

Nutfield Church (C of E) School



GOVERNOR MONITORING **COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY**

Name of Governor: Revd Len Abrams		Date: 20 November 2025		
Focus Area(s): SIAMS Vision and Leadership: Current status of SIAMS awareness and implementation.				
SIAMS	Vision and Leadership	Wisdom, Knowledge and Skills	Character Development	Community and Living Well Together
	Dignity and Respect	Collective Worship	Religious Education	
OFSTED	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
Any safeguarding Issues: None				
Governor comments: The Monitoring visit comprised a meeting with Head Teacher, Mrs Claudette Farray-Green – we did not undertake a tour of the classrooms. An in-depth discussion was held focusing on developing an understanding of the essential elements of what makes for a church school which genuinely fulfils the concept and requirements of SIAMS. The SIAMS framework requires that each school is governed and run in terms of a "theologically rooted Christian vision and leadership", and that this permeates all aspects of the school's work and life. At present Nutfield Church Primary is indeed '<i>distinctively and recognisably Christian</i>'. This is clearly evident in the way in which the school is run and presented. I believe that the children are able to relate to this and articulate it. However, I believe that, at both the leadership level (Governors and Senior Staff) and staff level we do not have a clear theological and biblical rationale and are not able to articulate it. I do not think this is particularly complicated – in fact, once it is clarified, I believe it is quite simple and that this simplicity is its strength.				
Key Issues/Actions for GB: The key requirement at present is for the Governing Body and staff to give thought and expression to fully understanding its Vision and Values Statement in terms of its Christian theological foundation, and how this is worked out and expressed in all aspects of the school's work and life.				
Action agreed in GB meeting with regard to visit: Revd Len Abrams undertook to prepare a document which examines the Vision and Values Statement to explicitly explain how each point in the Statement is theologically rooted, relating to scripture and the practical day-to-day life of the institution. This document is attached to this Monitoring Report. This topic needs to be discussed and worked on by the Governing Body. [Attachment: "<i>Thoughts on Nutfield Church Primary School's SIAMS status</i>", Revd Len Abrams, 21 November 2025.				

Thoughts on Nutfield Church Primary School's SIAMS status

Revd Len Abrams
Christ Church, South Nutfield

21 November 2025

A) Introduction

The **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** provides a process for evaluating the extent to which church schools are “*distinctively and recognisably Christian institutions*”. The SIAMS framework requires that each school is governed and run in terms of a “theologically rooted Christian vision and leadership”, and that this permeates all aspects of the school’s work and life.

It is not immediately clear just what this means. In very broad terms it means that church schools are not simply ‘church’ in name only, but that they are premised on sound Christian theology (rather than vague ‘Christian principles’) which underpin all aspects of the school’s policies, leadership, management, financing, teaching and day-to-day running. This starts with the Vision and Values of the school.

I have looked below at the Nutfield Church Primary School’s Vision and Values statement and sought to provide a theologically grounded explanation which we can use for SIAMS purposes, showing clearly how the school’s vision is rooted in Christian theology, scripture, and the example of Jesus—especially His relationship with children—and how this leads to individual and communal flourishing.

This will help us in turn answer the three questions posed as the basis of a SIAMS inspection, which are:

1. Who are we as a school?
2. What are we doing here?
3. How, then, shall we live and learn together?

My sense of where we are at present is that Nutfield Church Primary is indeed ‘*distinctively and recognisably Christian*’. This is clearly evident in the way in which the school is run and presented. I believe that the children are able to relate to this and articulate it. However, I believe that, at both the leadership level (Governors and Senior Staff) and staff level we do not have a clear theological and biblical rationale and are not able to articulate it. I do not think this is particularly complicated – in fact, once it is clarified, I believe it is quite simple and that this simplicity is its strength.

So, we begin with our Vision and Values Statement:

Vision

We fully embrace the vision stated in the Church of England’s Vision for Education ‘Deeply Christian Serving the Common Good’ published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and ‘**live life in all its fullness**’. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

B) How the School's Vision Is Theologically Rooted

1. Rooted in the Christian Understanding of the Whole Person

The Church of England's Vision for Education explicitly centres on *educating the whole person* in light of the Christian belief that every human being is created in the **image of God**:

- **Genesis 1:27** – “So God created humankind in God's own image...”

Because every child bears God's image, education is not merely about academic attainment but about nurturing heart, mind, body, and spirit. A theologically rooted vision therefore seeks to honour the God-given worth of each child.

2. Rooted in Jesus' Teaching and His Relationship with Children

Jesus not only valued children—He placed them at the centre of His teaching about the kingdom of God:

- **Mark 10:13–16** – Jesus welcomes children, rebukes those who hinder them, and blesses them.
- **Matthew 18:1–5** – Jesus says that welcoming a child in His name is equivalent to welcoming Him.

By giving children dignity, priority, and blessing, Jesus models an approach to childhood that is not about marginalisation, but about **spiritual worth, protection, and encouragement**.

A school inspired by His example recognises that children are not simply learners but **full participants** in God's kingdom, with gifts, insights, and value.

3. “Life in All Its Fullness” – John 10:10

The school's vision draws directly from Jesus' own description of His mission:

- **John 10:10** – “I came that they may have life, and have it to the full.”

Theologically, this speaks of a life **enriched by relationship with God**, characterised by love, peace, growth, justice, and purpose.

Applying this to education means:

- Holistic development
- Emotional and spiritual growth
- Moral and ethical formation
- Nurturing talents and potential
- Building character rooted in Christian virtues (e.g., compassion, humility, courage)

This fully aligns with the Church of England's vision of enabling children to *flourish*, not merely succeed academically.

4. “Serving the Common Good” – Rooted in the Biblical Call to Love

Christian vision is never individualistic. It reflects Jesus' call to love and serve others:

- **Mark 12:30–31** – The Great Commandment: love God and love your neighbour.
- **Philippians 2:4** – “Look not only to your own interests, but also to the interests of others.”

This grounds the idea that education is not for personal gain alone but for **building stronger, kinder communities**.

A school shaped by this vision encourages pupils to contribute positively to society—locally and globally—seeking justice, compassion, and peace.

5. Flourishing as a Christian Concept

The idea of human flourishing echoes deep biblical themes:

- **Psalm 1** – The person rooted in God’s ways is “like a tree planted by streams of water... which yields its fruit in season.”
- **Galatians 5:22–23** – The fruits of the Spirit describe a flourishing life: love, joy, peace, patience, kindness...

Education that is theologically rooted aims to cultivate these qualities, enabling pupils and adults to grow into the people God calls them to be.

6. Community Flourishing Inspired by the Early Church

The early Christian community embodied shared flourishing:

- **Acts 2:42–47** – Believers share life together, care for one another’s needs, and grow as a community.

A theologically rooted school vision aims not just at individual success but at collective wellbeing: a community where everyone is valued, supported, and encouraged.

7. In Summary, in SIAMS terminology:

The school’s vision—*Deeply Christian, Serving the Common Good*, enabling all to “live life in all its fullness” (John 10:10)—is deeply theologically rooted. It flows from the Christian understanding that all people are created in God’s image (Genesis 1:27), called to flourish as whole persons in relationship with God and others. Jesus’ own ministry shows His profound respect for children (Mark 10:13–16) and His desire that they be welcomed, valued, nurtured and blessed. Christian teaching emphasises love of neighbour (Mark 12:30–31), the fruits of the Spirit (Galatians 5:22–23), and the flourishing of communities (Acts 2:42–47). Therefore, the school’s commitment to holistic education, dignity, character formation, and community service is firmly grounded in Scripture and the Christian vision of what it means to live life in all its fullness.

C) How the School’s Values are theologically rooted and underpin the Vision

1. Community, Peace, and Inclusion

*“We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.”*

a. Theological Roots:

The Christian vision of community is shaped by the belief that all people are created by God and are called to live in harmony:

- **Genesis 1:27** – All humans are made in God’s image; therefore all people have inherent value, regardless of race, religion, or culture.
- **Isaiah 2:4** – God’s desire is for people to “beat their swords into ploughshares” and live in peace.
- **Romans 12:18** – “If it is possible... live at peace with everyone.”
- **Ephesians 2:14** – Christ “is our peace,” breaking down dividing walls between groups.

Jesus consistently broke social, cultural, and religious boundaries—for example, in His encounters with the Samaritan woman (John 4), the Roman centurion (Luke 7), and Syrophenician woman (Mark 7). He modelled a community founded not on sameness but on *grace, welcome, and peace*.

- b. How This Underpins the Vision:** A peaceful, inclusive community enables every child to flourish. In such an environment, children are safe, valued, and encouraged - conditions in which they can truly experience the *“life in all its fullness”* Jesus intends (John 10:10). This embodies the Church of England’s aim of being *“Deeply Christian, Serving the Common Good.”*

2. Wisdom, Hope, and Teamwork

*“Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.”*

a. Theological Roots

Wisdom in Scripture is not merely intelligence or skill, but living in harmony with God’s ways:

- **Proverbs 3:13–18** – Wisdom brings life, blessing, and fruitfulness.
- **James 3:17** – True wisdom is “pure, peace-loving, considerate, submissive, full of mercy and good fruit.”

Working as one body reflects the New Testament picture of Christian community:

- **1 Corinthians 12:12–27** – The community is one body with many parts, each supporting the others.
- **Galatians 6:2** – “Carry each other’s burdens.”

Hope is central to Christian discipleship:

- **Romans 15:13** – God fills His people “with all joy and peace as you trust in Him... so that you may overflow with hope.”
- **Hebrews 6:19** – Hope is “an anchor for the soul.”

Hope is not naïve optimism but confidence in God’s faithfulness through challenge and success.

- b. How this underpins the Vision:** Wisdom shapes learning; hope sustains resilience; teamwork strengthens community. These create an environment where every child can grow academically, emotionally, morally, and spiritually - aligning with John 10:10 and the Church of England’s vision of *educating the whole person*. This value supports flourishing not just for individuals but for the wider community.

3. Dignity, Worth, and Joy in God’s Creation

“We recognise the dignity and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with joy.”

a. Theological Roots:

Human dignity is a distinctly biblical concept:

- **Genesis 1:27** – Every person is created in God’s image.
- **Psalms 139:13–14** – Each person is “fearfully and wonderfully made.”
- **Matthew 18:1–5** and **Mark 10:13–16** – Jesus places children at the centre of His teaching, blessing them and affirming their worth.

- **John 13:34–35** – Jesus commands His followers to love one another as He has loved them, giving an example of dignity, compassion, and sacrificial love.

Jesus’ ministry treated every individual - regardless of status, ability, background, or need - with compassion, attention, and honour. To see people as Jesus sees them is to recognise their deep, God-given worth.

Joy is a hallmark of Christian life:

- **Philippians 4:4** – “Rejoice in the Lord always.”
- **Nehemiah 8:10** – Joy gives strength.

Joy points to a hopeful future grounded in God’s promise and goodness.

- b. How this underpins the Vision:** When every child is seen as bearing God’s image, the school becomes a place where:
- individuals feel valued and safe
 - differences are celebrated
 - personal growth is nurtured
 - children experience joy and confidence

Such an environment aligns directly with the school’s vision of enabling all to flourish and to experience *fullness of life* through being known, loved, and encouraged.

4. Bringing It All Together: How the Values Support the Vision

The school’s Vision—*to educate the whole person so all may flourish and live life in all its fullness (John 10:10)*—is lived out through these theologically grounded values:

- **Community and peace** provide the relational foundation for flourishing.
- **Wisdom, hope, and teamwork** shape learning and growth.
- **Dignity, worth, and joy** affirm each child as God-created and Jesus-loved.

Together, these values create an educational environment that reflects the character of Christ, aligns with the Church of England’s Vision for Education (*Deeply Christian, Serving the Common Good*), and enables all members of the school community to grow academically, socially, morally, and spiritually.

D) Conclusion

I hope that these notes are helpful in clarifying the Christian theological roots of our Vision and Values. This provides the foundation for answering the three SIAMS inspection questions mentioned at the beginning. The inspection makes judgements on religious education, collective worship, and pupils’ spiritual, moral, social, and cultural (SMSC) education. The theological information laid out above provides the foundation for these elements of education. The next step is to ensure that those engaged in delivering each of these facets understands and applies the related theology in everyday practice.

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