**SIAMS SELF EVALUATION LANGUAGE** – remember the focus is on Impact (provision and other evidence should be showcased via your school website)

Fundamentally centred on vision:

* How is your vision enabling a sense of community and living well together, for example.
* How is the vision (and how the school lives it out) enabling dignity. How are adults being supported?
* How is Collective worship an expression of your vision?
* Is the theological underpinning rooting your vision in a text. Can pupils and adults make links between Bible stories and religious texts that exemplify what the vision stands for?
* What is your vision?
* How is leadership enabling the vision to be a reality – (all are leaders). How in classrooms is vision being lived out?
* How is vision forming curriculum intent, lived out in policy and practice?
* How is your vision enabling people to flourish, changing people’s lives?

**STRAND 1 – Leadership**

* School leaders have taken courageous decisions to ensure **quality staff are in place. They have built strong and effective relationships with parents and the community.** They have communicated effectively with parents **ensuring they have been kept informed of decisions** that have been made with the long term building and growth of the school for the children in mind. Expectations are clearer. **Parents express depth and dignity of partnership work, and trust in the school.**
* The long standing vision from the substantive HT has recently been developed to recognise that the school is on a journey of growth. This was in consultation with the Diocese.
* **The vision now truly encapsulates the narrative of the school’s current situation.**
* The AIP has action to acknowledge this ongoing improvement – belonging and building, **placing our vision at the heart of all strategy.**
* All staff have greater ownership and shared accountability through well planned ongoing CPD and staff expectations. **This is resulting in better provision for all children and better outcomes for all.** Staff are supported and empowered, and given dignity as professionals. **Staff have positively embraced the newly designated ‘professional learning space’**
* **The Interim Headteachers have led with a determination to put children first in the development of the school. This was necessary and a priority after a period of uncertainty around leadership. Pupil numbers on roll have started to stabilise and grow. Pupil outcomes are increasing. A focus on staff development has enabled staff to be successful in securing promotion to another church school.**
* The strong leadership of the governing body has enabled it to become a **more effective group** who are determined through effective strategic decisions to make BSM a great school for children now and in the future and the school of choice in the local community. Governors provide relentless challenge and support which is **empowering the whole school to develop and at pace with the backing of the local and wider community**. Governors have a secure understanding of strength and hold the school to account. The governors sought an external review and produced an action plan **which led robustly to necessary change in leadership.** Foundation governors are proactively involved in the school’s distinctive work, supporting pupils and adults in a range of practical / theological ways. Recently, another vicar has joined the LGB due to her passion to support xxxx as a church school e.g. choice of excellence. **This has all led to senior staff bin inspired and supported to enable the children to come first. This all ensures that staff are nurtured to flourish.**
* The pictorial representation of the school vision now **encapsulates an increased sense of community and an increased commitment to reflecting the content of the Christian theological text.** INSET and learning at the start of term was centred on our vision, its biblical underpinning and ensuring that it is constantly at the heart if everything that we do. **Pupils/staff/parents can talk about our vision in conversations.**

**STRAND 2 – Wisdom Knowledge and Skills**

* Our school’s agreed curriculum drivers, part of our current work on curriculum design, are:
  + Xxxx
  + yyyyy

These were chosen by xxx in order to yyyyy

* **Pupils increasingly express their feelings, spirituality, opinions and learning with respect for all and a deep care.**
* We are building a curriculum that enables children to flourish: this key priority has the school’s vision and values underpinning our curriculum drivers. Time has been spent considering the intent of the curriculum and content, so that it provides our children with opportunities for connection, securing their learning and enabling them to learn more and remember more.
* Time has been given to enable all staff to reach a shared understanding of spiritual development and to take ownership for their responsibility to live this, and the school’s vision, out in their work. **The support we give to vulnerable pupils at lunchtime** is an example of our success in pre-empting potential challenges and considering the individual needs of children so **every child’s needs and response to situations are supported, enabling all to flourish. This is meant that staff can teach, taking full advantage of all learning time, with children who are ready for learning.**
* Regular pupil progress meetings hold staff to account for the performance of each child. Staff are supported and enabled through a progressive and systematic CPD programme, to gain and to deepen their own knowledge and skills, **so that our children benefit.** E.g. xxxxxxx focus on learning outcomes for children, including those who are most vulnerable.
* The school has an interpretation of spirituality based on ‘self / others / world and beyond’. P4C has been part of the curriculum. **Any impact evidence here?**
* The school has robust strategies to identify vulnerable pupils and adults. There is a total commitment to the belief and knowledge that, with bespoke support as necessary, and quality first teaching every day, everybody will achieve. **Pupil Premium outcomes for attainment and progress are in line with or above the outcomes for all (xx% of all pupils are PP.)** Governors and school leaders have made the courageous decision to continue xxxx (as part of the SENCO role) and a TA for time across 3 days of the week to maintain and further develop **the deep partnership and relationships which the school has established with all parents with specific reference to parents and children who are vulnerable.** This has led to **the transformation of individuals’’ lives (case studies) and to parents fully supporting the school.** The PTA is strengthened, **raising significant funds for the school (vulnerable parents have flourished here.) Attendance has increased. To be in line with National** due to the strength and respect for the relationship families have with the school. **Parent View is very positive post the school’s recent OFSTED inspection as parents are proud of their school and passionate about supporting the school in achieving its vision.**

**STRAND 3 – Courageous Advocacy**

* Pupil Voice is celebrated throughout the school. Pupils have been actively involved in making decisions about aspects of school life through the worship council, school council, ECO council leading to child led worship, a number of charity fundraising events and whole school ECO days. **The children are confident in voicing opinion and being courageous advocates of change. The school works hard to equip all children with a secure language base, so that all children can have an active and influential voice. This is seen in the take-up in our numerous pupil groups, as well as community projects i.e. xxxx.**
* The school has successfully achieved the Green Flag recognition as an Eco School. The curriculum is often tailored creatively to consider and develop an understanding of disadvantage and deprivation. The creation of reflection areas by the children based on the theme of Hope, **exemplifies their understanding and desire to act on behalf of others who live in hope and challenge injustice.** (See examples of Eco Day and reflection areas.) The school is working towards becoming plastic free.
* The newly established staffing structure enables and promotes a **support network where adults are encouraged to be aspirational for themselves** and middle and senior leaders provide supportive collaboration and monitoring that nurtures staff confidence and effectiveness to ensure effective provision for every child.
* Middle leaders are stronger and the **impact of their work has been recognised as contributing to the building of staff confidence and effectiveness** e.g. xxxx Ofsted language. Our curriculum design development has afforded us a real opportunity to build from the vision and values foundations, to create a world-class curriculum which not only inspires but also offers aspiration in the form of enrichment opportunities beyond the school. **We are starting to use xxxxxt – these include RE.**
* Our school is inclusive and genuinely cares and works relentlessly to get it right for all our children. The provision for every child matches their individual needs and is not only embraced by all, but led diligently by both teachers and support staff. All staff, including office staff, show their care for all children and will always go the extra mile. **This culture permeates through us all: pupils respect each other and are empathetic to each other’s needs**, no matter what difficulties they face. Relentless and tenacious determination by both interim Headteachers and governors e.g. to secure funding, and additional support has resulted in children’s needs coming first and being met. Furthermore xxxxx **This has led to parents feeling that their children’s needs are met and that they are truly working in partnership with the school.**
* The children can articulate the school’s values and can talk positively about what these values mean to them and the impact on their learning. **This was demonstrated clearly in monitoring and evaluation governor visits and SIA discussions.** **Vulnerable learners talked confidently and securely about their knowledge, thoughts and views – showing a depth of understanding.**

**STRAND 4 – Community and living well together**

* Our vision states our belief and our commitment to being of service to our children and the community: belonging and building together. This has been demonstrated by our willingness to work with other settings. For example, our SEND Lead this year has been supported by the SEND Lead from another local school to ensure that the necessary administration for individual pupils, is completed effectively, **leading to improved provision in school.**
* The school promotes the chance for all to flourish through close collaboration with yyyyy and agencies such as xxxx and CAMHS. **The impact of this has demonstrated the importance of promoting parent/carer and pupil well-being -always putting children first**. A number of examples of the impact of this can be shared as case studies.
* Excellent relationships now exist between parents and school and the **support and confidence in the school is evident through discussion and parental action**. There is clear and regular communication with parents who say concerns are listened to and acted upon. **Parents were passionate advocates of our school at the recent OFSTED inspection.**
* The PTA has xxxx this year, planning and supporting many school/community events, including xxxxx which was attended by many members of the local community and yyy. **A small group of parents are active advocates in the local community**, and share their positivity of the school into the wider community. **There is a strong community feel within our school, and leaders and parents work effectively in partnership together for the good of the children.**
* The work around developing aspects of good community living has meant **pupils take an active and influential part in areas of responsibility** such as lunchtime monitors, litter pickers, eco council,xxxxx
* We havexxxx . **Pupils have reported that this has made them feel more secure at school and more ready for learning.**
* The behaviour and welfare of the pupils is good, as recognised in the recent Ofsted report. The structures in place within school including yyyy, provides excellent support allowing every child and family to feel a sense of belonging and building confidence in systems. **Parents at the recent PSA Adviser discussion noted this.**
* Every child is cherished as a unique individual and their individual personalities celebrated. The school has a family feel where everyone shows care for each other. A number of children have joined the school with considerable need and have flourished. **This has been exemplified by our Y6 leavers, where a small group of vulnerable learners, reluctant to come to school and then join in, have in the past 10 months become fierce advocates for the school.**
* **Parents go to great lengths to ensure that both leaders, governors and visitors to the school (OFSTED xxxx) are aware of the provision they feel their children get – especially those with complex needs.**
* The close partnership with the Trust schools/local cluster/LA provides excellent support and all staff work very closely together in a range of ways. The school has been very outward looking during a period of instability and uncertainty and gained much needed support from the DSAT, the local community and from Diocesan staff links to enable **progress to be made (OFSTED xxxx).**

**STRAND 5 – Dignity and Respect**

* It is important to us that everybody feels valued. **New parents comment on how welcome they have been made to feel and how quickly the pupils settle into the caring environment** where everyone considers the best ways to make people feel welcome and feel the sense of belonging, so that we can build together.
* The inclusion policy is highly effective with all children regardless of background or ability enabled to flourish through well-structured and considered intervention and support. **Pupils treat all other pupils with dignity and respect irrespective of need and there is a real sense of belonging for all.** Further, this permeates beyond the school gates, with respect for all family dynamics.
* Children are seen, and their ‘live’ needs are provided for, in partnership with parents and where appropriate, external support. The school meets the actual need; ahead of official paperwork if this is in the best interests of the child. **This is exemplified by xxxxx child being treated with dignity and respect for the needs he is presenting now.**
* We are mindful that everyone should feel dignity and self-respect and we therefore provide bespoke support in the way that fits best. **For example, parents who have mobility challenges are given tailored ways to pick up/drop off their children. Individual success stories around attendance can be shared**, which highlights the response and lengths the school and xxxxx will go to, to ensure there are ways to transport children to school when necessary.
* We have recently re-designated space in the school to provide for the differing school and community members who access our school premises. The lunchtime club has become a non-threatening community meeting place, a safe distance from the school, providing a less threatening environment for those in need.
* Within school, we have assigned three special spaces to cater for enabling learning and well-being: the sunshine xxxxx room for nurture – **leading to learners (adults and children) feeling comfortable and able to flourish.**
* Our curriculum design, with its three key drivers (vocabulary, self-awareness and community) has been carefully crafted to work in tandem with our school’s vision and values – providing the deep and unapologetic rationale to provide a world-class curriculum that enables all children to flourish…so, for the child with dyslexia, they can **flourish in RE even though they have writing difficulties**, this is not a barrier.
* The school environment has been used effectively to offer a range of activities at break and lunchtime so that pupil’s live harmoniously, Pupils show respect for pupils of different race and religion and challenge any prejudicial language.
* The school is mindful of Valuing All God’s Children document and this underpins school policies where appropriate.
* Aspects of PSHE cover essential content around relationships and links to the vision of belonging and building together.

**STRAND 6 Collective Worship**

* Our vision is always at the heart of Collective Worship. Every opportunity is taken to link the daily theme back to the living out of our vision. Everybody’s understanding of the vision and how it can be pragmatically expressed is deepened and, again, the words of the vision shape the culture of the school. For example, xxxxxxxxxxx. **This has led to meaningful opportunities to reflect on values in action and provided an interesting and varied way into worship which the children have responded to with real interest and connection.**
* A Christian Value is the focus for Collective Worship each week, these link to both our school values and broader Christian values – all these are explored in our range of worship opportunities. **Pupils and staff have time to understand each value, biblical examples and the value becomes part of the school vocabulary. Pupils are sometimes inspired to take action to better life opportunities through living out the value. For example yyyyyy**
* Through our range of opportunities for prayer, and deep reflection, we invite children, both through collective worship and prayer spaces throughout the school, moments of stillness and quiet reflection. This has led to children both intuitively and in their own time, having moments of solitude and peaceful reflection within the busy school day. **The children own this time and can talk about what the prayer and the prayer spaces mean to them.** Spiritual growth is encouraged through exploring elements of self and others and the world and this is reflected in pupil response and depth of thought.
* Clergy-led collective worship occurs each week. The themes explored through Biblical texts follow the CW termly overview. The responses to these worship moments show respect, interest and inspire children to think and reflect and act on key thoughts for the day. The school community have regular opportunities to undertake worship in church. **These are well attended by parents and pupils show respect and enjoyment of these CW opportunities to engage and respond to times of worship in a spiritual setting.**
* Pupil involvement in collective worship takes on a number of forms with children of all ages taking a lead in elements of worship content. The reflection group work with the Ethos governor committee to prepare and deliver a monthly whole school worship. The reflection group is fully inclusive and open to all and is very popular showing pupils’ confidence and enjoyment in taking a lead role in this key aspect of school life.
* Singing worship provides an opportunity to celebrate and to explore the Christian meanings of songs and everyone reflects on their choices and how they can live out the aspirations expressed in Christian songs.
* All Collective Worship opportunities are underpinned by a suitable and inspiring biblical reference, so that we can share with the children foundational Christian teachings.
* Reflection worship, within the class environment each week, leads to quiet, sometimes individual, and sometimes collaborative reflection. Our children are starting to record their thoughts in a ‘reflection book’. **This has enabled the children to take greater ownership of collective worship and hold it in their hands so that they clearly value and feel comfortable with moments of personal reflection. Responses shared in refection books show a deeper and more spiritual response to big questions.**
* A reflection book gathers key moments from hall based worship. **This enables children and staff to revisit thoughts and themes, as well as providing a rich evidence base of quality moments and individual pupil responses provided through regular whole school collective worship time.**
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**STRAND 7 – Religious Education**

* The RE lead has worked alongside the Diocesan advisor to establish elements of provision including monitoring approaches to ensure breadth and depth of coverage.
* **RE lead can demonstrate impact of leadership on supporting staff and holding to account**. Monitoring of RE happens regularly in different forms: we know there is a clear overview of coverage arranged and followed by all **leading to coherence of teaching and learning, and tangible opportunities for assessment**. Planning supports effective learning and teachers now have **clarity of expectations (non-negotiables) for RE planning-teaching-assessing and learning leading to improving outcomes in RE.**
* We are courageous in our strategic thinking so that children can make connections between the values of the school, the values threading through collective worship and the values in their RE learning, leading to **children being able to articulate what these values mean to them, and to others.**
* Written tasks in RE support writing development across the school leading to the **quality of written work in RE matching that in English**, as noted by our Diocesan lead in our SIAMs audit.
* Staff have been trained in using the UC resource and this is being rolled out across the school.
* **This has led to a more conceptual approach to the teaching and learning of Christianity** where teachers plan big questions, TICs and for how children will **make connections so that their knowledge and understanding deepens.**
* Global aspects of RE are evident in planning and in resources used. We use and utilise Discovery to offer the children a wider view of faiths around the world. **Children are becoming more aware of worldwide faith in action.**
* Evidence of RE learning is gathered in class portfolios as well as in individual pupil books. **This has led to a greater emphasis on ‘understanding’** RE rather than ‘doing’ RE, for both individual pupils and classes as a whole.
* Assessment of RE has been considered and staff are now tracking individual performance. **Assessment tasks, including big questions, are used effectively to measure impact of learning.**
* **Children are becoming more religiously literate** and work demonstrates a range of approaches to ensure that they explore the text and impact on Christian lives as well as making connections that provides an individual and personal understanding of aspects of Christianity as a world faith.
* Staff CPD on effective strategies to engage learners has resulted in more inspirational and well-planned lesson content, **enabling learners to create their own meaning, connect their own learning as well as grasp the big picture (underlying concept.)**
* A more detailed planning format has been introduced along with a LO chart for reference in pupils’ books. **This has led to teachers planning to meet the needs of all children, so that children securely access and thrive in RE**.