 5 support team games and skill building on the KS1 playground and manage behaviour and safety on the KS2 playground. This includes making sure the areas are safe and tidy and the equipment is safe to play time.



# All Saints Church of England Primary School



IQ4: How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?



# Community and Living Well



**Inter Faith Week**  
14-21 November  
[www.interfaithweek.org](http://www.interfaithweek.org)



Staff Saints  
16 September 2022



Staff Saints  
17 November 2022

Wow what a glorious end to our WOW week of events after school!





# All Saints Church of England Primary School

Sharing as a diverse community-We invite our families and staff to share with us. This year we have all shared our identity boxes with each other in class to try and understand each other more.





## School Council



All Saints School Council is made up of 1 girl and 1 boy from Years 2-5 and then our House Group Captains. They are elected by their class each year. We meet with Mrs Rodel and Mrs Macro half termly and discuss how to make the school the best we can be. We have purple class books to record anything we need to share with class or to remember anything we want to bring up at the meetings. Mrs Macro types up the meetings and adds any actions that need to happen before the next meeting. Our next meeting is on Thursday 23rd May @ 2.15pm.



# All Saints Church of England Primary School

# Dignity and respect



Staff Saints  
9 February

If you need to take some food supplies for half term from our mini food bank, please do bring a shopping bag tomorrow and help yourself to the supplies in the f...  
See more



Staff Saints  
15 Dec 2023  
Year 3 are making a goodie bag and a thank you card for people who are working at West Suffolk Hospital over Christmas. If you would like to donate any edible goodies such as; biscuits, crisps, chocolates etc. please hand in to Mrs McManus on Monday 18th December.  
Thank you



Staff Saints  
3 October 2022

Hopefully you'll remember that each month we have a contextual safeguarding focus for our children.

It is October already- can you believe it?



Staff Saints  
19 May

Nurses at West Suffolk Hospital loved receiving Amber Class Thank You Nurses for #InternationalNursesDay2023





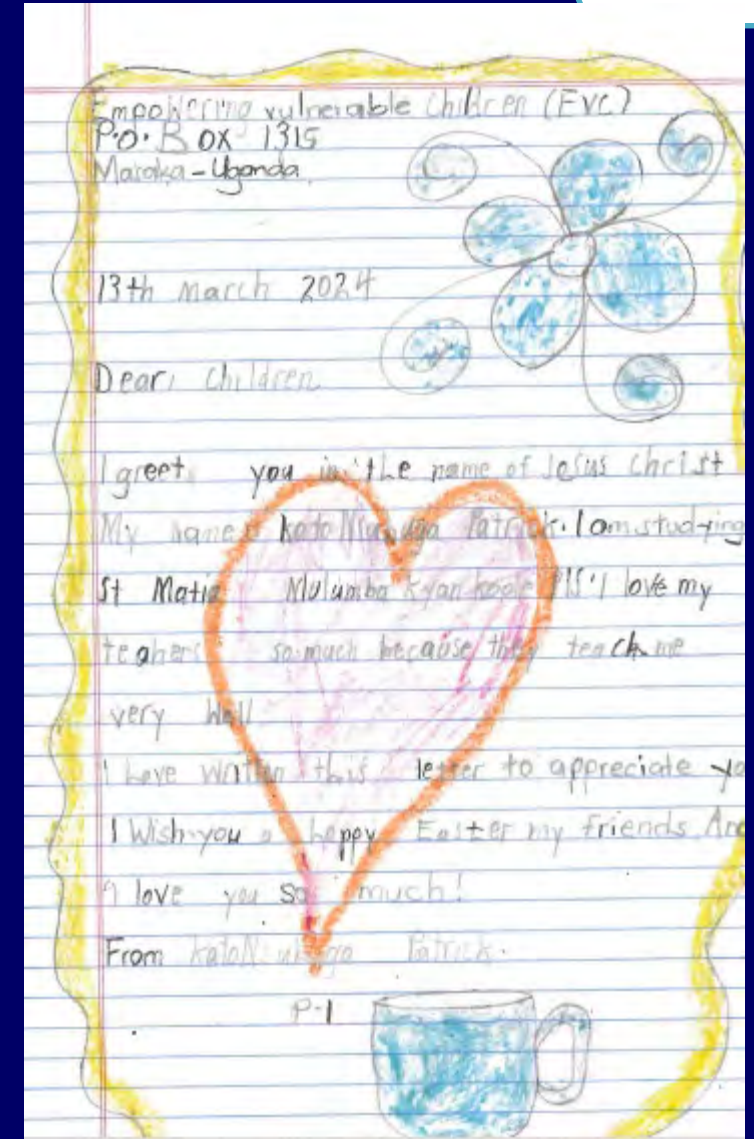
- **IQ3:** How is collective worship enabling pupils and adults to flourish spiritually?



# All Saints Church of England Primary School

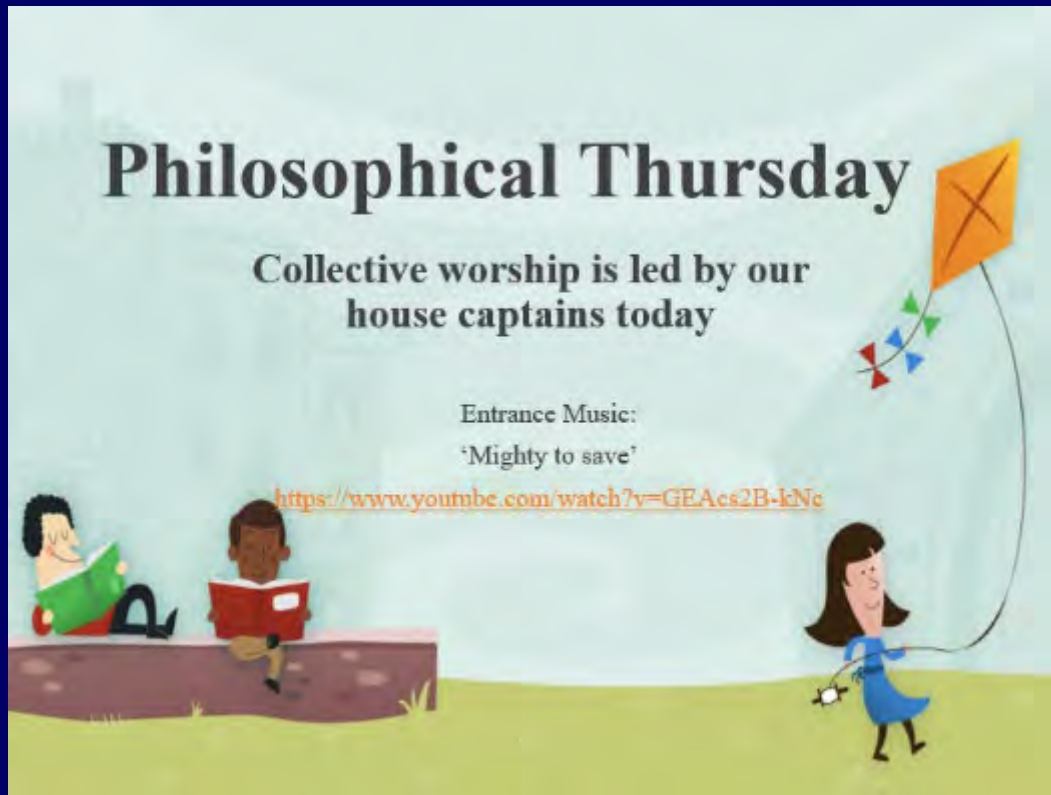


- The collective worship crew have led worship both here and at a local catholic school-St Louis
- We have joined together to sponsor Peter from Uganda, raising funds to send him to school
- They also co-ordinated the Harvest appeal, Our Advent MAF project and our LENT waymakers project.





# Impact of collective worship





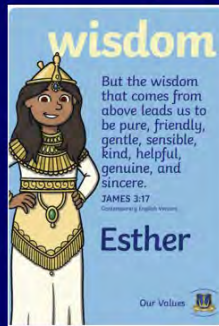
# Impact of collective worship



All Saints Church of England Primary School



Proverbs 19 v 20 Get all the advice and instruction you can, so you will be wise the rest of your life.



May the peace of the Lord be always with you **and also with you.**

Our value is wisdom



- Our greeting today is from Italy: ciao

I wonder?

I wonder if Esther felt wise?

I wonder if she felt other emotions too?

What was the wisest choice Esther made?



Go in peace to love and serve **in the name of Christ. Amen.**

A prayer



# Impact of collective worship

I like the space to think and pray

Collective worship connects me to my community and the world

It helps me to feel calm

I like wondering

I feel good being with Everyone.

The music and singing helps me to feel happy.

The stories are good







## Celebrating Easter 2024

All Saints' CE Primary  
LENT Project 2024

There is a special time of prayer and reflection for us in the Lenten season. It is a time of Lenten prayer, fasting, giving, and reflection. It is a time to reflect on the life of Jesus and to prepare ourselves for the joy of Easter. We will be using the Lenten Project as a way to help us do this. We will be using the Lenten Project as a way to help us do this. We will be using the Lenten Project as a way to help us do this.

Way Maker

WEEK 1 - 14th February 2024

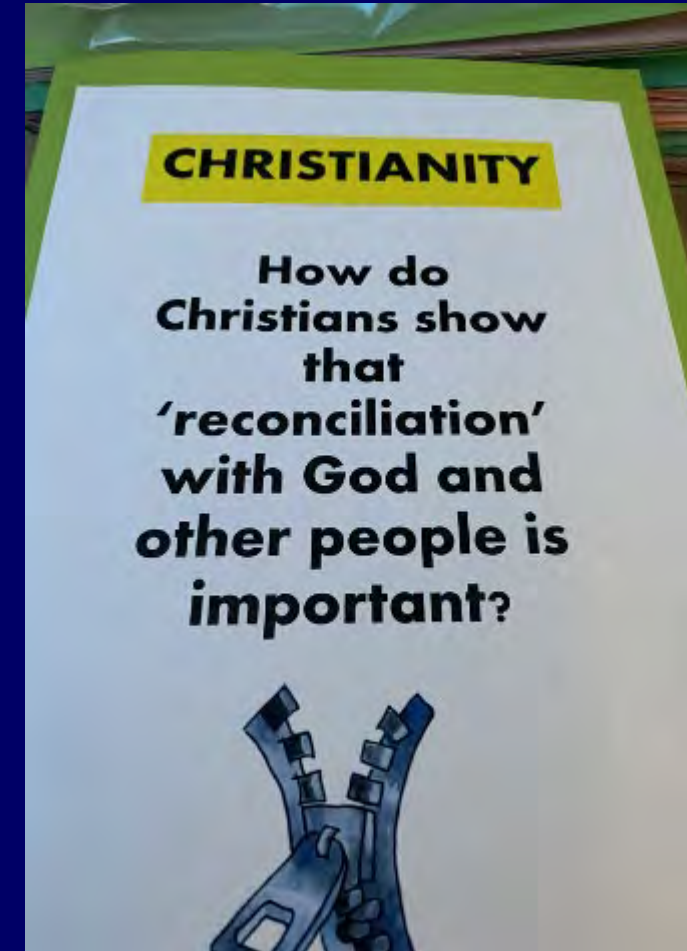
Discover	Reflect	Pray
Find a person who is lonely and invite them to church. Pray for them.	Think about your own loneliness and how you feel about it. Pray for yourself.	Pray for the lonely people in your church and in the world.
Create	Act	

By Sarah Hazzard





- **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)?
- **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?





# Effectiveness of Religious education

## BRAVE

Back to basics...



### B.R.A.V.E.

Beliefs

Religions

AND

Values

Education

#### A WORD ON RESPECT

As a school, we believe it is extremely important for all teachers and learners to develop a mutual respect and tolerance of those with different beliefs, religions and values. We work hard to build this into all our BRAVE lessons and promote British Values.



**RED - HINDUISM**  
**BLUE - JUDAISM**  
**GREEN - ISLAM**  
**YELLOW - CHRISTIANITY**  
**ORANGE - SIKHISM**  
**PURPLE - BUDDHISM**  
**PINK - HUMANISM**

#### COLOURS

These just help the children to associate different colours to different religions. Use the colour and the symbols together. Links are crucial with BRAVE.



# Effectiveness of Religious education

**BRAVE**

Back to basics...



The Positive  
Attitudes in  
BRAVE



Respect for all



Open-Mindedness



Appreciation  
and wonder










Self-awareness



# Effectiveness of Religious education

**All Saints' CE Primary School, Newmarket, Suffolk - BRAVE Learning Through the Years**  
**Engage – Enquire – Explore through encountering**  
**CHRISTIANITY, JUDAISM, ISLAM, HINDUISM, BUDDHISM, SIKHISM, HUMANISM**

Each year group has a focus religion and will encounter this religion at various points throughout the year eg: Light Day. If costs are financially viable, class will try to visit a place of worship of their religion or invite a visitor of that faith into school to speak. This is all part of our plan to enrich learning.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Reception</b>						
<b>Ruby Class</b>						
	<b>BQ1 – What does the word 'God' mean?</b>	<b>BQ2 – Why are some people revered?</b>	<b>BQ3 – Is it always easy to help someone?</b>	<b>BQ4 – Does everyone need some help?</b>	<b>BQ6 – What is really important to do?</b>	<b>BQ5 – Is every one of us special?</b>
<b>Reception Ruby Class</b> Focus Religion: Christianity 	<b>CHRISTIANITY</b> Why is the word "God" so important to Christians?  (Creation)	<b>CHRISTIANITY</b> Why do Christians perform nativity plays at Christmas?  (Incarnation)	<b>CHRISTIANITY</b> How can we help others when they need it?  (Salvation)	<b>CHRISTIANITY</b> Why do Christians put a cross in an Easter garden?  (Salvation)	<b>CHRISTIANITY</b> How can we care for our wonderful world?  (Creation)	<b>CHRISTIANITY</b> What makes every single person unique and precious?  (Incarnation)
	Light Day – (Halloween alternative)	Advent & Christmas	Kings Day, Candlemas, Bible Day & Love in Action	Lent & Easter	Pentecost	
	Including an encounter with A Muslim whispering Allah in a baby's ear.	Including an encounter with A Muslim story: Muhammad and the Ants	Including an encounter with A Sikh story: Har Gobind and the 52 Princes	Including an encounter with A Buddhist Story: The Monkey King	Including an encounter with Tu Be Shevat: the Jewish 'Birthday of Trees'	Including an encounter with Hindus celebrating at Raksha Bandhan



# Effectiveness of Religious education

## BRAVE

One of the key things to know is there is an extra 'E' word in the cycle of learning





# Effectiveness of Religious education

## BRAVE



### Ensuring a Balanced Approach to Religious Education

For many years, RE teachers worked with a dual approach of 'Learning about religion and belief' and 'Learning from religion and belief'. Current research<sup>22</sup> suggests RE in schools is better presented as a blend of academic disciplines, in particular theology, human and social science, and philosophy, and that, applied to learning in RE, these provide a more balanced picture of religions and worldviews, which in turn leads to better religious literacy.

'Where do I stand?' sets out an RE curriculum with these disciplines in mind. The three disciplines are present in each key stage but with the emphasis shifting slightly, so that human and social science may be more obvious in the Early Years and Key Stage 1, theology in Key Stage 2 and philosophy in Key Stage 3.



#### Theology in RE involves enquiry into:

- Key beliefs / concepts of a religion or worldview, both distinctive and shared
- Sources of authority for religious beliefs e.g. sacred texts, religious leaders, divine revelation
- Particular beliefs about God, humanity, life, and the nature of an after-life
- Differences in interpretation of key beliefs and changes in religious belief across time / culture

#### Human and Social Science in RE involves exploration of:

- Different customs, celebrations and rituals based on religious and secular beliefs
- The influence of sacred texts and religious leaders on communities
- Diverse interpretations of religious practices in different societies locally and globally, and at different times
- Moral, ethical and practical lifestyle choices based on secular or religious worldviews

#### Philosophy in RE involves engagement with:

- Ultimate questions of truth, morality, purpose and meaning in life
- Questions arising from religious and secular standpoints, texts or customs
- Conflicting answers offered by religious and non-religious groups and individuals
- Changes in questions / answers over time and across societies

Believing

Living

Thinking

A focus on beliefs and concepts

Through the lived reality of each belief or concept

Through the Big Questions

Let's think like a theologian, a sociologist, a philosopher



# Effectiveness of Religious education

## BRAVE

Use the big questions to introduce philosophical thinking



### What are the Big Questions in the Suffolk RE Syllabus 2023?

	A1	A2	Sp1	Sp2	S1	S2
<b>EYFS</b>	<i>What does the word 'God' mean?</i>	<i>Why are some people revered?</i>	<i>Is it always easy to help someone?</i>	<i>Does everyone need some help?</i>	<i>Is every one of us special?</i>	<i>What is really important to do?</i>
<b>KS1</b>	<i>Is it important to belong?</i>		<i>Why do people celebrate?</i>		<i>Should everyone learn to pray?</i>	
	<i>What do people believe is important?</i>		<i>Who is it right to follow?</i>		<i>Can books and stories be good teachers?</i>	
<b>LKS2</b>	<i>Do beliefs make any difference to someone's life?</i>			<i>What beliefs drive people to make a difference in the world?</i>		
	<i>What makes some people an inspiration to others?</i>			<i>What beliefs bind a community together?</i>		
<b>UKS2</b>	<i>Where do people look for answers to life and living?</i>			<i>Are some things more sacred than others?</i>		
	<i>Why are there so many different ideas about God?</i>			<i>What are the best ways to think about living and dying?</i>		

Another NEW part- BIG QUESTIONS!







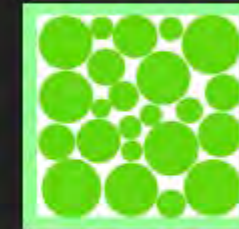
# Effectiveness of Religious education

## BRAVE

### Assessment and Evidencing in BRAVE



- Red – I can't answer the question. I know a little about the words in the question.
- Orange – I know what the question is asking. I can give a possible answer with an example.
- Green – I can answer the question with several examples from my lessons / research.
- Blue – I could coach someone else to answer the question. / I can make interesting links across other subjects / faiths.



Let children show visitors iBook- gives them something to talk about

- Include EVIDENCE of every lesson
- Be creative with recording
- Use learning objectives to show each area of enquiry cycle
- Include work from EVERYONE
- Show the journey of the unit of work
- Ensure progress (red- green dot)
- Colour code the books according to religion
- Use stickers to keep consistency

Be proud of your iBooks!  
There are some fabulous evidence examples.



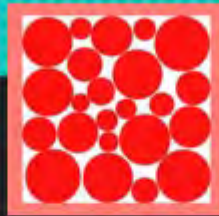
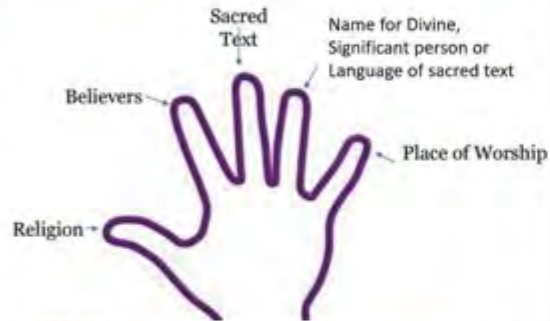


# Effectiveness of Religious education

## BRAVE



A "Handy" way into Vocab.



## Let's talk about Red Dot work

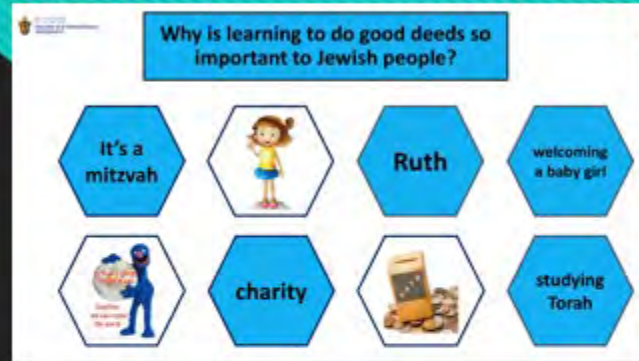
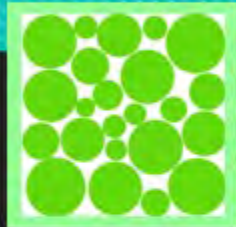
What do you know already?  
What questions do you have?  
What can children say about the enquiry question?





# Effectiveness of Religious education

## BRAVE



Let's talk about Green Dot work

<b>Q1</b>	<b>Beginning:</b> Discusses concept in own life.	What does the word 'gospel' mean? Give an everyday example.	Remember / Define / List
<b>Q2</b>	<b>Developing:</b> Draws on the lesson material	What do Bible stories say Jesus did which would make news headlines today?	Describe / Explain
<b>Q3</b>	<b>Expected:</b> Applies concept and answers key question	<b>Why is the gospel such good news for Christians?</b>	Demonstrate / Apply / Use
<b>Q4</b>	<b>Excelling / Greater Depth:</b> Offers wider links to this or other faiths / personal views.	Do you think it is always good for people to be able to share their beliefs with others?	Analyse / Compare / Contrast / Judge / Defend / Evaluate / Design / Compose / Construct





All Saints Church of England Primary School

# Christian distinctiveness in our school

**Light Day is coming!**  
 Monday 31<sup>st</sup> October 2022  
 (The FIRST Day Back After Half Term)

Please wear bright coloured clothing **(no Halloween costumes please)** and bring light up accessories to shine bright all day long. Some children are keen to wear fancy dress, but this must be light themed (bubs, traffic lights, light-houses, candles, angels etc)

We will have a special Collective Worship to start the day and children will be learning more about different light festivals throughout the day as part of their BRAVE (RE) work.

Staff Saints  
 20 October 2022



**Be an Advent Angel**  
 Make a place next to our beautiful angel wings and share the joy of Christmas with everyone. Tag us on Social Media (Staff Saints on Facebook) or use the hashtag #allsaintsangelsatadvent

Be the light and make a difference this Christmas!

Included - Involved - Inspired



Staff Saints  
 7 December 2022

Thank you so much for your donations for our reverse advent calendar! These will really help families in need this Christmas time.

All Saints' CEVA Primary School, Newmarket  
 about 5 months ago

**Week 1 - Monday 20<sup>th</sup> February - Friday 24<sup>th</sup> February**

	<b>Include</b>	Be kind silly or games with some body that you don't usually play with. Make a new friend.	
	<b>Involve</b>	Involve yourself in some physical activity every single day this week, whether it be an hour or 10 mins with the family. The outdoors are lovely.	
	<b>Imagine</b>	Be inspired - by and act something new this week. You never know, you may find a new favourite food.	

Give if you can to our All Saints' Mini Foodbank  
 Cooking Ingredients - Flour, Rice and cooking sauces

Staff Saints  
 23 February

Our Lent Challenges have begun! 😊  
 Here are this week's challenges, do get involved if you can!