

## SIAMS SELF EVALUATION EXECUTIVE SUMMARY (SEES)

<b>NAME OF SCHOOL:</b> Horton Kirby CE Primary School		<b>NAME OF HEADTEACHER:</b> Mr Glenn Pollard	
SECTIONS		EXECUTIVE SUMMARY	
SCHOOL CONTEXT		<p>Horton Kirby is a mixed form entry Church of England primary school. It is a larger than average primary school, with a Pupil Allocation of 45 and a capacity of 300 pupils. The community is made up of mainly non church going families, with only a tiny minority of pupils attending local churches. The numbers of children on the SEN register is below the national average at 6%, with 12% of pupils categorised as being of disadvantaged backgrounds, claiming pupil premium – which is significantly lower than the national average. Children from families where English is an Additional language make up only 4.6%. The majority of children are from white working class backgrounds, with a significant minority from traveller families. Attendance is at the national average. The current number of pupils on roll in 15/16 is 278.</p> <p>The school has been on a rapid and comprehensive journey of improvement since 2013, when both an OFSTED judgement of ‘Requires Improvement’ and SIAMS judgement of ‘Satisfactory’ were given to the school and its then, new leadership team. Since that time, OFSTED has rated the school ‘Good’ in all areas. In terms of RE and Worship, our journey of success has mirrored wider school improvement. Through rigorous planning, engagement from all stakeholders and clear, focussed aims we are now able to celebrate our distinctive Christian character. Our aim is to continue to embed and develop these improvements so that we can excel as a school, both spiritually and academically, ensuring that our core Christian values of Respect, Responsibility and Perseverance are at the heart of what we do.</p>	
PREVIOUS SIAS KEY ISSUES		KEY ISSUE	ACTION TO ADDRESS ISSUE
		<ul style="list-style-type: none"> <li>Regularly involve parents, pupils and staff in the self –evaluation process of the school</li> </ul>	<p>Since 2013, regular questionnaires have been given to parents, pupils and staff to monitor and assess the quality of our Christian character. The results of these have been analysed, with areas of concern being addressed: October 15 parent questionnaires revealed a more positive view of the school’s Christian character than previous surveys. However in the pupil’s questionnaires , 40% of children said they only knew about the school’s Christian Values ‘a bit’ (50% said ‘a lot’).</p>

			<p>Current plan is to address this in the autumn term and give pupils another survey in January to measure the improvement. Regular meetings of SIAMS committee, involving RE lead, worship co-ordinator/DH, HT and governor/vicar take place, where the school's Christian character is discussed, evaluated and improvements are planned. Draft SEFs have been shared in staff INSET, with staff agreeing and contributing ideas and actions. SIAMS and Christian character is also addressed in more informal conversations with Fr Nick when he takes Collective Worship or visits school in Full Governing Body meetings.</p>
		<ul style="list-style-type: none"> <li>• Promote the school's explicit Christian values and vision more clearly in publications such as the school's mission statement.</li> </ul>	<p>The core Christian Values of Respect, Responsibility and Perseverance, along with a more detailed 'mission statement' are on the main home page of the school's web site. Displays around the school – in the hall and entrance way reinforce these values, and include children's work and ideas about them. During Collective Worship these values are reinforced via termly themes and sub themes (forgiveness under the theme of Respect) and links to Bible quotes and Jesus' teachings are found. Our core learning values, also incorporate the Christian values within the child friendly motif of Horton the Hero – see website for details along with HORTON acronym of learning/Christian values. All newsletters have the core Christian Values written on them, along with references for families to reinforce them – see Oct 15 newsletter as evidence. Plan to put Christian Values on school sign.</p>

		<ul style="list-style-type: none"> <li>• Monitor and support all types of Collective Worship, including acts of worship led by teachers in their classrooms.</li> </ul>	<p>The new Worship coordinator will be attending Leading Lights training and the plan is to commence this is November 2016. Children have been consulted about their opinions on worship via the questionnaire. School Council were given an opportunity to express their ideas for development of Collective Worship (see minutes) The Worship co-ordinator has led INSET training on developing classroom prayer areas and classroom Worship (minutes available), adopting ideas from the 'prayer spaces' website. Children have monitored Collective Worship led by the HT and DH (see evidence file). The Worship Co-ordinator will monitor class worship in autumn 15/16. (see monitoring forms).</p>
		<ul style="list-style-type: none"> <li>• Improve pupil's knowledge and understanding of Christianity by including more Bible teaching in collective worship.</li> </ul>	<p>Teachers leading Worship follow the Diocesan plans for Worship, which include Bible references and quotation. Bible reference, quotes and stories are given by the HT, DH and Father Nick when leading worship and links are found to our core values. Displays around the school include children's work where they have found links between our values and Bible teaching: Respect - 'Jesus said turn the other cheek.' Responsibility – 'The story of the Good Samaritan teaches us this.' Perseverance - 'Jesus persevered when he had to carry the cross.'</p>
	<b>PREVIOUS SIAS JUDGEMENTS</b>	Q1 Good	Q2 Satisfactory
	<b>DATE OF SIAS INSPECTION:</b> Jan 2013	Q3 N/A – (foundation school)	Q4 Satisfactory
	<b>OVERALL EFFECTIVENESS GRADE</b>	Satisfactory	

	CORE QUESTIONS	STRENGTHS	AREAS FOR DEVELOPMENT
1	How well does the school, through its distinctive Christian character, meet the needs of all learners?	<p>Our Faith and three key Christian values are clearly identified and understood as underpinning the core of our school being a 'Caring Christian Community'. Acts of Worship focus on them, children are given opportunity to reflect upon them, they are celebrated in our Praise Assembly, they are displayed across the school community, communicated to parents on a monthly newsletter and the children can articulate their relevance in their own lives and how Jesus modelled them in his.</p>	<p>Embedding our three key Christian values further through class led worship.</p> <p>Involving parents more with our Christian values and Christian character, ensuring these are reinforced out of school.</p>
		<p>Learners behave very well and have a good understanding of behaviour as lived out through our Christian values and Faith.</p> <p>Each class has a reflection area/prayer corner and prayers from these are brought bi-weekly to Collective Worship and offered up to God by Father Nick.</p> <p>Prayer opportunities are varied, throughout the day every day and embraced by a variety of children. There is an interactive prayer space in school and a Peace Garden that can be used outside of class time – currently being re-developed.</p> <p>All of key stage 2 participate in Remembrance services in the community, as well as Harvest Festivals and Easter. A Christmas service is held at St Mary's Church for KS2 and the community to attend.</p> <p>All Year 6 pupils are given a Bible on leaving.</p>	<p>Re-launch the Prayer Garden for after October 15 half term, with banded system for entrants and interactive reflections spaces.</p> <p>Continue supporting children's Spiritual development by the giving of Bibles and Prayer Books and discussing/ displaying Bible quotation around school and in Worship.</p>

		<p>Year 5 visit Canterbury Cathedral. All children to attend St Mary's during an academic year, or at least within a key stage. Plans to include Year 6 in the church school's festival</p> <p>Through the choir children can develop their love of singing Christian songs and take them out into the community visiting three local nursing homes and the village fete each year at least.</p>	<p>Ensure Year 6 attend the Church Schools festival in Rochester this year.</p> <p>To increase visits to places of worship for other faiths.</p> <p>Bring in Leading Lights in academic year 15/16.</p>
	<b>OVERALL JUDGEMENT</b>	<b>Outstanding</b>	
2	<p><b>What is the impact of collective worship on the school community?</b></p>	<p>All worship is distinctly Christian rooted in Scripture and sourced mainly on the RDBE material. It follows the clear pattern of 'gather, engage, respond, send.'</p> <p>Daily worship takes place in the hall or in class. Weekly 'Praise Collective Worship' (celebration assembly) re-iterates school Christian values and celebrates achievement against those values. School Eucharists take place on a termly basis, led by Father Nick, with selected year groups, displaying school work as part of the offering. On a day to day basis, children have responsibility for music, prayers, songs and take an interactive part in Worship.</p> <p>Father Nick also comes in on a fortnightly basis to lead worship, linked to school values where prayers are offered up to God in school, and then later on in St Marys church.</p> <p>Worship is monitored and evaluated by staff and children, with suggestions for improvement made. School council have also met to evaluate Worship.</p>	<p>Developing 'Leading Lights' so children have more of a role in the planning, leading and supporting worship.</p> <p>Ensure Year 6 attend the Church Schools festival in Rochester this year.</p> <p>Promote school Eucharists more amongst parents/all stakeholders and members of the wider school community.</p>

		<p>Class worship takes place when certain year groups are not in the hall (once a week for each class). This follows the format of daily school collective worship.</p> <p>There are prayer spaces in classes and around the school, which children use and interact with regularly. Class prayer and worship is meaningful to the children as they contribute to prayers/class reflection and discussion, not simply recite rote prayer.</p> <p>The school regularly recites both the school prayer and The Lord's Prayer.</p>	<p>Ensure that class worship is monitored and staff are supported in this.</p> <p>Lead INSET to develop and improve use of prayer spaces.</p> <p>Continue to monitor and evaluate Collective Worship.</p>
		<p>Father Nick leads Eucharists termly</p> <p>Father Nick attends CW every other Thursday</p> <p>All staff attend CW</p> <p>We have open worship for all our school community at Harvest, Christmas and Easter.</p> <p>For Harvest all children have an active part in our celebration. At Christmas we have a KS1 &amp; EYFS traditional Nativity and for KS2 Bible readings and song to tell the Christian message. This happens at school and at St Mary's.</p> <p>At Easter Yr 4 lead a dramatization of the Easter story</p> <p>Other significant Christian CW are led by Father Nick, the HT and DH such as Ascension Day, Pentecost, Palm Sunday, the Feast of the Epiphany etc.</p>	<p>Involve all staff in leading CW on a rota basis, to spread the responsibility for improving the school's Christian Character to more stakeholders.</p>
	<b>OVERALL JUDGEMENT</b>	<b>Good</b>	
<b>3</b>	<b>How effective is the religious education?</b>	<p>Children enjoy RE and can talk thoughtfully about their experiences, about Christian values and about their learning.</p>	<p>To translate this enjoyment into attainment particularly the AT2 element of reflection and 'self' perspective.</p>

		<p>The teaching of RE is at least Good across the school. RE has a high profile in the school with displays being evident within or beside every class. The correct time allocation is given to the teaching of RE on a weekly basis.</p> <p>RE planning follows the Kent scheme supported by the RDBE syllabus and is adapted to ensure opportunity for active, creative and expressive learning is included.</p> <p>RE books are available at parents' consultations 3 times a year.</p> <p>The amount of work in books has increased greatly in the last 3 years and teaching is balanced in terms of AT1 and AT2 teaching. Marking is much more precise and developmental in nature.</p>	<p>Support all staff with their teaching of RE through INSET and regular monitoring of books and lessons.</p> <p>Use External companies such as Bible Explorers to enhance the teaching of RE and improve children's knowledge of the Bible.</p> <p>Give children's RE levels at parents' consultations and on written reports.</p>
	<p>RE is assessed every seasonal term and a tracking system is in place</p>	<p>Develop the tracking of RE and ensure it is used to target children who are not progressing and to inform quality of teaching.</p>	
	<p><b>OVERALL JUDGEMENT</b></p>	<p><b>Good</b></p>	
<p><b>4</b></p>	<p><b>How effective are the leadership and management of the school as a church school?</b></p>	<p>Father Nick is the Governor with responsibility for Worship and is in school at 'grass roots' level on a regular basis. Father Nick leads the Governing Body in a prayer at the opening of every Full governing Body meeting (6 times yearly) and SIAMS/Christian character is a standing item. John Cheesman (Literacy link governor) is attending Diocesan Governor training on Christian Character in Nov 15. Father Nick, along with fellow governor Andy Grant are on the SIAMS committee with the DH, HT and RE/Worship leads. This meets termly to evaluate and improve the school's Christian character as well as analyse and act on issues arising from all questionnaires.</p>	<p>Continue a collaborative approach to the schools Spiritual development.</p> <p>For this to increasingly include the pupils and parents voices.</p>

		<p>Together they have reviewed the questionnaires across the school community and integrated the actions required into their action planning. The Governing Body also has a new link governor for RE – Karen Holland. She will meet with the RE/Worship coordinators to monitor the impact of improvements to RE teaching and learning. Improving the Christian Character of the school is on the School Development Plan. Staff and governors complete questionnaires, which inform SIAMS action plans.</p>	
<p>The Worship co-ordinator has links with the Worship Co-ordinators at West Kingsdown and St Botolphs CE Schools. Regular visits offer mutual support for all schools. Both of those schools are currently rated Good by SIAMS. Both the Worship and RE co-ordinators have attended Diocesan training around SIAMS, worship and the teaching of RE. All KS2 teachers attended subject training at the diocese in 2015 and this will continue in 2016. The Leadership &amp; Management of the school were rated 'Good' by OFSTED in February 2015 and the school received a Good grading in all areas.</p>		<p>Development of Worship coordinator further by extending his knowledge and understanding of the pathways to Spirituality for children; children as planners and leaders of worship; and how to develop/support outstanding RE teaching across the whole school.</p> <p>Begin Leading Lights training.</p> <p>HT and coordinator to attend annual RDBE head teachers conference and used the content to help inform the schools action planning with regards to RE and Worship.</p>	
<p>Collectively Father Nick, the HT and the RE/Worship coordinators share the vision of developing the school further in its distinctive Christian character and are proactive in spreading this throughout the school and local community.</p>		<p>Raise the profile of the school further as a distinctively Christian school through our web site and local press.</p>	

	<b>OVERALL JUDGEMENT</b>	<b>Good</b>			
	<b>OFSTED INSPECTION JUDGEMENTS &amp; DATES</b>	<b>GRADE</b>	<b>Requires Improvement</b>	<b>DATE</b>	<b>February 2013</b>
		<b>GRADE</b>	<b>Good</b>	<b>DATE</b>	<b>February 2015</b>
	<b>SUMMARY JUDGEMENT FOR OVERALL EFFECTIVENESS</b>				
		<b>GRADE</b>	<b>GOOD</b>	<b>DATE</b>	<b>September 2015</b>