



**ST. BART'S**  
MULTI-ACADEMY TRUST

**SIAMS & CD ACTION PLAN / 2025-2026**

Respect it, protect it  
“Do to **others** as **you** would  
have **them** do to **you**”  
Corinthians 16:14

In 2024 Whitchurch C of E Junior Academy and Kingsland C of E Academy both had SIAMS inspections and were living up to their foundations as Church of England schools and enabling pupils and adults to flourish.

In 2024/2025 St. Saviours C of E Academy, Knutton St. Mary's C of E Academy and Saint Nathaniel's Academy were inspected and living up to their foundations as Church of England schools and enabling pupils and adults to flourish.

In 2025/2026 Belgrave St. Bartholomew's Academy, St. John's C of E Academy and Stoke Minster C of E Academy are due to be inspected this academic year.



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

- How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?
- What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- 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?

Actions	Monitoring	Resources	Timescale
SG to visit each school to celebrate successes and gather evidence of good practice in each of the IQ's.	SG All Principals	SG half day visits to each school each term.	Termly Ongoing Completed July 2026.
CPD for schools on what flourishing looks like in a C of E school. Delivered in short sessions at each C of E Network meeting building upon the previous year and counting to focus on flourishing for all.	SG All Principals	SG to lead each half term.	On going. Completed July 2026.
SBMAT Trust Board training in SIAMS Framework date - TBA	LS	SG	Completed by December 2025.
SBMAT Governor training in SIAMS Framework date - TBA	SG	SG	Completed by December 2025.
SBMAT Website should reflect the Christian ethos of the Trust, the Bible verse should be evident along with any links to the Lichfield Diocese and Church of England - Revisit in the light of new website.	SG	SG & Dan Jones	Completed for September 2025.
All SBMAT policies should be adapted to reflect the C of E vision and ethos for the Church schools - S. Cope	SG	SC & SG	Completed for September 2025.
SBMAT job descriptions and recruitment should reflect the C of E aspects of the roles in the Church schools - S Cope	SG	SC & SG	Completed by October 2025
All C of E schools report on SIAMS and progress in RE as part of their governance reporting and monitor the impact of the vision and this is centrally reported to CEO and Trust Board termly. SBMAT have an agreement on how the monitoring of the vision in each school takes place.	LS	SG	In place by September 2025 and monitored termly.
A Christian Distinctiveness Trustee is established to lead and challenge this aspect at a senior level on behalf of SBMAT. They visit schools to celebrate and share expertise.	KD	KD & SG	In place September 2025 and monitored termly.
SBMAT relationships with local churches and the Lichfield Diocese is very positive, it enhances and supports the Trust and schools in living out their Christian vision.	SG	SG	In place September 2025 and monitored termly.
Training is provided for Central Team, Governors and Principals in what a theologically rooted Christian vision is and how this may be lived out so that all in SBMAT are flourishing. Matthew Welton leading input.	LS	SG Lichfield Diocese	September 2025 and ongoing.
KD & SG to attend the CEFEL National Conference and Flourishing MAT's to stay up to date with all national issues.	SG	KD & SG	September 2025 and ongoing

<i>IMPACT</i>	Progress against Actions	Next Steps
Autumn		
Spring		
Summer		

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

- a) In what way 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?
- 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?

Actions	Monitoring	Resources	Timescale
Monitor the impact of the curriculum so that it is contributing to children flourishing. How do we know?	SG All Principals	SG Principals	On going from April 2023
Drop down days that are consistent across the Trust. Decided upon collaboratively and all have the opportunity to participate. See plan created by Julie Rowlandson.	SG All Principals	SG	In place September 2023 and ongoing
SBMAT schools will ensure that extra curricular opportunities are consistent with the each school's vision and that they are enabling all to flourish.	SG All Principals	SG	In place September 2023 and ongoing
Develop a model Spirituality Policy for SBMAT schools that is adapted to reflect the vision of the individual schools. Training for Principals to deepen the understanding of Spirituality in schools.	SG All Principals	SG /LJ	In place September 2025 ongoing

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Summer		

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

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the schools?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do the pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collect worship and individual's spiritual development?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

Actions	Monitoring	Resources	Timescale
Digital Worship to continue and also Christmas, Easter and an end of year whole trust worship. Shared with all schools in SBMAT. Developed to allow all 23 schools to participate.	SG	SG	On going
Worship Teams collaborating and training together.	SG All Principals	SG & Chaplain	In place July 2024 and ongoing.
WOW worship event. Possibly plan and lead a worship in Lichfield Cathedral that is live streamed to all schools.	SG All Principals	SG & Chaplain Alex Wolvers	Date to be agreed in 2025/26
Collective Worship is observed by SBMAT representatives as part of the school improvement team and the Collective Worship is effective in each school.	KD/SG All Principals	SG CDA -LJ	In place September 2023 and ongoing
Collective Worship Handbook has been written for all schools as a guide. This year share example Keynotes as exemplars. Monitor the use of pupil voice templates to evaluate the impact of worship.	SG All Principals	LJ/ SG	In place September 2025

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

- a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?
- b) How do school policies and practice create a culture in which people's wellbeing is enhanced?
- c) How is enabling good mental health for all central to the school's work?
- 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?
- e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring all are treated well?

Actions	Monitoring	Resources	Timescale
Pupil Parliament to be effectively engaging in pupil voice for our children of SBMAT.	JR All Principals	Pupil Parliament Principal Leader	In place September 2023 and ongoing
Chaplain's Teams across the trust led by ordained chaplain. Termly activities for Chaplain's Team to lead in each school and then share experiences and build upon this further. Offer to pair up community schools with a C of E school to work together. Peer chaplains training for all chaplains termly - TBC	SG	SG & Chaplain Resources for children to use	In place September 2023 and ongoing.
Wellbeing for adults and education in workload agenda - adaptations made to ensure that the SIAMS does not create additional work that is not manageable as part of the day to day roles and responsibilities.	KD/SG	KD & Wellbee SG C of E focus	In place September 2023 and ongoing
Praying for each school and the trust - a prayer calendar and thought for the day that ensures that each school is individually prayed for by all of the SBMAT Academies. Also opportunities to respond to events as and when appropriate. Prayer opportunities for Principals and senior leaders, also for any member of staff.	SG All Principals	SG & Chaplain	In place January 2026.
Clergy meet to pray for the education and the wellbeing of all in SBMAT alongside sharing the actions planned for the year date - TBC	LS	SG, Chaplain and Clergy Catering	In place September 2023 and ongoing
Flourish weeks, one each term - sleep well, eat well and be well as a Trust with experiences shared across the schools planned with Julie Rowlandson.	JR/SG All Principals	JR & SG	In place for September 2024 and ongoing.
Principals retreat day - for all principals to have the time for themselves to reflect and be - one each term dates - TBC	LS	SG Alex Wolvers	TBA
Opportunity for support staff to meet together and have some support for well being.	SG	SG Alex Wolvers	TBA
Create an SBMAT prayer and blessing book. Children in each school work to write prayers for lunchtime, when people are sad, happy etc. Written by children for children and published for all to use.	SG All Principals	SG / AW & Chaplain	In place March 2026.

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

- a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility?
- b) How does this culture encourage justice and courageous advocacy, naming pupils to make ethical choices and to be agents of change?
- 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?
- d) How does the trust make a positive impact on the culture of the school?

Actions	Monitoring	Resources	Timescale
Charities that are supported. Celebrating the support that individual schools give to charities. Celebrating what is taking place in the individual school communities. Children understand that they can be the agent of change. Link to trust charity of UNICEF.	SG All Principals	SG	In place September 2023 and ongoing
Link with an education Trust internationally- Feed the Hungry.	SG All Principals	SG & AW	In place for January 2026
Courageous Advocacy is taught in each school and this is monitored and the impact is evident for the school community in their responses. Opportunity to celebrate what each school is doing in the aspect.	SG All Principals	SG & LJ	In place September 2023 and ongoing monitored termly

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## 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)?

- 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?

Actions	Monitoring	Resources	Timescale
Core 5 RE to continue to lead training for SBMAT and other local schools.	SG	SG and all Principals	On going
Moderation of assessment facilitated by SBMAT to ensure that there is a positive impact on informing teaching and learning.	SG	SG and all Principals	On going
Monitoring of RE by Principals reported to SG /KD who monitor when they visit to ensure consistency across SBMAT.	KD/SG	KD & SG all Principals	In place by September 2023 and monitored termly
RE leads attend training provided by Lichfield Diocese together to ensure consistency across the Trust.	SG	KD & SG Lichfield Diocese Training	On going
All SBMAT schools are aware of and work towards the Statement of Entitlement.	SG	SG and all Principals	Achieved by January 2025
SBMAT RE Curriculum written and shared with all schools. Monitor the impact of the curriculum and make any adaptations required.	SG	SG / LJ	In place September 2024 and ongoing
SBMAT RE Arts Competition - all schools invited to contribute to a trust art competition with an RE theme.	SG	SG & Tom Lewis	Spring 2026.

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**IQ7 - What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled school in which denominational religious education is taught?**

- 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?

*\* As above will ensure that this is also met.*