



St Bartholomew's Primary School

SIAMS Self-Evaluation 2025-26

St Bartholomew's Theologically Rooted Christian Vision

Context

Context 1: Who are we?

- 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. What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- d. Is the school an academy or a maintained school? Is the school part of a federation?
- e. How is school (and trust) leadership structured and organized? If part of a trust, what authority is delegated locally?
- f. What characterizes 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?
- g. What church and DBE partnerships does the school have?

We are a two-form of entry Voluntary Aided Church of England school set in the heart of Sydenham, South East London, where we serve a diverse community. We are geographically within the borough of Lewisham and affiliated with the Southwark Diocesan Board of Education (SDBE).

Children join us from the start of the Reception year and we have 14 classes between Reception and Year 6. We currently have 396 children on roll.

We are committed to providing a transformative education for all children and providing a rich experience and understanding of Christianity. We encourage our children and school community to *live life in all its fullness* (John 10:10).

Our governing board consists of members elected from across the school community as well as representatives from our Church, the SDBE and the Local Authority. We work closely with the SDBE and our governing board recently completed the Bishop's Certificate (involving attendance at a series of training events over the last year).

We have an excellent relationship with our namesake Church, [St Bartholomew's](#), and the incumbent and curate both lead worship regularly and are fully involved in the life of the school. Our incumbent, Rev Jim Perry, also leads our school Faith Group.

We actively engage with wider discourse in Religious Education; our headteacher is a representative on Lewisham SACRE and is currently participating in the Agreed Syllabus review, whilst one of our Deputy Headteachers is a licensed lay minister in the Rochester Diocese and sits on the Rochester Diocesan Board of Education.

<p>h. Does the school have any other links or partnerships?</p>	<p>Our pupil characteristics at the January 2025 census were as follows:</p> <p>Gender: Female 46.6%, Male 53.4%</p> <p>Free School Meals: 8%</p> <p>SEN support/EHCP: 15.8%</p> <p>58.2% of the school population are within the bottom 40% of deprivation (IDACI bands 1 and 2).</p> <p>Language: English 84.5%, Not English 15.5%</p> <p>Ethnicity: White 56.9%, Mixed 16.8%, Black/Black British 16.3%, Asian/Asian British 1.8%, Other 0.5%, Unknown 7.8%</p>
<p>Context 2: What are we doing here?</p> <p>a. Considering the answers under ‘Who are we?’, what is the vision of the school?</p> <p>b. How is the school’s vision a clearly-articulated, theologically rooted Christian vision?</p> <p>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?</p> <p>d. As a result of the school’s Christian vision, original foundation, and current context, why are school structures of governance as they are?</p> <p>e. How do governance accountability and delegated authority in the school enhance the</p>	<p>At St Bartholomew’s Primary School, we remain true to the school’s 1815 founding purpose to <i>focus most on providing for those most in need</i>. We believe that school should be a place where love is explicit and where forgiveness operates (Worsley) and this ethos underpins our school vision and values. Our theologically rooted Christian vision reflects the teaching of Jesus through consideration of what our school community needs to effectively grow and thrive together. This includes considering how we can best love each other (John 13: 34-35), care for those who are neglected (Luke 10: 25-37), learn to forgive (Matthew 6:15) and offer redemption (Romans 5: 6-15).</p> <p>Our school is situated in the South-West corner of the diverse borough of Lewisham, on the border of four other boroughs, and our school demographics reflect this position in South-East London. We have an incredibly engaged school community with a very active parent-teacher association (the Friends of St Bart’s) who care about each other and who are looking to grow in compassion, unity, and hope. Many of our staff, including the headteacher, and governors live within the community we</p>

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 organized? Why have these decisions been made?
- h. What is the relationship between the school and the DBE and? 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 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?

serve ensuring an even greater contextual understanding. Our governors are supportive and actively engaged in the life of the school, ensuring accountability, challenge and pastoral support. We are fortunate to have both the incumbent and curate at St Bartholomew's Church on our governing board and they regularly lead collective worship, meet with classes, and spend time with children and staff in school.

In addition to the support we receive from our partner Church, we have also developed positive relationships with many other local churches and places of worship. This allows us to grow in our understanding of the places at which our children regularly worship whilst celebrating the breadth of the Anglican tradition. This is also reflected in our admissions policy and our interpretation of foundation/faith-based applications.

We are committed to the metaphorical open door and warm fire; everyone is welcome at St Bartholomew's with some members of the school community sitting close to the fire of the Gospel and those furthest away still benefiting from its warmth and light. Our vibrant and diverse community incorporates families from many faiths and those from non-faith backgrounds. We position the school as a light in the local community and our children understand that a city on a hill cannot be hidden (Matthew 5:14).

The Southwark Diocesan Board of Education (SDBE) provides support and guidance and we participate enthusiastically in training, networking and collaborative work. This includes support from our link adviser and a network cluster of local SDBE schools. We work closely with the SDBE to develop our Religious Education curriculum as well as engaging with the Local Authority Agreed syllabus. Our headteacher is a representative on Lewisham SACRE and we have developed links with places of worship from multiple faiths.

At St Bartholomew's our school values are *kindness, respect and perseverance* underpinned by Luke 6:31: *Do to others as you would have them do to you.*

	<p>We are respectful to everyone and everything in our school community.</p> <p>We persevere, by not giving up when it's hard.</p> <p>We act with kindness to change the world for the better.</p> <p>With God as our guide, we are committed to:</p> <ul style="list-style-type: none"> ● Developing curiosity by opening our children's minds to a limitless world of possibilities. ● Inspiring, challenging and supporting children to achieve and excel in a nurturing environment. ● Building a community through faith, tolerance and resilience where each individual is valued and will thrive.
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Inspection Questions (IQ): How then shall we live?

INSPECTION QUESTION (IQ)	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican 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>Our theologically rooted Christian vision emphasizes the uniqueness of each of God's children and we take an holistic approach to their education and personal development. Our policies, procedures and pedagogy are underpinned by a relational and trauma-informed approach and we are confident that we know our children and their families well. This allows us to ensure that they make excellent progress and flourish both academically and spiritually.</p> <p>Our children know who they are and understand their position in the school, community and wider world. They behave well and can confidently use our Zones of Regulation approach to manage their relationships. Our whole school attendance is excellent and above local and national averages (current year to-date national average of 93.2% compared to a school year to-date average of 95.4%). We have also developed trust between the school and our children's families and our unauthorized absence is very low (0.97% compared to a national</p>

- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- 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?

average of 2.2% for the last academic year). Persistent absence is low and we always know where our children are.

Our children leave the school ready for the next stage in their education and as nice human beings instilled with our key Christian values. Our children achieve well at all points of statutory assessment:

July 2025 statutory data:

Subject	St Bart's Expected or above	National Expected or above	St Bart's Greater Depth	National Greater Depth
Maths	83%	74%	50%	26%
Reading	87%	75%	56%	33%
Writing	82%	72%	33%	13%
Spelling and Grammar	81%	73%	50%	30%
Science	91%	82%		

Area	St Bart's Combined	National Combined
Children achieving expected or above in reading, writing and maths	79.6%	62%
Children achieving greater depth or above in reading, writing and maths	29.6%	8%

Area	St Bart's 2025	National (2024)
EYFS profile Good Level of Development (GLD)	80%	67.7%
Year 1 phonics screening	88.14%	80%
Year 4 multiplication check	Average score – 21.4 Full marks – 44.4%	Average score – 20.6 Full marks – 34%

We ensure that children experience a broad and engaging curriculum which is supplemented by numerous enrichment opportunities. This was praised in our most recent Ofsted inspection (July 2023) with the school receiving its first ever Outstanding grading for Personal Development.

We are an inclusive school. 192 parents/carers responded to Ofsted's parent view survey with 98% of parents saying that their child was happy at the school (86% strongly agree); 98% said their child felt safe at the school (88% strongly agree) and 97% of parents said they would recommend the school to someone else.

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

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?
- b) How is spiritual development an intrinsic part of the curriculum?
- c) How do leaders know that the curriculum is having the intended effect for pupils?

In addition to the teaching of Religious Education as an academic subject, spirituality runs throughout the whole curriculum. This includes work on sustainability and climate science in geography and science lessons with children considering how to best be stewards of the planet and thinking about identity and relationships in PSHE.

Our theologically rooted Christian vision is reflected in our rich and adventurous curriculum. We acknowledge Astley's distinction between the wisdom of the cross and the wisdom of the world as we sequence and plan subjects across the curriculum.

Our children journey through St Bartholomew's as kind, courageous, respectful and curious citizens, their passion for learning ignited and their self-belief and well-being

- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

nurtured. Every child has the chance to shine and leaves us prepared for a future of limitless possibilities.

At St Bartholomew's our curriculum is broad, balanced and ambitious for all. It is exciting, relevant and meaningful, and responds to the needs of the individuals within our learning community, empowering them to shine academically and flourish spiritually, socially, emotionally, morally and culturally.

Permeating our curriculum are the core values of our school – *kindness, respect and perseverance* - together with the British values of individual liberty, mutual respect, democracy and the rule of law. As a school we have signed the Lewisham Race Equality pledge and committed to the Diocesan anti-racism charter, and we endeavour to plan and teach a curriculum that is inclusive and actively promotes equality for all. We are also actively involved with the Church of England's Diversity project; a member of staff helped to develop resources and we piloted the initiative.

Our curriculum is designed around five key drivers:

Mastery

Lifelong learning

Real world experiences

Resilient citizens

Untold stories

As part of our PSHE curriculum, financial education based on the 'Lifesavers' programme is taught throughout all year groups. This is an innovative, values-based financial literacy programme that gives children the knowledge, skills and attitudes required to manage their money wisely. Our approach to financial education explores what it means to be wise, generous, just and thankful for our money. Through the Lifesavers programme, we run our own savings bank overseen by staff but run by Year 6 pupils. This is a whole-community approach that involves parents, the credit union and others to help children learn about money.

Quality texts are integral to our curriculum approach, as we recognize that fluency in reading enables children to have access to the full curriculum entitlement. It is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively. We choose quality texts to drive learning in English and as the basis for the teaching of writing. During the term, children will encounter narrative, poetry and non-fiction texts. As part of the development of core skills, children are read to each day.

We ensure that children see a relevance and a purpose to their learning, so we plan for learning to build towards a purposeful outcome at the end of the term. This is an opportunity for children to showcase their learning to a wider audience, perhaps through an exhibition to the school community, or through the publication of a class text.

Central to all of the above, and to our curriculum design, is the expectation of well-thought-out teaching and learning delivered by all staff. Teaching staff use our curriculum progression documents to create coherent learning sequences, so that children develop knowledge and skills over time; both within their year group curriculum, but also building on, and making connections with, prior knowledge from other years in school. Staff identify the 'sticky knowledge' that they want children to learn through each new theme, and design opportunities for the children to practice and apply this knowledge in a range of different contexts; deep, long-term learning is achieved.

We are currently developing our understanding of the evidence from cognitive science as to how children learn best and how learning is retained in long-term memory. We are exploring how interleaving and longitudinal learning may further complement our current curriculum model. This approach ensures that we are able to deliver a transformative education for all children. We encourage exploration across the curriculum ensuring that spiritual development is intrinsic in all areas: allowing children to ask big questions about faith, life and the world, whilst fostering a culture of inquiry and questioning.

	<p>Continuing professional development (CPD) for all staff is a priority to empower them with the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders all have the necessary expertise to play a pivotal role in both the design and delivery of their subject areas; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system.</p> <p>We believe that school should provide a safe space for children to learn and develop and we have established a safe environment where children feel comfortable discussing their beliefs and exploring their spiritual journey. We also integrate spiritual developing into the curriculum through activities that promote questioning, wonder, silence and reflection; all of which are essential to spiritual growth. We are empathetic and supportive as we recognize and understand that spirituality is a personal journey and different for everyone. This approach ensures that we create classrooms that are not only academically enriching but also spiritually fulfilling, helping children to grow and thrive in their learning environment.</p>
<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p> <p>a. How do the theologically rooted Christian vision and the Anglican foundation of the school shape worship and spirituality in the school?</p> <p>b. How do partnerships with the DBE 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</p>	<p>We see collective worship as the heartbeat of the school and an opportunity for staff, children and visitors to come together as a community with a shared identity and common purpose. We build on the rich, lived diversity of Anglican tradition and identity through the topics we include and the relationships we have fostered with local churches.</p> <p>In order to ensure that collective worship enables pupils and adults to flourish spiritually we believe it is important that it remains dynamic and is continuously reimagined. Whilst we carefully plan a yearly overview of content, we are also reactive to real-world events and to the interests of the children. This allows us to ensure spiritual growth by making worship relevant and purposeful; by meeting the children where they need to be met.</p> <p>We hold a daily act of collective worship at St Bartholomew’s. By providing different levels of interest and involvement, all children feel included whatever their beliefs or background. Underpinning our collective worship are the core values of Christianity. It is our aim for children to ‘keep their minds open’ to learning from the faith and the beliefs of others. Worship is inclusive and affirming and therefore relevant for all children.</p> <p>Our understanding of spirituality is informed by Liz Mills’ idea of the window, mirror, and door. Like a window, our spiritual vision is outward looking and we are engaged</p>

and enrich collective worship and individuals' spiritual development?

e. How does the trust contribute to and enhance the school's worship and spiritual life?

with the wider world around us; like a mirror we create the space for reflection, both alone and together; and like an open door we are always moving forward, responsive and ready to take action. Much of what we do is rooted in the concept of courageous advocacy and justice and responsibility and this threads through our curriculum and personal development initiatives alongside a strong focus on developing spiritual capacity in our staff, children and families.

Our incumbent and curate regularly work with a target year group after their weekly visit and this includes ensuring the voice of all children is heard in regards to their experiences of collective worship. This feeds into the ongoing planning for and delivery of collective worship.

We understand worship to be a special act or occasion with the purpose of showing reverence to God. Collective worship involves all members of the school coming together to think about a specific theme or Bible verse. An overview of these themes can be [found on our school website](#).

As a Church of England school with a distinctive Christian character, we base our worship on the teachings of the Bible and traditions of the Christian Church. However, we conduct our worship in a manner that is sensitive to the individual faith and beliefs of all members of the school.

Our [Collective Worship Policy](#) and [guidance from the Church of England](#) ensure that during collective worship there are opportunities for children to:

- pray and express praise and thanksgiving to God;
- reflect on the attributes of God and the teachings of Jesus Christ;
- promote and affirm Christian values and attitudes;
- foster respect and unity;
- share each other's joys and challenges;
- celebrate special times in the Christian Calendar;
- deepen their spiritual awareness and reflection.

<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> <p>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?</p> <p>e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>We are committed to encouraging equality, diversity and inclusion both within our school and our wider community and providing equality of opportunity in children’s learning. We believe in a fair future for all, and we value the diversity of thought and experience that all of our unique children bring to their everyday learning. Equally, we value the diversity of thought, background and experience that our staff and parents bring to our school. Through our school values, we seek to raise kind, respectful and inclusive children, while fostering their talents and building their aspiration and resilience.</p> <p>Our faith is inclusive, and our approach to teaching and worship is values-based, encouraging kindness, dignity and respect to everyone. We use stories rooted in the Christian tradition as stimulus for discussion and reflection for all children.</p> <p>It is important to us that each individual is valued for who they are and the gifts they have. Our school’s core verse, <i>‘do to others as you would have them do to you’</i>, is embraced and embodied by pupils and adults and reflects our Christian distinctiveness as a Church of England school.</p> <p>Our children are the heart of our school and we have developed lots of opportunities for their voice to be heard. In addition to encouraging active participation throughout the curriculum and the school day, we have also established a range of child-led councils with representatives elected from each class. These councils meet regularly and each have their own focus.</p> <p>Wellbeing of pupils and adults is an integral part of our approach and is considered across all areas of school life; this includes a focus on staffs’ work-life balance by governors and senior leadership. This approach, focused on fostering dignity and respect, is evinced across the policies ratified by our governing board; including stress reduction and wellbeing. All staff also have access to a suite of wellbeing resources (including therapy sessions) through Judicium, our external HR provider.</p> <p>We are particularly excited by our ongoing work on growing faith communities and developing the relationship between Church, school and household. We see this as</p>
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	<p>integral to building a dignifying and equitable culture with stakeholders across the community living well and harmoniously together.</p> <p>We live out this vision in everything we do; including the strong working relationships we have the local Mental Health Support Team and our recent participation in the borough-wide Partnerships for Inclusion and Neurodiversity in schools (PINS) project.</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>	<p>Justice, responsibility and courageous advocacy are an integral part of our school identity. Our children have a voice and enjoy learning how to use it effectively. This includes both reacting to the immediate needs of those around us (e.g., collecting for the Foodbank at Harvest or Christmas) and developing a better understanding of the systemic issues of inequality. We fundamentally believe that in order to be effective stewards of the planet children need to be taught about these issues throughout the curriculum.</p> <p>We have numerous opportunities in school for children to demonstrate their courageous advocacy including:</p> <ul style="list-style-type: none"> -Our award winning Eco Council -Our pioneering refill shop (established and managed by children following a successful funding application for seed funding) - Our opportunities for fundraising through links with local, national and international charities <p>We are a Save the Children Future 100 and have received a commendation for our ongoing work with them.</p>
<p>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)?</p>	<p>We have an effective Religious Education curriculum that meets the requirements of the Church of England’s statement of entitlement.</p> <p>Through faith, resilience, tolerance and harmony, we want our RE curriculum to build a community where each individual is valued and will thrive. They will be curious</p>

- 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?
- b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- 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?

about the world around them and open to the differences of culture, opinion, belief and values that they are exposed to through our diverse scheme of work. Children will grow in wisdom and knowledge as they develop the life skills associated with effective RE pedagogy.

Effective leadership ensures there is a clear vision for RE across the school and an understanding of how most children will demonstrate their learning within each year group. Anglican characteristics will be central to and embedded in the whole school curriculum and will present contrast and comparison with different religions based around key questions.

We use the Southwark Diocesan Board of Education RE Syllabus to ensure that we cover all major religions and children are also encouraged to celebrate their unique identities throughout the year – such as celebrating a particular religious festival when it occurs on the calendar. This syllabus is supplemented by resources from elsewhere and the expertise of our established and experienced staff.

Teachers make use of quality artefacts and artistic resources to assist children in their learning. Enhancement is provided through strong links with our parish church, visits to relevant places, having experts visit the school and relating the topic of study to world current affairs when suitable. Quality-first teaching, stemming from reflective planning, underpins our intentions within the teaching of RE. The intentional use of dialogue, debate and diversity sits at the centre of our scheme of work.

Our children have regular opportunities each term to visit St Bartholomew’s church and also have an additional RE trip each year to a place of worship from another religion.

<p>IQ7 What is the quality of religious education?</p> <ul style="list-style-type: none">a. What is the quality of teaching?b. How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?c. How does assessment inform teaching and learning?	<p>The Religious Education received by children at St Bartholomew’s is rich, engaging and purposeful. Our staff are experienced and confident to deliver lessons that ensure children learn about and from religion.</p> <p>We assess impact through different types of responses from the children when considering the key questions within their topic. When planning, class teachers ensure opportunities for responses including written work, creativity (drama, debate) and visual pieces. Evidence from pupil conferencing and behaviour around school demonstrates that religious education helps to develop cultural capital and encourage children to treat themselves and others with dignity and respect.</p> <p>Religious Education is a core subject and is assessed in a similar way to writing. Staff complete assessments at the end of each unit and ensure that their use of formative assessments is robust. Our NATRE membership ensures that we stay up-to-date with developments in the teaching of RE and we continue to refine how we support children with additional needs (allowing us to capture progress as well as attainment). We currently use the engagement model for this.</p>
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