



The Blue School's Summary SIAMS Self-Evaluation

School's theologically-rooted Christian Vision:

“ Whatever you do in word or deed, do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.”

Colossians 3:17

Our Christian vision is rooted in **Colossians 3:17** and calls our community to live and act with purpose and gratitude. From this vision have grown our values of hope, dignity, wisdom and community, shaping how our vision is lived each day and guiding our words, actions and relationships. This vision leads our whole community to::

- **Speak** – words of **wisdom** and **hope**
- **Act** – with **dignity** and respect
- **Be thankful** – as one **community**, from the heart

Hope	Dignity	Wisdom	Community
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A **community** flourishing through **wisdom**, **hope** and **dignity** giving thanks to God in all that we do.

Who are we?



The Blue School Church of England School URN: 102523,
 DfE number: 313/3300 UKPRN: 10073969.
 Current roll: 428 pupils (Primary and Nursery)
 Geographical location: Isleworth / Hounslow Borough
 Religious and cultural profile: within the Westminster Deanery

- Maintained Church of England voluntary aided primary school with a Christian heritage dating back to 1630.
- Larger than average school with over 430 pupils including nursery, serving a diverse local community in Isleworth.
- Strong Anglican identity shaped by **Colossians 3:17** and lived through **hope, dignity, wisdom** and **community**.
- Long established partnerships with five local parish churches; clergy lead weekly worship, prayer and pastoral support.
- Member of LDBS with access to diocesan training, RE networks, HR and advisory support - see evidence.
- Pupil profile It is situated in a diverse and culturally mixed community and draws pupils from a wide area.
- Our vision calls us to prepare our pupils for life within the wider society – see SMSC evidence, OFSTED report, trips, visits, courageous advocacy work. Preparing young leaders through the Archbishop of York Programme in Year 4.
- Strong partnerships with local church schools, UCL, St Mary's University, Cambridge University and HEP, strengthening curriculum, pedagogy and leadership.
- Diverse pupil profile, wide linguistic diversity, 20 percent SEND and 8 percent pupil premium.
- Safeguarding, SEND provision and pastoral care are recognised strengths with effective monitoring and early intervention - see report & Ofsted report.
- Needs and aspirations of community: Parents are involved and highly motivated for their children. Very supportive of the school and work well with staff to enable pupils to flourish. Culture of strong attendance that the majority of parents are supportive of.



What are we doing here?



Our vision is rooted in **Colossians 3:17** which shapes every decision and practice across the school.

“Whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him”

Through our vision our community is guided to:

- **Speak** – words of **wisdom** and **hope**
- **Act** – with **dignity** and respect
- **Be thankful** – as one **community**, from the heart

A **community** flourishing through **wisdom**, **hope** and **dignity** giving thanks to God in all that we do.

- Values of **hope**, **dignity**, **wisdom** and **community** form a shared language evident in behaviour, curriculum and relationships.
- Leaders respond theologically to community needs, building cohesion, belonging and aspiration.
- Governance uses the vision as the primary lens for strategy, accountability and policy.
- Daily collective worship is inclusive, invitational and forms the spiritual heartbeat of the school.
- RE and Religious Literacy are taught for more than three hours weekly with rigour equal to core subjects.
- Strong partnerships with clergy, churches and LDBS enrich spiritual life, curriculum quality and Christian distinctiveness.
- Commitment to remaining a maintained VA school ensures mission, identity and community service remain central.

Hope Dignity Wisdom Community

Inspection Question 1 (IQ 1)

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



- The Christian vision, rooted in **Colossians 3:17**, is lived consistently across the life of the school and shapes relationships, behaviour, curriculum and leadership.
- The values of **hope, dignity, wisdom** and **community** provide a shared theological language understood and lived by pupils, staff, governors and families.
- Rooted in **Colossians 3:17**, the community is called to **Speak** with **wisdom** and **hope**, **Act** with **dignity** and respect, and **Be thankful** as one **community** ensures the vision is active and visible in daily practice.
- The school rules of Ready, Respectful and Responsible are a direct expression of the Christian vision and guide how the community speaks, acts and responds to one another.
- Being Ready reflects a readiness of heart and mind to learn, listen and act with gratitude.
- Being Respectful expresses the Christian belief in the dignity and worth of every person.
- Being Responsible develops an understanding that choices affect others and that freedom is balanced by care, stewardship and responsibility.
- Evidence from the Ofsted report, pupil voice and learning walks shows that pupils demonstrate strong relationships, moral awareness and respect for others.
- Spirituality is intentionally woven through all aspects of school life and is nurtured through the lenses of reflection, encounter, experience and transformation.
- Prayer spaces, reflection areas and daily collective worship provide regular opportunities for stillness, meaning making and spiritual growth.
- Stewardship is embedded across leadership, curriculum and pupil voice, encouraging care for others, resources and the environment.
- As a Rights Respecting School, pupils practise stewardship through leadership roles such as School Council, ECO Team, Wellbeing Warriors and Faith Ambassadors.
- Pastoral systems ensure emotional and spiritual wellbeing is supported with dignity and compassion.
- Pupils can clearly articulate the vision and explain how it shapes their choices, relationships and sense of belonging.
- Leaders know the vision enables flourishing through strong pupil voice, positive wellbeing, high attendance and strong academic outcomes.

- Behaviour for learning is consistently strong and records confirm that disruption is addressed promptly so learning time is protected.
- Attendance data in IDSR shows secure attendance patterns, supported by parental engagement.
- Assessment information indicates that outcomes remain above local and national measures, including for those who are vulnerable.
- Monitoring of provision shows that early intervention, adaptive teaching and targeted support enable pupils to participate fully and make good progress academically, socially and spiritually.

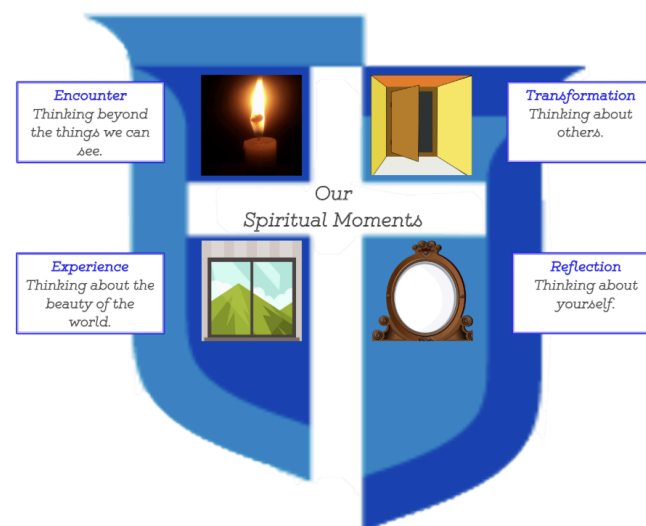
Inspection Question 2 (IQ 2)

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



- The Christian vision, rooted in **Colossians 3:17**, shapes the curriculum at every level and gives the school its distinctive character.
- The curriculum is broad, ambitious and formed so pupils flourish spiritually, academically and personally, growing in **wisdom, dignity, hope** and **community**.
- Every subject is designed to help pupils **Speak** with **wisdom** and **hope**, **Act** with **dignity** and respect and **Be thankful** as one **community**.
- Religious Education and Religious Literacy hold a central and protected position, taught for over three hours weekly and given equal status to English and mathematics.
- Through the theological, philosophical and human and social science lenses, pupils develop strong religious literacy, deep understanding of belief and the ability to reason with clarity.
- Lessons are enquiry led, sequenced with precision and enriched through visits to places of worship, lived encounters with five parish churches and high-quality subject resources.
- The wider curriculum is broad, balanced and regularly reviewed to ensure it meets the needs of a diverse community and responds theologically by valuing every child as precious and capable.
- Knowledge organisers link subject content to the school's vision and values, enabling pupils to recognise how **wisdom, dignity, community** and **hope** are expressed through learning.

- High expectations for all groups, especially those who are vulnerable or disadvantaged. Early intervention and adaptive provision is effective and ensures the curriculum reflects the God-given worth of every pupil.
- Termly pupil progress meetings, book looks and rigorous monitoring ensure that pupils are known individually and supported to excel.
- Strong outcomes at the end of Key Stage 2, consistently above national averages, demonstrate the curriculum's impact and alignment with the Christian vision.
- Strong attendance is evidenced through IDSR, reflecting families' commitment to the school.
- Opportunities for SMSC and personal development are a strength – see Ofsted report.
- Spiritual development is woven through all subjects using the school's four spirituality lenses: reflection, experience, encounter and transformation.
- Across the curriculum pupils explore spiritual meaning, purpose, identity and belonging, encountering awe and wonder in subjects such as English, science, geography, art, music and PE.
- Opportunities for leadership and service are embedded, including buddy systems, Faith Ambassadors, School Council and Year 6 leadership roles that foster care, community and responsibility.
- A rich extra-curricular offer enhances classroom learning and ensures no child is excluded, with funding provided for trips, clubs and music tuition so every pupil can participate fully.
- Through this curriculum, pupils grow as confident thinkers, compassionate citizens and responsible members of the community, able to articulate how the Christian vision shapes their learning and life.



Inspection Question 3 (IQ 3)

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



- Collective worship sits at the heart of school life and is a daily expression of the Christian vision rooted in [Colossians 3:17](#).
- Worship brings the whole community together in a shared rhythm of stillness, gratitude, scripture and reflection, shaping attitudes, relationships and daily choices.
- Collective Worship has a high profile across the school, this is supported by parents and staff.
- Class worships are attended by parents, and this allows the school to develop the spirituality of our whole community.
- Worship is invitational, inclusive and deeply Christian in character, enabling pupils of all faiths and worldviews to participate with honesty and integrity.
- The liturgical calendar structures the worship journey, helping pupils encounter key moments in the Christian story throughout the year.
- Themes of **hope, dignity, wisdom** and **community** are woven through worship, helping pupils link messages to daily life, friendships and decision making.
- The school rules of Ready, Respectful and Responsible are regularly revisited in worship, supporting pupils to make clear connections between faith, behaviour and how we, as one community, live well together.
- Year 6 pupils take an active leadership role in planning, leading and evaluating worship, demonstrating confidence, theological understanding and spiritual maturity.
- Year 6 and Year 5 also lead Harvest, Christmas, Easter and a Leavers' service for the community staff and parents to worship together and give thanks.
- In-class worship provides smaller, reflective spaces where pupils ask big questions, explore ideas and share personal reflections in a safe and thoughtful setting.

- Parents are welcomed regularly into worship, strengthening community bonds and helping worship extend meaningfully into family life.
- The school community gathers at All Souls Church to mark the beginning of each academic year.
- Weekly newsletters share the theme of worship and the learning focus with families.
- Celebration assemblies highlight pupil achievements and reflect the diverse culture of the school.
- Worship nurtures spiritual growth through the school's four spirituality lenses: encounter, experience, reflection and transformation.
- Pupils encounter faith through scripture, symbol, drama, storytelling and the presence of clergy from the five parish churches who lead weekly worship.
- Children experience awe and wonder through music, silence, ritual, symbolic objects and creative participation.
- Reflection is built into every act of worship, giving pupils time and space to consider meaning, emotions, questions and how stories connect to their own lives.
- Transformation is encouraged as pupils are invited to consider how faith and values might shape their choices, actions and relationships.
- Pupils speak confidently about the impact worship has on their hope, sense of belonging, emotional awareness and understanding of themselves and others.
- Worship strengthens spiritual agency, helping pupils articulate their own worldview, appreciate difference and engage respectfully with diverse beliefs.
- Prom Praise at the Royal Albert Hall provides pupils with a national Christian worship experience, enabling them to join a massed choir in an act of praise that broadens their encounter with diverse expressions of worship and strengthens their spiritual development.
- Leaders know worship is enabling spiritual flourishing through pupil voice, thoughtful engagement, reflective comments, calm participation and the consistent outworking of values in daily behaviour.
- All our planning includes opportunities for SMSC – see sample RE planning. Each year the group has the opportunity to visit a diverse place of worship.
- The diverse culture of the school is celebrated through collective worship, children sharing their achievements in celebration assembly and in the school's newsletter.
- Worship continues to grow in depth and quality, building on previous SIAMS recommendations, and stands as a defining strength of the school's Christian distinctiveness.



Inspection Question 4 (IQ 4)

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



- The Christian vision, rooted in **Colossians 3:17**, shapes a culture where every person is recognised as precious, valued and deserving of dignity.
- The values of **hope, dignity, wisdom** and **community** guide relationships, behaviour and the way pupils and adults **speak** and **act** toward one another.
- The school rules of Ready, Respectful and Responsible reflect the theological call to **speak** with wisdom, **act** with dignity and **live thankfully** as one community.
- Consistency in applying the 3 Rs ensures a calm, purposeful environment where expectations are clear and rooted in compassion rather than compliance.
- Pupils understand that being Respectful comes from recognising the dignity and worth of every individual, reflecting a Christian understanding of neighbour love.
- Being Ready reflects openness, willingness and gratitude, while being Responsible teaches accountability, empathy and the impact of choices on others.
- Behaviour across the school is warm, respectful and relational, supported by staff who model the values daily through kindness, calmness and fairness. Children's behaviour and personal development are a strength – see Ofsted report
- Staff know pupils exceptionally well and foster strong relationships that support emotional security and positive self-worth.
- Safeguarding practice is robust and deeply informed by the Christian commitment to protect the vulnerable, ensuring no child is overlooked.
- SEND provision is shaped by dignity and inclusion, with effective early identification, personalised adjustments, graduated support and strong collaboration with families. see report & Ofsted report.
- Pastoral care is wide-ranging, supported by ELSA provision, The Ark, the Rainbow Room, the Mental Health Support Team and prayer-centred encouragement.
- Restorative conversations help pupils repair relationships, reflect on actions and understand forgiveness as a practical outworking of the Christian vision.
- Adults are treated well through leadership that is pastoral, transparent and committed to staff wellbeing, workload awareness and opportunities for reflection and growth.

- Parents describe the school as a kind, welcoming and highly supportive community where their children feel safe, cared for and valued.
- Pupils demonstrate empathy, gratitude and responsibility, showing that the vision is shaping their understanding of how to live well together.
- Care for others is shown through service, and community outings to visit local care homes, Atfield House and Bridgewater House.
- Leaders monitor culture closely through pupil voice, staff voice, wellbeing data, behaviour trends and parental feedback, enabling ongoing refinement rooted in the vision.
- The result is a community where dignity is lived, respect is mutual, relationships are nurturing and every individual feels held, encouraged and treated with fairness.

Inspection Question 5 (IQ 5)

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



Our vision for all actively shapes a culture of justice, responsibility and positive relationships across the whole community. Rooted in **Colossians 3:17**, the vision calls everyone to **speak** words of **wisdom** and **hope**, **act** with **dignity** and respect and **be thankful** as one **community**, from the heart. This shared vision provides a moral and spiritual framework that guides how pupils and adults relate to one another, balancing individual freedom with responsibility towards others.

Our values of **hope**, **dignity**, **wisdom** and **community** enable our vision to be lived fruitfully in the daily life of the school.

- **Hope** gives us a mission to accomplish and speaks to tomorrow being better than today.
- **Dignity** gives us a culture to embrace and speaks to treating everyone as precious in the sight of God.
- **Wisdom** gives us a place to grow and speaks to knowing how to make a positive difference.
- **Community** gives us people to enjoy and speaks to living and loving well, together.

- The school rules of Ready, Respectful and Responsible teach pupils that their words, decisions and actions carry weight and affect the flourishing of others.
- Being Responsible helps pupils understand that freedom must be balanced with care, integrity and accountability, reflecting a Christian understanding of stewardship.
- The Year 6 Charity Team takes responsibility for choosing the charities supported across the year and leads fundraising events.
- The school's Rights Respecting ethos embeds fairness, equality and global citizenship, helping pupils make meaningful connections between human rights and Christian teaching on dignity and justice.
- Restorative practice is used consistently, teaching pupils to reflect, repair and restore relationships, echoing themes of reconciliation and forgiveness.
- Pupils take on leadership roles such as School Council, ECO Team, Faith Ambassadors and Wellbeing Warriors, enabling them to enact responsibility in real and purposeful ways.
- These roles empower pupils to speak up for others, lead initiatives and influence positive change within and beyond the school community.
- Courageous advocacy is woven through curriculum and enrichment, with pupils engaging in charity work, environmental projects, foodbank collections, social action and local community partnerships.
- Curriculum units in RE, geography, science and English provide structured opportunities to explore justice, inequality, environmental responsibility, ethical choices and the impact of actions on others.
- Pupils understand and articulate that caring for creation, supporting those in need and standing up for fairness are practical expressions of the school's Christian vision.



- Policies, risk assessments and procedures are reviewed each year to ensure they reflect updated guidance and best practice.
- Staff and governors contribute to annual policy reviews so that practice remains aligned with the school's vision.
- Partnership with the 5 parish churches deepens pupils' awareness of local and global issues, encouraging empathy and prayerful action.
- The school works hard to maintain positive links within the wider community e.g. Archbishop of York Award, The Mulberry Centre, Atfield House and Bridgewater House.
- Collaborations with charities and community organisations widen pupils' understanding of the world and give them tangible ways to contribute. Through these experiences, pupils develop moral courage, empathy and a strong understanding of their responsibility to others.
- The school prepares children for life in modern Britain including many opportunities throughout their school journey to develop their own views and responsibilities.
- Parents and staff describe the school as a place where justice and kindness are expected, modelled and celebrated.
- Leaders know the culture of justice is having impact through pupil voice, community engagement, observed behaviour and the way pupils confidently advocate for fairness and responsibility.



Inspection Question 6 (IQ 6)

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)?



- Religious Education meets the full expectations of the Church of England Statement of Entitlement and sits at the centre of the school's Christian vision.
- RE is taught for two hours weekly in every class, with an additional weekly Religious Literacy lesson that deepens theological understanding and secures progression across disciplines.
- The LDBS scheme of work provides a strong, sequenced foundation that ensures coverage, breadth and theological rigour from Early Years to Year 6.
- The Religious Literacy curriculum strengthens disciplinary thinking across theology, philosophy and human and social sciences, enabling pupils to interpret scripture, analyse belief and understand lived faith.
- Pupils build secure religious vocabulary and conceptual understanding, allowing them to articulate ideas clearly and confidently.
- Teaching is consistently strong, with teachers planning creative, engaging and enquiry-led lessons that include discussion, debate, story, drama, art, investigation and reflection.
- Teachers receive high-quality CPD through diocesan networks, LDBS support, the RE Lead's SACRE involvement and in-school coaching and moderation.
- Assessment in RE is robust and aligned with whole-school systems, with outcomes reviewed termly and monitored in the same way as English and mathematics.
- Work scrutiny, learning walks and pupil voice confirm that pupils are making strong progress from their starting points and demonstrating secure understanding of core concepts.
- Visits to places of worship including churches, temples and mosques enrich learning with lived experience and deepen understanding of the diversity of faith in the community.

- Clergy from the five parish churches regularly contribute to RE, modelling lived Christianity and supporting theological depth.
- Pupils show curiosity, respect and confidence when exploring Christianity and worldwide religions and worldviews, engaging thoughtfully with big questions.
- SEND and disadvantaged pupils are supported through adapted planning, scaffolding and targeted vocabulary support to ensure equitable access and strong outcomes.
- Parents value RE highly and comment on the reflective conversations their children initiate at home.
- RE is a significant strength of the school, contributing powerfully to pupils' spiritual development and their ability to think deeply, appreciate diversity and reflect on their own worldview - see LDBS reports.
- CPD in RE is well attended with the RE lead attending termly RE network groups. Alongside guidance from the LDBS, the RE lead has developed a Religious Literacy Curriculum which aims to and develops children's disciplinary knowledge.
- The RE Lead is a member of the local SACRE. Within the role, the RE lead is actively involved in the local diocesan work.
- Governors attend training through the diocese and 2 link RE Governors inform and meet termly regarding the school's RE syllabus and school vision.
- The school is meeting the principles and tenets outlined in the Church of England Statement of Entitlement.
- The Senior team and RE Lead monitors the subject across the school. Assessments are in place for KS1 and KS2. Assessment data is monitored on the school's MIS (inline with expectations for English and Maths)
- The subject is well resourced and the pupils benefit from a number of trips and visits to enrich their understanding of belief and meaning within Anglican traditions and other world faiths. All year groups visit a range of Christian places of worship linked to their learning, from evangelical traditions to high church settings. These visits give children meaningful experiences of the diversity within the Christian faith, including the Year Five visit to St Paul's Cathedral. Other trips include: Y2 visit a local Mosque, Y3 a local Synagogue, Y4 a Mandir, Y5 a local Gurdwara and Y6 a local Buddhist temple. RE is also brought to life by guest speakers and members of our community sharing and celebrating their faith.
- Leaders monitor and refine the curriculum regularly, ensuring RE remains academically rigorous, spiritually enriching and central to the school's Christian distinctiveness.

Inspection Question 7 (IQ 7)

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?

- The quality of teaching in RE is consistently strong, ranging from good to outstanding, with high expectations across all year groups - see evidence.
- Lessons are engaging, creative and rooted in enquiry, enabling pupils to explore theological, philosophical and human and social science concepts with depth and confidence.
- Through the Blue School's signature pedagogy, teachers use a wide range of immersive approaches including discussion, debate, drama, storytelling, art, written reflection and multimedia to deepen understanding and sustain curiosity.
- Behaviour for learning in RE is excellent, with pupils demonstrating active listening, thoughtful questioning and respectful engagement with complex ideas - see report.
- Pupils show a secure understanding of Christianity as a living faith, and speak confidently about key beliefs, biblical texts and their meaning. Children are curious and eager to develop their own worldview and how this shapes their lives - see pupil voice.

- Children demonstrate growing understanding of other world religions and worldviews, developing respect, empathy and an ability to explain similarities, differences and lived practice.
- The curriculum is carefully sequenced through the LDBS scheme and supported by the school's Religious Literacy programme, ensuring strong progression of knowledge and vocabulary.
- Teachers adapt lessons to meet the needs of SEND, EAL and disadvantaged pupils so that all learners can access key concepts and achieve well.
- Assessment is rigorous and aligned with whole-school systems, with outcomes in RE mirroring those in core subjects for most pupils.
- The RE curriculum is reviewed regularly and well sequenced. The LDBS scheme of work is followed and adapted to suit the needs of our school. Teachers know what is being taught well to ensure effective progression of skills and knowledge through the phases of learning.
- Pupils make good progress in RE and the subject is given high regard - see assessment tracking data.
- Teachers track pupil progress with outcomes matching those of English for the majority of pupils. Assessment data is collected termly for RE and a report on RE will be formulated in the summer term. The RE lead undertakes pupil progress meetings to support and understand the areas to improve in RE.
- Termly monitoring, book looks, pupil progress meetings and subject reviews confirm strong progress and high-quality learning across all phases.
- Regular RE book looks provide evidence of progress and inform subject development - teachers can see best practice. Moderation in phases and at RE Network meetings with other schools.
- Staff share good practice in RE/RL and phase leaders feed this into SLT review and monitoring.
- Faith Ambassadors play a meaningful role in representing pupil voice, supporting worship, reviewing RE from a learners' perspective and modelling enthusiasm for the subject.
- Parents are supportive of RE events and attend class worships / church services / opportunities to share their own experiences with children.
- Parents are kept informed and encouraged to engage in their child's learning through information on the website and Newsletters.
- Trips to places of worship and visits from clergy bring depth, authenticity and lived experience to classroom learning.
- Parents and carers value RE highly and appreciate the reflective questions and thoughtful conversations their children bring home.
- Governors actively monitor RE through link governor visits, discussions with the RE Lead and engagement with diocesan training.
- The subject is well resourced, highly prioritised and taught with enthusiasm, giving pupils a rich understanding of belief, meaning and faith in action.