



Cambourne church is ecumenical and our inter church school embraces and rejoices in its diverse Christian practice

Our Christian Vision

“Go and make followers of all the nations. Baptize them in the name of the Father and of the Son and of the Holy Spirit. 20 Teach them to do all the things I have told you”- Matthew 28:16-20

We live the example set in the Great Commission (Matthew 28) by remembering:

This is our school. Let peace dwell here
Let the rooms be full of contentment.
Let love abide here.
Love of one another love of mankind love of life itself and love of God.
Let us remember that as many hands build a house, so many hearts create a school.

Each line of our VISION PRAYER (link) is linked to the needs and context of our school
Our Vision prayer is clearly biblically rooted (link)

Table with 6 columns: URN, Value, Date of last SIAMS, Date, Disadvantaged, Percentage. Rows include URN 134894 and NOR 405.

Vision- theological underpinning

Our school focuses on international links and courageous advocacy. Inspired by the message of The Great Commission. The Great Commission (Matthew- 28) tells us that Jesus told his followers to spread his message to all nations.

Context and Summary:

Our Vision prayer highlights the need for our school to develop pupils who want to make the world a better place, in an in our own school community, nationally and internationally.

We develop courageous advocacy in pupils following the example of John Wesley and believe in international collaboration, mirroring Anglicanism as a global church. In 2021/22 our national data outcomes were far above national averages in all areas.

The Vine curriculum is broad and exciting. Monitoring shows that in the core & foundation subjects 90% of teaching is good or better. Our curriculum is rooted in basic skills and our values of internationalism and advocacy.

The Vine has a higher-than-average level of emotional need (over 68% of our pupils are monitored due to having a potential vulnerability indicator (up from 65% in 20-21)).

Many of our pupils have been rehoused in Cambourne from the city, & consequently have moved away from support networks, resulting in vulnerable families being isolated within a community that is more affluent around them.

Our attendance before and during the pandemic (94%) has consistently been well above national (88%), with a focus on vulnerable groups (SEN 95% (national SEN 82%), FSM 93% (national FSM 84%) due to praise, rewards, and persistence.

Summary SEF & Case for Excellence with hyperlinks –

(If opening on a laptop/PC we suggest you: right click the hyperlinks and click “open in new tab”)

Achievement and Pupils:

- We identify and support the learning needs of all pupils. [Daily Post](#) teaching enables teachers to use dual coding (Sternberg, 2003). We support learning at all levels, focusing on Maths and English learnt earlier in the day, the week and that the term. Gaps are then spotted and closed. Pupil premium, SEN and the lowest 20% read with SLT / inclusion weekly to monitor progress. Pupil premium pupils in yr 6 have a champion who coaches them weekly. As a result achievement is well above national averages, in all areas: [2021/22 data link](#)
- We have a revised progressive curriculum that enables pupils to flourish academically from [preschool](#) to [year 6](#). We have a 3-teacher model in year 6. Pre & post teach is well embedded to pupils a head start on the day’s learning. Early bird and [catch-up](#) clubs to support pupil premium and those behind. After school and holiday tuition is provided post covid. Subject leaders given professional external coaching supervision and time to lead subjects well for pupils. Our academic mentor helps to stretch [the most able](#).
- Our [Courageous Advocates Awards](#) are celebrated through our Values which are rooted in fruit of the spirit, further supporting our work on raising the aspirations, through our [Aspiration Enrichment Program](#). [Aspirations link to biblical roots \(ELY validated\)](#)
- Our 6 book challenge and exposing pupils to advocates has led to pupil projects: refugee appeals, homeless donations, letters to MPs about streetlights, community litter picking etc.: <https://www.thevine.cambs.sch.uk/news/detail/y5-book-week-the-day-war-came/>
- Sir Devaney, CEO of the British Council: “*The Vine’s fantastic international work has rightfully earned this prestigious award. Embedding an international dimension in education ensures that they are truly global citizens and helps prepare them for successful lives & careers in an increasingly global economy.*” - our internationalism results in pupils having a respect for difference, diversity and ways of living,
- Pupils actively challenge inequality and injustice: “see something say something”, which is instilled through “The Vine language” and common expectations, to promote respect for all and used by pupils and adults alike. Pupils care deeply here.
- Pupils are trained to structure ([prayers](#))– making them relevant & varied and inspiring pupils.
- [Key services](#) are planned & led by pupils, meaning worship is engaging & relevant- it is reciprocal and pupils say it is “inspirational”
- Our school chaplain supports a range of individual pupils resulting in pupils feeling “listened to”.

Curriculum and Vision:

- All key decisions are shaped and driven by our Christian vision, Our Christian vision drives all that we do, consequently all meetings contain vision questions, ensuring we reflect on the impact of our work and measure our decisions against our vision.
- We have well established global partnerships (see website). Our topic choices deliberately reflect our “love of one another, love of mankind” – Migration, fair trade, WW1, year group British BAME role models and studying Humanism ensures that pupils are well-prepared to be accepting of diversity & challenge inequality. [Global ambassador](#) pupil groups help to steer this forward and ensure that our vision “Go and make followers of all nations” (Matthew 28) can be realised in a modern way:
- We are driven to “do all the good we can” so the vine is building resilience across Cambourne through our gardening nurture group that is run for pupils and the community, in conjunction with the [parish council](#) (see p.13) and GP social prescriptions.
- Monitoring shows a wide range of questions and debates that develop a deep understating of views:
 - *‘Wesley founded the Methodists, he wrote prayers, built shelters, and helped others to do all the good you can. Just like we do at the Vine’- Year 3 pupil*
 - *“I enjoyed learning about what makes a good leader of Faith. I now think A Cambourne leader would be kind, honest, patient, respectful”. - Year 4*
 - *“Hinduism has many Gods, Christianity has 1. In Christianity there are 3 parts that make up God, so that is similar”. Y5*
 - *“I don’t think it’s real that there was a flood, but the bible story still has a good meaning, and we can learn from it”-Y1*
 - *“I love the values at this school, I have been to 5 schools, and this is the best one because in RE we learn exciting things and as a Muslim I feel the school values make me feel welcome. We all share ideas and opinions” - Year 6 Pupil*
- Pupils experience Christian calendar through worship. The school alter follows liturgical colours / call and response liturgy
- Through the week there is range of worship styles, to meet the spiritual needs of all.
- Pupils know about the teachings of Jesus and the Bible through invitation to join in with carefully chosen songs and music.
- Our vision is a real-life tangible vision, it is reported to parents in annual reports and included in staff appraisals.

Training and Transformation:

- We believe in the CofENPQs as a way of training future Church school leaders and have supported 10+ staff to complete these qualifications, as well as acting as a sponsor school. We engage with Methodist leadership training and use CPD for all staff and Governors. Our [CPD plan](#) lays out how we train church school leaders of the future. We mentor 2 heads on the CofEPQH programme.
- [Staff benefits](#) are generous (inc. healthcare) and [Staff are happy](#) , 30+ staff have been at the school for over a decade
- We are enriched by our strong partnerships with the local church, diocese, and circuit. Consequently, our community is enhanced. Eg.
- As an inter-church school we are enhanced by the circuit and the diocese meaning pupils are developed academically, spiritually and holistically, this can be seen through the strong governance we have from the diocese and the circuit.
- Our school believes in supporting the Diocese of Ely And Methodist Circuit in developing ministers for the future, we have hosted a number of [curates for placements](#) and supported in their understanding of Church schools: [Video](#)

“I just wanted to acknowledge and extend my thanks to the school for their continued efforts to instil these core values in my children - from the stories they tell me I can hear this messaging is threaded through much of the work / worship done in the school and thought it was important for you to know that it is having an impact, even in the little ways, to help my kids navigate their way through these tough times” - Parent

Inclusion and Valuing all:

- In order to live our vision, we have taken bold decisions with our [RSE policy](#) to reduce stigma (HIV + LGBT issues separated). IWD, LGBT & BHM month are researched and promoted. LGBT and BAME role models are provided for each year in the curriculum. As a result, our pupils treat all members of our school community with dignity and respect. 100% of parents said their child is happy at school.
- Our [positive behaviour system](#) uses a restorative approach of forgiveness and reconciliation, resulting in respect and equality. This approach begins in EYFS when the concept of forgiveness is explicitly taught. Pupils earn rewards that help others in the community.
- “All are welcome here”. Our belief in creating an inclusive family, that builds on the strengths of many distinct groups runs through all that we do. This is driven through our policies which have a strap line that highlights inclusion and diversity & anti-discrimination.
- We have a named Valuing all of Gods children teacher who oversees the development and training of all [LGBT related issues](#).
- At this school we proactive value all of God’s children. The school makes staffing choices to support pupils academically as well as emotionally, in line with our vision. We have a chaplain, school nurse, therapeutic TA, inclusion manager, academic mentor, catch up tutors, play therapist and a mental health mentor to make sure our pupils are well supported. Our grounds-man and therapeutic gardener shows our [innovative staffing](#) and belief that pupils deserve to be served by skilled people in a respected environment.

Connection and Community:

- Our weekly 2:28 parent session aims to reach all families by sharing tips for home/ school. Since May 2022 30+ families have attended.
- The diocese and LA broker school-to-school support from The Vine. Through this we share our vision and demonstrate to other schools how they can be effective as church schools.
- We have [international and faith partnerships with every continent](#). Pupils know that Christianity is a world religion through our links with [Christian schools](#) in Ghana, Kenya, Australia , and Spain. Pupils and staff know the ‘World is my parish’. Result in us showing love for one another, across the world, as an integral part of our ethos.
- Our school is proud that two of the hundred representatives [Young Church leaders' forum](#) CofE are from The Vine. The school was recognised and chosen by the Diocese of Ely to support this, meaning Vine pupils get to influence national church policy
- Prayers created in our [RE Methodist teaching units](#) are published in the yearly national [Methodist Handbook](#).
- Our [ethos committee](#) comprising all stakeholders. They meet to ensure that the school is living the vision. They meet 6 times per year to monitor and evaluate how effective The Vine is as a church school. Actions following their monitoring have been followed up.
- At the Vine, we are an outward-facing church school, supporting other schools. Our headteacher has presented at Ely leadership forums about Collective Worship and leadership retention and has given support to other church school heads through the diocese as an EDRA. RE leads have been involved in developing the 'Agreed Syllabus' [RE](#) and have presented at regional meetings to share our innovative RE curriculum and ran CPD for the [diocese](#). The school has shared its innovative work with the wider [Methodist network](#) / nationally. Our headteacher is a Regional Advisor for the diocese of Ely. He coaches the heads of 5 schools, discusses standards, and brokers support. He is the link between the schools and the diocese.

Spirituality:

<https://the-vine-inter-church-primary-school.secure-primariesite.net/developing-spirituality/>

- We define spirituality through connections with others and engaging with the wider world with love, we believe spirituality is about [doing](#) the work of Jesus.
- We are all encouraged to develop our spirituality through regular meaningful worship which offers space for prayer, reflection and silence, reflection on the joys helping others brings us, a curriculum that encourages questioning with knowledge and a commitment to connecting with the Christian community near and far. Leaders allow for this to happen through deliberate planning, environmental considerations and developing a family culture. Our curriculum is deliberately designed to enable all learners to experience and reflect upon many wondrous things and consequently flourish spiritually.
- Whole school projects enable deep thinking & reflection: prayer garden development, Vision learning days/ Vision days, competitions.
- We audit spirituality through home learning, vision days, advocate certificates, vine shout outs, pupil voice, self-esteem surveys.
- Through our [Wildlife at the Vine](#) project – we encourage a love of nature. We nurture a respect for our environment and a love of God.
- Mental health, deep questions and theological questions are posted each week to the whole school in the newsletter, website and school: [Newsletter](#) , which supports the development of a culture of deep questioning and a rich culture of deep reflection consequently enriching the spirituality of the whole school community.
- Prayer is valued, pupils have regular time to pray and reflect: <https://www.thevine.cambs.sch.uk/prayers/> -

Religious Education: ([click here for RE curriculum overview](#))

- The Methodist and Anglican aspects of school is highly valued and promoted. Methodist history is taught ([years 3,4 & 6](#)) . At Vision learning days we look at the [Methodist calling](#) and the role Anglican worship plays globally. We have [pupil created Christian art around our school](#) which is inspired by the [Methodist modern art collection](#). Year 4 have an objective clearly saying: “I can understand the importance of Modern Methodist Art” and year 6 have a whole unit on “Jesus through art”.
- We explore key aspects of Anglicanism through UC units and a well crafted Re curriculum that is based on deep questions and pupils exploring learning from and about religion. This curriculum has been recognised as excellent by the diocese.
- We consider RE to be an academic core subject – as a result, pupils speak highly of RE, and they attain well: 90+% of pupils are on track or better in RE. Monitoring shows that Our RE lead develops the subject very well. - Monitoring by the RE lead & SLT judges 90% of teaching in RE to be good or better. This demonstrates the positive impact that staff training has on provision.