

Bishop Wood CE Junior School

Wisdom- Hope - Community - Dignity

SIAMS Self-Evaluation



*To be the best version of
ourselves, enjoying life in
all its fullness.*

School's Theologically Rooted Christian Vision

'He has come so that we can... be the best version of ourselves, enjoying life in all its fullness.'

Our vision for the Bishop Wood School community is inspired by the bible verse John 10:10. 'I came that they may have life, and have it abundantly.' In this verse, Jesus says that he has come in order that we might have life in all its fullness.

The Bible verse John 10:10 is particularly relevant to us as we seek to ensure that everyone in our community is able to thrive and flourish, whatever their need, ability or status. We seek to ensure the children flourish spiritually, broadening awareness of the diversity of God's world. All members of our community are deeply valued and cherished, and we believe that we achieve this by the clear ethos and values that underpin all we do.

Wisdom – Hope – Community – Dignity

At Bishop Wood Junior School our Christian faith and values form the basis of everything we do. As a Church of England school, our Christian values: Wisdom, Hope, Community and Dignity underpin all that we strive to achieve:

- Educating for **Wisdom**, Knowledge and Skills

"A wise man who built his house on rock." (Matthew 7:24)

- Provide opportunities for all members of the school community to grow in wisdom as we reflect upon who we are as God's children
- Help our pupils to develop the love of learning that will prepare them for secondary school and open doors for their future
- Celebrate the gifts of the Spirit while learning new skills for the future

- Educating for **Hope** and Aspiration

"For the law of the Spirit of life in Christ Jesus has set you free." (Romans 8:2)

- Encourage all members of the school community to face challenges with faith, courage and determination



-Encourage pupils, staff and governors to inspire others by their example

-Maintain a school where staff and pupils share a commitment to live God's love

- Educating for **Community** and living well together

"Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me." (Matthew 25:40)

-Provide a loving school where children can learn, grow together and live well, caring for each other

-Develop an ethos that values service in our Parish

-Broaden our understanding of who is our neighbour by celebrating the diversity of the global community

- Educating for **Dignity** and Respect

"You are the body of Christ. Each one of you is part of it." (1 Corinthians 12)

-Maintain a school in which mutual respect and relationships are rooted in treating others as we would wish to be treated ourselves

-Ensure that all members of our community, inspired by the teachings of Christ, feel valued as members of one body

-Walk together on our spiritual journeys

Context

Who are we?

We are a Voluntary Aided Church of England Junior School with a NOR of 243 (September 2025). When full, we can accommodate 240 pupils, although in practice this number is often exceeded due to appeal outcomes. We are a maintained school, led by a Headteacher supported by a Senior Leadership Team comprising a Deputy Headteacher, two Assistant Headteachers, and the SENCO. Every teacher has the responsibility for leading a curriculum subject.

Our governing body reflects our Church of England foundation, with a majority of members appointed by the Parochial Church Council (5), alongside Foundation governors appointed by the Diocesan Board of Education (2), a Foundation



	Ex-Officio governor (1), Co-opted governor (1), Local Authority governor (1), Parent governors (2), a Staff governor (1), and the Headteacher. At the heart of our identity is our Christian vision: “He has come so that we can... <i>be the best version of ourselves, enjoying life in all its fullness</i>” (John 10:10). This vision shapes every aspect of school life — from the way we nurture children’s academic and personal growth, to how we care for one another and contribute to our wider community. It inspires us to enable every child and adult to flourish as a unique individual, created in the image of God. The school serves a relatively affluent part of Tring West and Rural. This area has higher levels of professional/managerial workers and household income than both the East of England region and the nation as a whole. Crime rates are below both regional and national averages (with the exception of vehicle crime). Within the local population, 47.11% identify as Christian, 43.43% as having no faith, and 94.61% as white. Our pupil community reflects this context, with 13.64% receiving SEN support, 2.48% holding an EHCP, and 14.4% eligible for the Pupil Premium grant. We recognise that our intake is not particularly diverse, and we therefore intentionally thread diversity and inclusion throughout our curriculum. This includes partnerships with organisations such as <i>Show Racism the Red Card</i>, <i>Black History Month</i>, and <i>Electric Umbrella</i>. In doing so, we actively respond to the Church of England’s mark of mission to “seek to transform unjust structures of society.” We are supported by the Diocese of St Albans and enjoy a strong partnership with the Tring Team Parish, in particular through our relationship with the Rector of St Peter and St Paul, Rev Huw Bellis. We also work closely with High Street Baptist Church, particularly around environmental initiatives, complementing our status as an Eco School with their Eco Church commitments. Our school has close relationships with Goldfield Infant School, our main feeder school, and with Tring Secondary School. Together, these partnerships help us provide a seamless educational journey for children in the local community, rooted in our Christian vision and values.
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What are we doing here?	‘He has come so that we can... <i>be the best version of ourselves, enjoying life in all its fullness.</i>’ Link to website At Bishop Wood CE Junior School, our vision is rooted in John 10:10: “<i>I came that they may have life, and have it abundantly.</i>” We believe that Jesus calls us to be the best version of ourselves, enjoying life in all its fullness. This vision underpins all that we do and shapes our community, where every individual is valued, cherished, and encouraged to flourish spiritually, academically, and socially. We deliberately look beyond the ‘Tring bubble’ so that our children develop awareness of the diversity of God’s world and learn to thrive within it. Our vision was developed through consultation with pupils, staff, parents, governors, and the wider community. It reflects both our local context and our theological foundation, ensuring that our ethos is distinctive yet outward-looking. Governors maintain a strong oversight of the school’s Christian character, with church-appointed governors forming the majority. The Christian ethos is a standing item at every full governing board meeting, ensuring that our vision remains central to strategic decision-making. While we have considered approaches to join a local MAT, governors remain committed to ensuring that any decision will fully support and protect our Christian identity and vision. Collective Worship is central to the life of our school. It is planned around the diocesan plans and the Roots and Fruits resource, with weekly themes drawn from Christian values and scripture. Worship is led by the headteacher and deputy headteacher, class teachers, and weekly by Rev Huw Bellis. Collective worship policy Collective Worship Plan Pupils play an active role through the worship group and choir, and parents are regularly invited to join us for class collective worship and Worship for All services at the church. We celebrate key festivals in St Peter and St Paul’s Church, Tring, strengthening our identity as a church school at the heart of the parish. Our charitable giving, including the Bishop of St Albans’ Harvest Appeal and support for local organisations such as DENs, enables pupils to live out the values of service and compassion. Our RE curriculum, based on the Hertfordshire Agreed Syllabus and Jigsaw RE, is carefully structured to ensure progression and breadth. Pupils study Christianity in depth each year alongside a diverse range of other world faiths and worldviews, ensuring that by the end of Key Stage 2 they have engaged with all six principal religions and non-religious perspectives. This



	breadth reflects our vision of life in all its fullness and broadens pupils' understanding of God's diverse world. Planning is coordinated with our feeder infant school to secure progression rather than repetition. We benefit from strong partnerships with the Diocese of St Albans, including support from Kaye Healy, and governor training with Ryan Parker. These partnerships, alongside our regular involvement with the parish church, enrich the life of the school and sustain our Christian vision. Through these structures and practices, Bishop Wood CE Junior School seeks to live out its vision so that every member of our community can thrive, flourish, and experience abundant life.
How then shall we live?	
IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?	The school's theologically rooted Christian vision is at the heart of all that we do. It has been recently reviewed by governors and staff, and shared with pupils and parents so that the whole community can live it out together. The vision underpins our policies, our curriculum, and our daily practices, ensuring that every member of our school family is supported to be the best version of themselves. Theological roots and values Our vision is grounded in Christian theology and expressed through four golden values: Wisdom, Hope, Community, and Dignity. These values are explicitly taught in collective worship and referenced in classrooms, displays, and whole-school celebrations. They shape decision-making and help children and adults to understand their role in building a loving, respectful community. Spirituality Spirituality at Bishop Wood is the search for meaning, purpose, and connection. It involves helping every member of our community explore and understand their values, beliefs, and the world around them, while also fostering a sense of awe, wonder, and moral reflection. Spirituality is not confined to religious practices but extends to a broader exploration of human existence, personal growth, and ethical behaviour so that we can be the best version of ourselves, enjoying life in all



its fullness. Spirituality is nurtured through “Wows,Ows, Nows and Hows” which prompt reflection in every aspect of the school day.

Wows- the amazing moments in our lives when we feel full of wonder

Ows- the times that are hard or hurt, when things don’t go our way

Nows- pausing, noticing, and enjoying the moment we are in

Hows- the ways we can make a difference by helping and caring

Living the vision in daily life

- **Curriculum:** The curriculum is intentionally structured around the vision, giving pupils opportunities to grow academically, spiritually, morally, and socially. Pupils are encouraged to demonstrate wisdom through thoughtful contributions in class, and hope through resilience and aspiration.
- **Collective Worship:** Daily acts of worship focus on the core values. They include theological teaching, opportunities for reflection, and pupil-led contributions. Collective worship is evaluated by pupils (through the Worship Group), governors, and staff to ensure its impact remains strong.
- **Behaviour and Wellbeing:** Our behaviour policy is rooted in the vision, with an emphasis on restorative conversations that encourage children to reflect on being the best version of themselves. Certificates, postcards home, and house points explicitly celebrate children who embody the school’s values. Staff wellbeing is actively monitored, with governors prioritising support for all adults in school. Our Family Liaison Officer works with many children. All classrooms have worry boxes. We have a strong safeguarding culture with regular training and updates.
- **Community and Advocacy:** The vision inspires courageous advocacy, such as the Reverse Advent Calendar supporting local foodbanks, School Council choosing charities for the Lenten Bazaar, and pupil-led eco work on climate change. Vulnerable groups are supported through local partnerships (e.g. DENS), ensuring that dignity and compassion are central to school life.

Evidence of flourishing

- Pupils demonstrate wisdom, dignity, and hope in lessons, worship, and wider community engagement.
- Staff report positively in wellbeing surveys, showing that the vision nurtures adults as well as children.
- Celebration assemblies and certificates explicitly reinforce living out the values. These are reported to parents in our weekly newsletters.



	• Governors' visits provide evidence of the vision in practice, ensuring accountability and shared ownership of its impact. Conclusion The school's Christian vision is a lived reality. It is embedded in curriculum, worship, behaviour, and relationships. It enables pupils to flourish by developing character, resilience, and a sense of belonging, while adults are supported to thrive in a community rooted in dignity, wisdom, and hope. Together, governors, staff, pupils, and families live out the vision so that all may flourish.
IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?	At Bishop Wood, the curriculum is explicitly shaped by our theologically rooted Christian vision, which is grounded in our core values of wisdom, dignity, hope and community. These values underpin all aspects of our curriculum so that each child is enabled to flourish and "be the best version of themselves." Curriculum Statement of Intent Curriculum design and intent • The curriculum builds on prior knowledge and provides rich opportunities for children to develop resilience, creativity, interpersonal skills and critical thinking, reflecting the biblical calling to seek wisdom. • Every child is seen as a unique individual, created in the image of God, and their differences are celebrated. This affirms the dignity of each person and helps pupils to respect diversity within and beyond the local Tring community. • Through teaching of knowledge, skills, concepts and values, children are prepared for life beyond junior school with a sense of hope for their future. • Enrichment opportunities foster curiosity, joy in learning and positive attitudes that encourage responsibility, independence and lifelong learning. • Pupils leave Bishop Wood with a strong sense of belonging and community, equipped with the confidence to make good decisions, act reflectively and contribute positively to society. Spiritual development



- Our Christian vision frames spirituality as a search for meaning, purpose and connection. Spiritual development is nurtured through daily worship, prayer practices, reflection activities, and mindfulness in PSHE/RE.
- Children encounter opportunities to explore awe and wonder, moral reflection and compassion, developing empathy and resilience.
- Spirituality is integrated across the curriculum and beyond, including educational visits, collective worship, prayer corners and the Spirituality Policy. This enables children to connect their learning with deeper questions of life, faith and values. [Spirituality policy](#) see appendix. At Bishop Wood Spirituality is nurtured through “Wows,Ows, Nows and Hows” which prompt reflection in classrooms, RE, and worship.

Outcomes and enrichment

- The impact of our vision is seen in improved behaviour (noted in Ofsted May 2024), where house points are explicitly linked to our values.
- A wide range of extra-curricular clubs (e.g. choir, drama, yoga, netball, cycling, creative writing, Rock Steady, art, crochet) provide opportunities for pupils to grow holistically in line with their God-given gifts and interests.
- Equity is central: PPG pupils access clubs and trips free of charge, ensuring no child is excluded from opportunities to flourish.
- Ongoing monitoring, RE coordinator and governor involvement, pupil voice and parent surveys ensure the curriculum remains closely aligned with our Christian vision.

SEND and inclusion

- Staff know pupils well and provide appropriate adaptations and scaffolds so that all can thrive.
- SEND pupils make good progress, supported by a strong ethos of equity of opportunity, ensuring that every child, regardless of need, has the chance to be the best version of themselves.



IQ3

How is daily collective worship enabling pupils and adults to flourish spiritually?

Collective Worship is central to the life of Bishop Wood. It is cohesive, carefully planned, and rooted in our Christian vision and values.

Worship offers all pupils and staff an opportunity to:

- experience community and belonging,
- engage with prayer, stillness and reflection,
- explore big questions about life, faith and meaning,
- celebrate together,
- and be encouraged in pursuing what is good, true and right.

Daily Collective Worship enables flourishing because it is:

A daily opportunity to gather as a school community

- Worship is timetabled every day and no interventions occur during this time, underlining its priority.
- It provides rhythm and continuity to the school day, bringing the whole community together.
- Theologically rooted planning ensures consistency and depth, with clear links to our Christian values and the Diocese framework.

Enriched by partnerships and leadership

- Weekly clergy-led services bring awe, wonder, and authenticity to worship.
- Father Huw's visits extend to monthly staff prayer/meditation, supporting adults' spiritual growth.
- Links with High Street Baptist Church and our Eco focus give worship a wider, lived dimension.
- The pupil worship group helps to plan and evaluate sessions, ensuring worship is engaging and relevant.
- Teachers lead worship on a rota, building staff confidence and modelling vulnerability.

Inclusive, invitational and inspiring



- Worship is inclusive of pupils and adults of all faiths and none. Language avoids assumptions of belief, and participation in prayer/singing is invitational, not compulsory.
- Inspiring worship themes encourage reflection and action, linking to personal values, school life, and global issues.
- Parents are invited regularly to class and church worship, strengthening the home-school-church partnership. Parents report that worship sparks conversations around the dinner table.

Developing spirituality in children and adults

- We define spirituality as the search for meaning, purpose and connection. At Bishop Wood this is nurtured through “Wows,Ows, Nows and Hows” which prompt reflection in classrooms, RE, and worship.
- Prayer books, prayer trees, and child-led prayers give pupils ownership of spiritual expression.
- Opportunities for awe, wonder and moral reflection are built in through stories, music, silence, questioning and celebration of success.
- Adults and children grow spiritually together – staff pray and reflect alongside pupils, modelling openness and authenticity.

Evidence of flourishing

- Pupils speak confidently about Christian values and how these apply in daily life.
- Children recognise spirituality in their own experiences and language.
- Staff report growth in confidence and understanding through leading worship and engaging in reflective practice.
- Parents value worship as an integral part of school life and recognise its impact at home.
- Governors monitor collective worship to ensure it remains impactful and central to school life.

[Link to Collective Worship Policy](#) [Link to collective worship plan](#)



IQ4

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

The school's vision, rooted in the Christian values of Wisdom, Hope, Community and Dignity, underpins every aspect of school life. These values shape relationships, guide decision-making, and ensure that both pupils and adults are treated with respect, compassion, and fairness.

Pupil wellbeing and flourishing

- Pupils are encouraged to see themselves as unique individuals created in God's image, with the potential to grow and contribute positively. Initiatives such as *Eco Warriors*, *recycling monitors*, out to learn and the school council's choice of charities empower children to take responsibility, show stewardship of creation, and actively make a difference in their community.
- The choir sings in residential homes and at local events, modelling service and intergenerational connection, rooted in Christian community.
- Pupil voice is valued, ensuring children feel listened to, respected, and supported in becoming the best version of themselves.
- Wellbeing systems, including *worry boxes in each class*, *"People Who Can Help Us" hands*, and PSHE lessons, provide safe spaces for pupils to express concerns and seek help.
- Our Family Liaison Officer works with many children.

Adult wellbeing and flourishing

- Staff are cared for through *wellbeing breakfasts*, a *staffroom wellbeing box*, and monthly *prayers/meditation with Father Huw*. Staff wellbeing is a standing item on the Governing Body's agenda, showing its priority in leadership. Governors are visible, approachable, and proactive in supporting workload and wellbeing.
- Parents are welcomed through an open-door policy, Come Dine With Me events, open mornings, and strong communication systems, ensuring they feel valued and respected as partners in their children's education.

Community and dignity in action

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	• Charitable initiatives such as the Lenten Bazaar, reverse advent calendar and support for DENs reflect Christian hope and compassion in practice. • Pupils' achievements are celebrated e.g. afternoon tea with the Assistant Headteacher and celebration collective worship, affirming their dignity and worth. • Safeguarding practices, including regular DSL meetings, safeguarding updates in staff meetings, and family liaison support, demonstrate the school's commitment to protecting and nurturing every individual. Impact: Theologically rooted Christian values ensure that all members of the school community: pupils, staff, and parents, are treated with dignity, compassion, and respect. This creates a culture of safety, belonging, and flourishing where everyone is enabled to grow in wisdom, live with hope, and contribute to community life.
IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?	Our theologically rooted Christian vision underpins everything we do and is lived out through the values of wisdom, hope, community and dignity. These values are not abstract but are made visible in daily practice, shaping the way pupils think, act, and interact. They inspire pupils to take responsibility for themselves and others, to act justly, and to seek the flourishing of all. Wisdom Through a carefully sequenced and discrete PSHE curriculum, pupils are equipped with the skills and understanding to make wise choices in life and relationships. They learn to treat all people with dignity and respect, preparing them to contribute positively to a diverse society. Leadership roles such as Sports Leaders and ATAs empower pupils to share wisdom with younger peers, fostering interdependence and responsibility. For example, ATAs wrote to the local MP requesting a rainbow zebra crossing, showing that their learning leads to courageous advocacy in real-world contexts. Hope The school actively nurtures hope by engaging pupils in justice-oriented projects such as the Lenten Bazaar, reverse advent



calendar, Fair Trade month, and Clean Air Day. These initiatives teach pupils that their actions, however small, can make a difference locally and globally. Hope is not simply optimism, but a belief that working together can transform communities for the better. We are an Eco School.

Community

Our Christian vision calls us to live in loving service of one another. Pupils take on roles of responsibility such as School Councillors, Eco Warriors, Worship Group members and Active Travel Ambassadors. They recognise that their voice matters and that democracy and shared responsibility are pathways to justice. Our community partnerships with local churches, Tring Together, Sustainable Tring, and local charities further extend pupils' understanding of how faith and responsibility go hand in hand. For example, Harvest Celebrations support both DENS and the Bishop of St Albans' Harvest Appeal, linking theological teaching directly to practical justice. The year 6 children have partnered with a school in France to extend partnerships abroad.

Dignity

The curriculum is designed to be diverse and inclusive. The vision affirms the dignity of every person as created in God's image. Pupils live this out by engaging in acts of remembrance, promoting equality and diversity, and showing empathy for those less fortunate. Practical examples include eco initiatives such as recycling and litter picking, choir visits to residential homes, and laying a wreath at the local remembrance service. Visits from the charity 'Electric Umbrella' explore the power of kindness, equity and inclusion. These activities develop pupils' awareness of justice issues and their responsibility to care for others.

Impact

Ofsted (May 2024) recognised that pupils "develop a sense of justice. They celebrate and respect differences and recognise the importance of equality. They demonstrate empathy for those less fortunate than themselves." The culture created by our Christian vision is one where pupils do not just learn about justice and responsibility, but embody them in their daily lives, preparing them to be courageous advocates and compassionate leaders in the wider world.



IQ6

Is the religious education curriculum effective?

Religious Education (RE) is taught weekly in every class across the school, ensuring consistent and meaningful coverage. Subject monitoring, including regular learning walks and curriculum reviews, confirms that high-quality RE is embedded in practice.

We follow the Hertfordshire Agreed Syllabus, supported by Jigsaw RE, which provides clear progression and breadth. Each year group studies three units of Christianity in depth, each framed around an ultimate question. Alongside this, pupils study two units of another major world religion in depth, and one unit exploring either a third religion or a non-religious worldview.

This structure ensures:

- Coverage: All six principal religions and non-religious worldviews are introduced by the end of KS2.
- Balance: A strong focus on Christianity, with a diverse representation of other faiths, beliefs and world views.
- Progression: Curriculum planning is coordinated with our feeder infant school to ensure development of knowledge and skills rather than repetition.

Effectiveness is further strengthened by:

- Staff training (e.g. Understanding Christianity and Jigsaw RE), equipping teachers with subject knowledge and confidence.
- Resource development to support high-quality teaching and learning.
- Ongoing review in staff meetings, ensuring curriculum intent and implementation remain strong.
- Communication with feeder schools, supporting continuity and progression.
- Subject monitoring eg learning walks, book looks and pupil voice

Impact:

Pupils develop a secure understanding of Christianity and a broad awareness of other major world religions and worldviews. This supports their spiritual, moral, social and cultural development, while fostering respect and tolerance in line with our school vision and values.



IQ7

What is the quality of religious education?

Monitoring, through learning walks, book looks and pupil voice demonstrates that the teaching of Religious Education (RE) is consistently good and effective across the school.

Teaching and Learning:

Teachers plan each session as part of a well-structured sequence of lessons, ensuring progression and coherence. A wide range of artefacts and resources, both physical and digital, are used creatively to bring learning to life. As a result, pupils are able to identify world faiths, discuss their key features, and recognise important religious symbols, artefacts, and places of worship.

Assessment for Learning:

Assessment takes place in every lesson. Teachers use high-quality questioning to check understanding, extend thinking, and address misconceptions. Ideas are explored openly, with pupils encouraged to ask their own questions, fostering curiosity and deeper engagement. Misconceptions are addressed sensitively and promptly.

Monitoring and Evaluation:

The quality of RE is regularly monitored through book looks, pupil voice, and learning walks. These confirm that pupils are engaged, can talk confidently about their learning, and are making good progress.

Curriculum and Collective Worship:

The RE curriculum is supported and reinforced through collective worship. Class worship often showcases RE learning, enabling pupils to make links between their classroom experiences, worship, and the school's Christian vision and values.

Impact:

As a result of high-quality teaching and carefully sequenced learning, pupils enjoy RE and engage with it positively. They talk confidently about different world faiths, can explain the significance of religious symbols and practices, and show respect for diverse beliefs. Pupils demonstrate curiosity, ask thoughtful questions, and reflect on their own ideas and values. RE makes a



strong contribution to their spiritual, moral, social, and cultural development and supports the school's Christian vision by preparing them to live well together in a diverse world.

Next Steps for Development in RE

- **Embed New RE Curriculum:** Review and revise new curriculum through monitoring and assessment.
- **Develop assessment practice:** Strengthen the use of formative assessment by introducing more structured opportunities to capture and track progress against key RE outcomes.
- **Widen pupil voice in curriculum design:** Involve pupils more directly in shaping enquiry questions to further promote curiosity and ownership of learning.
- **Embed links to lived faith:** Increase opportunities for pupils to engage with visitors from different faith communities and to visit places of worship, enriching their lived experience of RE.

