

SIAMS – SCHOOL SELF EVALUATION DOCUMENT (SSED)

EVALUATE	SUMMARY OF IMPACT	SUMMARY OF EVIDENCE
how well the Christian character contributes to the academic achievement, personal development and wellbeing of all learners, regardless of their ability or background	Progress and Attainment data in all subjects (see data appendix) shows that children at the end of KS1 and KS2 are always at least in line and usually above national averages. Disadvantaged children perform well – the attainment gap is below national averages and has been closing year on year. <i>“Disadvantaged pupils make good progress..and often attain better than their peers in reading writing and maths.” OFSTED 2015.</i> The school Christian Values of Respect, Responsibility and Perseverance are threaded throughout collective worship, with reference to Bible stories and quotation. Children are taught to respect themselves and each other to co-operate with learning, be responsible for their own learning and worship and show independence within this as well as persevere through difficulty and to overcome challenge. Attendance and Punctuality has improved year on year (see appendix), due to the school's drive to improve this – again linked to values of respect and responsibility. <i>“As a result of robust systems to promote good attendance, pupils’ attendance has risen over the last 3 years..” OFSTED 2015</i>	<ul style="list-style-type: none"> • Children’s survey results • Parent’s survey results • School tracking data • Displays • Data • Ofsted Report
how effectively the Christian character supports the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none	Regular Eucharists take place, led by Father Nick, where parents are invited and classes celebrate and share learning as part of the offering. Bible quotation is linked to the school values on displays and Bible stories/quotations are used in collective worship. Christian Values are explored on a half termly basis, with a new focus each time. During any instances of playground conflict, children are encouraged to reflect and give forgiveness. There are RE displays in each class, which are interactive in nature and children can add to these at any time. Prayer boxes are in every class, as well as prayer books. Prayers are said at the end of day, and Grace is said just before lunch in the classes. Children use the reflective areas that are in the school regularly. Children are taught about other religions, along with the links between Christianity and other faiths. <i>“Equality of opportunity is promoted well. Values of respect and responsibility are strongly evident..There are good opportunities for pupils to learn about different cultures. The school</i>	<ul style="list-style-type: none"> • Pupil survey • Parent survey • Displays • School website • Ofsted report • RE books and displays

	environment is safe and calm, which enables good behaviour and good learning to flourish. Relationships across the school are strong. Discrimination of any sort is not tolerated.” Ofsted 2015. The school Improvement partner has recommended the school as a place to model good practice with regards to provision for and tracking of Pupil Premium (disadvantaged) children.	
how effectively the distinctively Christian character shapes the relationships between all members of the school community	The Christian values of unity and togetherness are evident throughout school life. Staff communicate and support each other effectively through daily staff briefings, team planning and staff involvement with creating and refining shared values and targets for the school. Staff are well supported to develop; 3 Teaching Assistants have been encouraged and supported to achieve qualifications as Higher Level Teaching Assistants, and one HLTA was supported through teacher training in school and is now a class teacher. Relationships with parents and children are good and unity and togetherness are fostered through regular communication and consultation; Parent and Pupil questionnaires help us to monitor our effectiveness as a school, as well as our effectiveness in promoting the Christian values of the school. Children take part in School Council and ECO council, and will begin leading and being involved in worship in the summer term of 2015 and into the 2015/2016 academic year. The school will begin to use the Leading Lights programme. “The school fosters good relationships with parents.. parents commented on how approachable staff are. Pupils are kind to each other and respectful of adults. They contribute to the life of the school through school council, the eco council and by sitting with younger pupils at lunchtime. Pupils have prayer boxes and worry boxes in which they leave notes about any concerns they may have. They are confident that adults will help them whenever necessary.” OFSTED 2015	<ul style="list-style-type: none"> • Pupil survey • Staff Survey • Parents survey • Parents views • Church involvement • Displays • Staff/parent relationships • Ofsted report
how well the Christian character promotes an understanding of and respect for diverse communities	In school there is a dedicated multi-cultural board, where different faiths, cultures and festivals are celebrated. The RE curriculum and general curriculum promotes awareness of and respect for different faiths, cultures and viewpoints. All major faiths, as well as Humanism are taught through RE and PHSE curriculums. Visits to different places of worship, such as mosques and synagogues have taken place as well as visits to school from different faith leaders. Christian values of	<ul style="list-style-type: none"> • Visits to other places of worship • Pupil fund raising • Display • Children’s comments

	<p>respect, tolerance and understanding are promoted in displays and in collective worship, and linked to relevant bible quotes and bible stories. <i>"Equality of opportunity is promoted well. Values of respect and responsibility are strongly evident in school displays. There are good opportunities for pupils to learn about democracy and different cultures."</i></p> <p>OFSTED 2015</p>	<ul style="list-style-type: none"> • Pupil and parent feedback • Acts of worship
the contribution of religious education to the Christian character of the school	<p>Religious Education and assessment is improving and we are now confident this is to a 'good' standard. (see lesson observations and book scrutinies 2014/15 – 14/16) All teachers have received staff training this year on assessment and developing RE books – with regard to differentiation and developmental marking, as well as training on the 'Big Concepts' for Christianity. All KS2 staff have been sent on Diocesan course regarding delivery of curriculum areas. Children fully participate in RE lessons and will begin to participate in worship times more fully as of summer term 2015. We have an active Faith Team made up of a cross section of staff, SLT and a school governor/vicar. The RE curriculum is planned creatively and with great care to ensure both the children's knowledge of religions and their own spiritual journey is nurtured. The teachers ensure that a trip or visit is planned as well as incorporating other aspects of the curriculum to deepen their thinking. The school's overall curriculum is diverse and covers many topics of interest to all children. The school has sought support from other local schools (St Botolphs and West Kingsdown) in developing R.E. books and learning environment with a particular emphasis on class reflection areas and delivering Eucharists. Our provision at school enables <i>all</i> children to make good or better progress. Through pupil progress meetings, team planning times, staff development and training, Governors discussions and questions and budget setting, the school focus is on meeting the needs of all learners. Targets in class help the children to aim high and achieve, no matter what their starting point. National assessment data (see RAISE online)</p>	<ul style="list-style-type: none"> • Pupil survey • Pupil questioning • SLT monitoring • Trips and visits • Reflection time • Prayer areas • RE books and lessons

	<p>demonstrates a consistent approach to learning for all children, high standards and challenge. Progress of all groups including free school meals, EAL, ethnic minorities, SEN and the more able is good or better. <i>“Pupils’ progress is good in all year groups and secures consistently good achievement throughout the school. Teaching is good. Marking shows pupils how to improve their work and pupils respond to this guidance.”</i></p> <p>OFSTED 2015</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

SIAMS SELF EVALUATION - SUPPORTING EVIDENCE FOR COLLECTIVE WORSHIP

EVALUATE	SUMMARY OF IMPACT	SUMMARY OF EVIDENCE
the extent to which learners and adults engage with collective worship, its relevance and the way it makes a difference to the lives of members of the whole school community	We have a clear detailed worship rota with a range of worship with input from the clergy and staff. Daily worship draws the children and staff together each day and allows for a time of reflection on the school values and Bible teaching. Each term a theme is taken and explored. The worship sessions are planned on a rota basis following the liturgical calendar including the value for the term, key events may also be explored. After some worship times, children have the opportunity to write their own reflections. There are areas for reflection within classrooms and around schools. Prayer boxes are widely used by children, evidenced by how many prayers are offered up to God when Father Nick leads worship on Thursdays. This all enables children to be more reflective and contemplative, relating their learning to their own life. The head teacher leads a praise assembly each Friday to celebrate academic achievements of each year group as well as a child from each class being recognised for demonstrating the term's value. All staff attend worship and the leading of it is timetabled so that all staff get a chance to lead.	All worship Discussion with children, worship co ordinator. Action plan for RE and Worship Displays and school website Praise for our God given talents Monioring of CW CW Policy

<p>the extent to which collective worship is distinctively Christian, setting out the values of the school in their Christian context</p>	<p>The children experience Anglican traditions in the form of a termly Eucharist, which includes prayers, psalms, hymns and an offertory led by Father Nick. Children know the liturgy and have an understanding of the Eucharist. Daily worship always begins with the lighting of candles. Children say, “The Lord is here “ when the candle is lit and “His Spirit is with us “ when they are blown out – the children lead this part of the worship. Early in 2015/16 academic year children will be more involved with leading worship and we will be starting the ‘leading lights’ programme. Every 2 weeks Father Nick leads worship, where prayer boxes from each class are emptied and offered up to God. The whole school know a range of hymns that are sung at whole school Eucharists, or daily worship. Where worship times are split between the school, class prayer time takes place, which follows the structure of whole school worship. Every year the Year 6 leavers service takes place in St Mary’s Church where God is thanked for life at the school and prayers are said for future school life. The school celebrates Christmas and Easter through dance, song and drama, telling the story of Jesus in a lively and infant friendly way. The children are asked about their view of worship and how we could improve it for them to meet their needs. The school then acts upon this information. Worship is observed by SLT members who give feedback to the lead. Children have also had the opportunity to monitor Worship. The Christian values of the school are re-visited through daily worship and linked to Bible stories and the Christian calendar.</p>	<ul style="list-style-type: none"> • worship and displays . • Worship planning • Questioning of parents • Questioning of pupils • School website • Worship monitoring sheets • School Council minutes
<p>how well collective worship develops personal spirituality within the school community</p>	<p>There are Prayer boxes in every classroom and 2 reflection areas around the school – one on each floor. There is also an outdoor reflection area called the Prayer Garden. Prayer/reflection corners in class allow for moments of worship for children and prayer</p>	<ul style="list-style-type: none"> • Pupil survey • Parent survey • Pupil consultation

through a range of experiences, including a focus on prayer	books often contain small insights into the children's prayer lives. The prayer corners allow for a physical response to certain aspects of their spiritual being without requiring a written record. The children have an opportunity to reflect on the school value or any aspect of their own life. The children are allowed to access the prayer/reflection areas at any point during the school day in agreement with the class teacher. Prayer corners have display areas, where children produce work that links to that term's themed value. Prayer and reflection takes place in daily worship and this is sometimes led by the children. There is also time for children to quietly reflect in worship and discuss school values or other concerns.	<ul style="list-style-type: none"> • CW planning • School website
how well collective worship enables participants to develop an understanding of Jesus Christ and a Christian understanding of God as Father, Son and Holy Spirit	Call and response to greeting at the beginning of service, including the words the Lord is here... His Spirit is with us. This is sometimes changed through the year. Rochester Diocese worship materials used effectively. Children's class worship had a focus for the trinity in term 2. In Collective Worship trinity is looked at from different angles with the children. Daily Worship often includes Biblical quotation and the teachings of Christ, where the meanings of parables and Christ's teachings are discussed, with relevance and links sought with our Christian values and own lives.	<ul style="list-style-type: none"> • Pupil survey • Parent survey • CW
how effectively the school community is involved in the planning, leadership and evaluation of collective worship	The Faith team meet on a termly basis and is made up of the Head, Deputy and 2 governors, including Father Nick. The RE leader and PHSE leader are also invited to the meetings at selected times. Children's, Parent's and staff's opinions on the Christian character and the conduct of worship are sought and considered when planning future actions. Collective Worship is monitored by the Head and Deputy and feedback given. The children will get the opportunity to do this as well early in 2015/16. Training needs are identified by the professional development co-ordinator and staff have been sent on courses at the diocese in academic year 15/16.	<ul style="list-style-type: none"> • Pupil questioning • Pupil council evaluation • Parental attendance at seasonal AOW celebrations. • MMR from Virginia Corbyn • SIAMS grab file – INSET minutes and materials

	<p>Internal INSET has also been given by the Worship co-ordinator and RE co-ordinator. Advice was sought from the diocese through MMR meetings. A school governor attended training on Christian Character at the diocesan offices in October 2015. The DH and RE lead have led INSET on class prayer, assessment, teaching and recording of AT2, The Big Concepts and how to improve work in books. Books and lessons are monitored termly, with an improving picture emerging in Autumn 2015.</p>	<ul style="list-style-type: none"> • Book monitoring forms • Lesson Obs forms
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

SIAMS SELF EVALUATION - SUPPORTING EVIDENCE FOR RELIGIOUS EDUCATION

EVALUATE	SUMMMARY OF IMPACT	SUMMARY OF EVIDENCE
the achievement of learners in religious education	<p>Assessment of Learning occurs throughout the year, using the schemes of work, and is assessed against the 'I can' statements. Attainment in RE is analysed by the RE leader and DH, and fed back to the H.T. and the rest of the teaching staff. The Literacy leader and R.E. leader and rest of SLT moderate writing and R.E to ensure attainment is line with the core subjects. Improvements in RE achievement have been made with learners now being exposed to the right balance of AT1 and AT2 work. The quantity and quality of work in books has improved in 2015</p> <p>Term 2015 Data to be included here in Dec 15:</p>	<ul style="list-style-type: none"> • Work in books • Other evidence – comments, photographs, displays • Feedback from visits • Moderation of children's work
the quality of teaching and learning in religious education	<p>All teachers plan RE learning following the scheme of work. Teachers plan RE with clear learning objectives for AT1 and AT2, using a range of teaching styles (discussion, art, writing, drama, music visits and/or visitors). Planning is reviewed year on year to ensure that it remains challenging and, in particular, allows children to develop and apply their learning through AT2. Planning is monitored during the year by the RE subject leader to ensure standards remain high. This information is fed back to the H.T. and the Governors.</p> <p>Teaching is now being differentiated to meet the needs of all children. Many lessons have been improved with the use of open ended questioning skills. Lesson plenaries often include 'Reflection Times' where children are able to express their own thoughts about what they have learnt. The last lesson of every unit is an assessment lesson, allowing every child the opportunity to reflect on their learning. Teachers evaluate all their lessons as part of assessment for learning.</p>	<ul style="list-style-type: none"> • Book moderation • Classroom observations • Parent surveys • Pupil surveys and questioning • EYFS tracking and evidencing • School RE tracking system

	<p>Learning is either reviewed in the next lesson, or moved on. Links to other curriculum areas are made, in particular: literacy, music, art, dance and PSHE.</p> <p><i>Pupils' progress is good in all year groups and secures consistently good achievement throughout the school. Teaching is good. Marking shows pupils how to improve their work and pupils respond to this guidance."</i> OFSTED 2015</p>	
the effectiveness of the curriculum in religious education and especially the teaching of Christianity	<p>RE is taught well across the school as the children are able to talk about what they have learnt in their lessons and what they know and believe about the Bible and Jesus. Explicit links are also made between RE learning and the school values and as a result the children do not view their RE learning in isolation. They make links to worship, literacy, PSHE, science, music, art and other areas of the curriculum.</p>	<ul style="list-style-type: none"> • Class room observations • Book moderations • Pupil surveys and questioning. • Parent surveys • Parents evening • tracking system
the effectiveness of the leadership and management of religious education.	<p>RE development is strategically planned the School Development plan and SIAMS action plan on an annual basis. RE and Worship development is on the main School Improvement Plan as well as on the SIAMS SEF. Teaching and learning is monitored through the year using lesson observations, planning and moderation of work by the RE subject leader and SLT and for moderation from the Literacy leader. Actions from monitoring inform future planning training and support which is fed back to the whole school staff.</p> <p>RE is well-resourced with books and artefacts for Christianity and other main religions. A budget is available for RE purchases.</p> <p>The DH and RE lead have led INSET on class prayer, assessment,</p>	<ul style="list-style-type: none"> • Action plans • Policies in place • Surveys of the whole school community • Staff training • moderation • RE data and tracking • Governor involvement

	<p>teaching and recording of AT2, The Big Concepts and how to improve work in books. Books and lessons are monitored termly, with an improving picture emerging in Autumn 2015.</p> <p>Attainment in RE is analysed by the RE leader and DH, and fed back to the H.T. and the rest of the teaching staff. The Literacy leader and R.E. leader and rest of SLT moderate writing and R.E to ensure attainment is in line with the core subjects.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

SIAMS SELF EVALUATION - SUPPORTING EVIDENCE FOR LEADERSHIP AND MANAGEMENT

EVALUATE	SUMMARY OF IMPACT	SUMMARY OF EVIDENCE
<p>the extent to which leaders articulate an explicit Christian vision that has an impact on:</p> <ol style="list-style-type: none"> standards of achievement the distinctively Christian character of the school the well-being of all the whole school community 	<p>Our Christian Vision is reviewed yearly with staff and we look at how best we can work towards our core values. This is done in consultation with all stakeholders. Regular Faith Team meetings are held (usually termly) where our targets are reviewed and strategies for improvement are put into place. Our current priorities are to embed and improve upon the children's participation in our Eucharists, which we have just introduced this year, as well as to build more consistency with regards to RE teaching and learning. <i>"The headteacher's strong drive for improvement is shared by staff and governors. Good leadership and management have resulted in improvements in teaching and pupils' performance.."</i> OFSTED 2015</p> <p>Achievement in RE has improved in Autumn term 2015 evidenced by regular book monitoring and lesson observations. The Deputy Head/Worship co-ordinator has led 2 INSETS on assessments, marking, prayer areas and teaching 'Big Concepts' in RE.</p> <p>The Governors and Head teacher work closely together to develop the strategic direction of the school and to ensure the very best learning opportunities are provided for the children at Horton Kirby. The Governors level of challenge to the leadership is strong and allows for continuous growth. Both parties have the children's welfare and development at the heart of their decision making. The school is never willing to stand still and strives for improvement in all areas of school life. The school finds it invaluable to have Father Nick, our vicar of the parish and school Governor. The Faith Team report to governors in Full Governing Body meetings. Father Nick says a prayer at the start of each Full Governing Body meeting. Karen Holland is the link governor for RE and a governor attended diocesan training for Christian Character. <i>"Governors ..know the school well. They are involved in all aspects of the school's work. They have a visible presence in school and</i></p>	<ul style="list-style-type: none"> Ofsted reports Reports to governors Feedback/Surveys of the whole school community Data Governors' minutes SEN action planning Newsletters Mission statement Prospectus SIAMS Action Plan School Dev Plan

	<p><i>have specific areas of responsibility, on which they report to other governors in helpful detail.”</i> OFSTED 2015</p> <p>The Leadership team ensure the school values and vision are shared with all stakeholders. The values and mission statement appear on newsletters, displays across the school and the website. The values are intrinsic to the staffs’ daily working practices.</p> <p>Behaviour and safety are good (OFSTED 2015). We believe the impact of the SLT and Faith team have led to this judgement. Our pupils good behaviour has also been recognised by the wider community e.g. comments from members of the public when classes have been on trips. The Head teacher, SLT and Chair of Governors are committed to building relationships with parents and offering guidance where needed. A number of parents were very supportive in the school’s approach in our last OFSTED. One parent insisted in speaking to the lead inspector, as she wanted to share her experiences of the pastoral support given to her family and how this has had such a positive impact on her child. The school believes that support is needed for the whole family in order for the child to develop to the best of their abilities academically and personally. The school is using a bespoke therapy service (Young Healthy Minds) in order to work with both children and parents. We also have a Play Therapist who visits for one day per week and works with children to improve emotional wellbeing. Wellbeing is paramount to our community and is a recognised strength of the school. The development of social, emotional and mental health is a key focus of this year’s SEN action plan. Staff attend worship and reflection assemblies. Disadvantaged children perform well and make good progress compared to their peers. The funding and tracking of disadvantaged children is robust and is used effectively – so much so, that the School Improvement Partner has recommended the school as</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>a model for other schools to visit for help.</p> <p><i>“The school makes good use of funding. Disadvantaged pupils make good progress because they are well supported and often attain better than their peers. Disabled pupils and children with special educational needs make good progress because they are well supported with work that is matched closely to their needs. “</i></p> <p><i>“Equality of Opportunity is promoted well. Values of respect and responsibility are strongly evident. There are good opportunities for children to learn about democracy and different cultures. As a result, pupils are well prepared for life in modern Britain.”</i> OFSTED 2015</p>	
if the arrangements for religious education and collective worship meet statutory requirements	<p>Worship in place 5 days a week with parents being invited to termly Eucahrists.</p> <p>Father Nick leads CW every 2 weeks.</p> <p>RE syllabus followed is the KAS supported by the RDBE (60% Christianity)</p> <p>5% of curriculum time is allocated to RE with a weekly RE lesson in every class.</p> <p>EYFS allocate at least 5% of time to RE themed work and activities.</p>	<ul style="list-style-type: none"> • RDBE Worship plan • RE syllabus • EYFS planning
the extent to which school leaders secure the impact of this vision through evaluation and strategic planning	<p>Up to date action planning for RE and Worship is developed collaboratively between subject coordinator and SLT</p> <p>Termly evaluation of action planning.</p> <p>Inclusion of the development of RE and Worship in the SDP.</p> <p>Teaching and learning review has been undertaken by the Curriculum Leader and Moderation has led to greater understanding of the requirements to develop.</p> <p>Worship has been evaluated by HT, DH and children.</p>	<ul style="list-style-type: none"> • Re and Worship action planning • RE and Worship action planning evaluations • SIAMS action plans • Minutes of meetings with Faith Team • RE Link Gov meeting minutes
how well leaders prepare for future	HT has encouraged DHT and supported her professional development.	<ul style="list-style-type: none"> • RDBE courses

leadership across church schools	Two members of staff are attending leadership courses with the intention of developing them as middle leaders.	
the effectiveness of partnerships with the local church, the deaneries, the diocese/district and the wider community, including the parents and carers	<p>Church service attendance including Advent, Mothering Sunday, Christingle and Easter is encouraged by the school. The school takes part in Christmas services in the church and Father Nick attends Christmas and Easter plays.</p> <p>Special events and visits are arranged by the school and have impacted on the children's enjoyment and learning: baptism; meeting church goers to discuss the bible, to name two.</p> <p>Father Nick's regular visits, role as a school governor and integral involvement in life of the school and its journey to improve is invaluable.</p> <p>Planned Attendance by the HT and DHT at the Head teacher's conference organised by the RDBE shows commitment to the Diocese and understanding of the part the school plays in being a church school. Both DH and HT attend regular diocesan training.</p> <p>The school outreaches into the local community a number of visits to three local nursing homes, engagement with the two village nursery and participation in seasonal and annual church and village events.</p>	<ul style="list-style-type: none"> • RDBE training • Parents views/comments • Faith Team • Father Nick