



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation

St Mary's Church of England Junior

June 2017

September 2013

In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgement of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions,

observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools in North West dioceses in a slightly different format and many schools found it helpful.

Name of school: St Mary's CE Junior School

URN: 137311

Date of the last Section 48 inspection: October 2016

SCHOOL CONTEXT

St Mary's CE Junior School is a two form entry academy with 219 pupils on roll. Nearly all of the pupils are of white British heritage. Most children transfer from the nearby infant school which serves Long Stratton and the surrounding areas. The school has an above average number percentage of pupils identified as having SEN and a significant number of disadvantaged pupils, as well as LAC.

The school takes its name from the local parish church, with which it has close links.

The school became the first Church of England Primary Academy in 2011 and has maintained a close relationship with the Diocese throughout this period.

THE VISION AND VALUES OF THE SCHOOL

St Mary's: 'Raising aspirations to give children the very best learning and put them at the heart of everything we do'.

Our Vision-

St Mary's VC Junior School aims to provide all children with an education which will develop their full potential, so that each may ultimately lead a rich and satisfying life and contribute warmly to society. Crucially, children will develop to become independent and resilient learners, recognising and overcoming barriers to achieve. We aim to create an environment which is purposeful, friendly, creative, and co-operative, where each child's individual abilities are maximised and where they grow to appreciate the pleasure of learning in its widest sense and to care for others in their school and wider community.

We will do this by-

1. Providing a rich, diverse and engaging curriculum, relevant to the 21st century
2. Creating a positive, stimulating and safe learning environment throughout the school
3. Recognising the unique skills of every individual in the school, and working skilfully to maximise them
4. Ensuring that children have every opportunity to develop their core skills of reading, writing and mathematics
5. Insisting upon high expectations of behaviour for all at all times
6. Actively promoting opportunities for different aged children within the school to work together and to learn from each other
7. Encouraging children to learn from set-backs and successfully overcome them, whether academic or social
8. Carefully tracking, discussing and reflecting upon the progress of each individual child throughout their time in school
9. Welcoming equally all members of our school community, and being open and empathetic with them and drawing upon their expertise and support to help our children

2015/16:

We re-visited our values in Oct 2015 Staff and Governors had already worked together on values and had decided to use The Index for Inclusion. The values and new vision statement were shared with their parents via an open evening and parents were asked to appraise the values and order them in order of importance to themselves and to be delivered to their children. The children have done some working associating the values with feelings, colours, music and images with the Chair of

Governors, who produced a project on this for NCSL as part of her Governance Training.

We are also part of a cluster project aiming to develop links in the curriculum through the Index

Update 6/17

Our Chair of Governors came into school and delivered her excellent Index for Inclusion values session to our Year 6 children. The response was overwhelmingly positive, with the children showing an empathy and understanding of all the core values.

Year 6 will then deliver the Index for Inclusion to all children in the school to ensure that all current pupils have a good understanding of the values we focus on in our school.

'We all fit together to make a whole!'

****Index for Inclusion values has been introduced and is permeating throughout the life of the school.**

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

We are proud to be a C. of E. Academy and our distinctive Christian character is celebrated through our Collective Worship programme and our close links with St Mary's Church and the Diocese of Norwich.

Our chosen values are clearly defined by the children, staff, governors and parents (values that are key to our school, eg. *Joy* are focussed on and celebrated by our members.)

Through this we nurture children, provide a strong moral background in a secure, safe and loving environment whilst raising aspirations in our sometimes challenging community in order that every child goes on to reach their full potential in life. In our community we truly value every individual and what they have to offer.

Date: June 2017

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Schools may wish to add further points if required

Focus for development 1: Governors to systematically monitor and evaluate the effectiveness of the school as a church school.

(Relates to core question 1 2 3 4)

Action taken	Impact
<p>Christian Distinctiveness is a standing item on each full governing body meeting.</p> <p>Revd Heather Wilcox, our incumbent, plus other representatives of the local Parish Church and the Diocese take an active part in school life.</p>	<p>All Governors have an understanding of how the school promotes Christian values. They have the opportunity to raise concerns and suggest possible improvements. They can ensure that the school continues to uphold, promote and celebrate its Christian distinctiveness.</p> <p>Governors have visited our Prayer Space with our chosen value 'Joy' in July 2015 and were invited to visit our Prayer Space in July 2016, which had the theme of 'Trust' This year our Prayer Space will reflect our work on the 'Fruits of the Spirit', whilst retaining a link to current issues, both in our school, and the wider world. Governors have also taken part in Collective Worship; attending celebration events together with 'Open the Book'. They have also evaluated Collective Worship using our new evaluation forms (6/17)</p> <p>Our vicar has a strong leadership role in our school: Regularly leads collective worship using our planned values. After School 3:16 Club (up until summer term 17) Holiday Club 'Open the Book', introduced 4/17 Messy Church – the school hosts this for all children from the Long Stratton area Support during Prayer Spaces week Reading and Maths Cafes Attending school trips Chair of Governors in the recent past Chair of the School Development Committee Regularly undertakes observation and scrutiny of lessons, planning and work SEND governor – working closely with our SENDCo Supports school staff – drops in on a regular basis and is involved in promoting staff well-being Other church members help lead collective worship and are developing 'Open the book' which started in April 17. They have also supported 3:16, Messy church, Holiday Club and attend events at the school. The Church has a strong and interested representation on the Academy Trust and Governing Body. St Mary's Church welcomes the school to many events throughout the year. Eg. Passion Play, whole school Easter carousel, Christmas Tree Festival etc. The School actively works with the Diocesan Director of Education and Schools Support Officer toward the common goal of being a proactive Christian influence in</p>

<p>Parents' Evening</p>	<p>our community. With scaffold provided by the work of the Headteacher and Governors, the Staff encourage and promote parental attendance at and participation in our Christian celebrations both at school and at St Mary's Church – eg. Carol concert, harvest celebrations. The RE adviser, Governors and Head regularly access training from the Diocese of Norwich. The RE adviser attends National RE Conferences and is a Farmington Fellow, thus enabling her to be in 'the loop' for new thinking and ideas. Through the use of signage, displays, thought provoking posters etc., our Christian values and distinctiveness are evident and respected.</p> <p>Evidence from this (Nov 16) indicates that parents recognise the importance and impact of the values we promote.</p>
<p>Focus for development 2: Pupils to be able to articulate what makes the school's values distinctively Christian. (Relates to core question 1 2 3 4)</p>	
<p>Action taken</p>	<p>Impact</p>
<p>Set up a specific Collective Worship group for children focusing on Christian values.</p> <p>Children asked to engage with the strap line for the new website linked with Christian values.</p> <p>Our Christian values are re-visited on an annual cycle and are clearly evident in Collective Worship.</p>	<p>Children are more able to express what makes our values distinctively Christian.</p> <p>This resulted in an effective statement reflecting children's understanding of Christian values in a meaningful way. They were also motivated to discuss and compare values and will also now feel ownership of the resulting website.</p> <p>Children are aware of how values are rooted in Christian beliefs. These are delivered linked to the Church calendar.</p> <p>The Enquiry-based RE curriculum leads the children into active engagement with the values as they are raised.</p>
<p>Focus for development 3: More explicit support for Spiritual Development – particularly in classrooms. (Relates to core question 1 2 3 4)</p>	
<p>Action taken</p>	<p>Impact</p>
<p>The introduction of PATHS (Promoting Alternative Thinking Strategies).</p>	<p>Children are more obviously valued as individuals. Children are becoming more skilled at giving and receiving meaningful compliments. There's an evident boost of self-esteem particularly from those who have suffered from a lack of this.</p> <p>The attendees of the Parents' Forum are very positive about this. Specifically stating their views that this was impacting on their children and families as a whole.</p>

<p>A Collective Worship program was developed to support primarily Christian values alongside the church calendar; this also provides explicit support for guided spiritual development in a structured safe environment. The program includes follow up support and advice for staff within the school to promote the value in their classrooms and the wider school community.</p>	<p>Through staff attending the whole school collective worships, they are part of the delivery of the week's value through taking the 'message' back to the classroom and encouraging the children to see this as a meaningful addition to their lives and that they have a part to play.</p>
<p>Posters and thought provoking statements from famous people, bible quotes and creative artwork displaying beautiful Christian scenes.</p>	<p>It adds colour to the day and filters through to the business of school life. Children have referred to what they've absorbed from these displays during discussions with members of staff. Visitors to the school have also responded to these, commenting on their inspirational qualities.</p>
<p>Space given during collective worship, spiritual spot and displays in Hall.</p>	<p>Allows time to reflect and ensures children/adults to have the opportunity to pause in their day.</p>

CORE QUESTION I

How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

- The impact of the school's Christian character is clearly evident in pupils' opinion of the supportive, safe and caring environment in which they learn (Pupil Voice questionnaires, PATHS questionnaires). This also indicates the effectiveness of the school's Christian character on pupils' well-being.
- Vulnerable/Disadvantaged children respond well in this nurturing environment; currently they are making accelerated progress in all subjects and the gap has closed between them and their peers (evidence in pupil asset 7/17 and Ofsted 11/16).
- The school has an excellent above average attendance record. This is aided by the work of our Family Support worker plus SENCo who work to nurture and support those vulnerable pupils who may be on child protection/ have special needs or are at risk of exclusion. All staff actively ensure that children

have enough time to share any concerns or raise issues connected to school or family life. These are all dealt with in line with our child protection and behaviour policies.

- The school places a strong emphasis on Christian values which underpin all aspects of school life. Pupils are able to talk about how these Christian values positively influence their attitudes and behaviour and that of their peers. Ofsted (11/16) pointed to the fact that children show this in the way that they care for each other and play together and noted the 'rich vein of care' running throughout the school (SMSC was rated as 'Good'.)
- The Head, SLT and Governing body have a clear vision for the school as a church school. There is a strong sense of ownership of Christian values by all the stakeholders and, because of this, they are central to the life of the school.
- The good result of the SMSC in our most recent Ofsted illustrates that the school has strong provision for SMSC in every aspect of school life.

Evidence base: There are a wide range of activities offered to all pupils; including residential trips for each year group and visits linked to topics eg. WW2 Time and Tide.

Year 6 take part in 'Skillforce sessions', these encourage the children to investigate key values and how these values impact on others, through a skills/historical based education. All children investigate the 'life stories' of others, most recently their own family members, but in the past, residents of the Mayfields Care Home, next door to us(6/16) and look at the impact these people and their 'values' have had on the world.

The school is at the 'centre of the community' with its now 'legendary' annual tea party/concert. Every July the whole school invites their families, friends and members of the local community (Mayfields, Break Charity, Harker House, SNDC, Long Stratton Lions and others) in to celebrate our achievements as a school, through song, performance and we share in a tea party donated by our visitors and the school community. This year the celebration focused on Sgt Pepper's 50th Anniversary, (in the past we have celebrated VE day, the Queen's 90th birthday and this year will be focusing on the 40th anniversary of St Mary's VC Junior) meaning that our guests from Mayfields (a dementia care home) and Harker House (also a home for the elderly residents of Long Stratton) were able to reminisce and join us in singing (and some dancing) to their well loved and sometimes, newly remembered tunes. This event truly links us with all ages, in the local community.

Other whole school events, such as 'Tilly the Tale-Spinner', 'Mindfulness matters'(6/17) and 'World of Thrones' (specifically aimed at cyber bullying -11/17) promote opportunities for engaging in the world outside of the usual curriculum confines. Specific opportunities related to Christian values include: Worship Group, 3:16 club, Messy Church, Holiday Club, Y6 visit to Norwich and Rouen cathedrals, and to the battlefields at Ypres, plus the memorial at Thiepval, Y3 trip to St Mary's to take in 'Godly Play', Whole school visit to St Mary's (Christmas Tree Festival 16) Prayer Spaces both in St Mary's and at the High School, Horstead residential(Yr5) run by the Diocese of Norwich, visit to the Royal Norfolk Show stand for the Diocese of Norwich.

The weekly themes for Collective Worship are planned by the Head and RE adviser to extend and reinforce the school's firm focus on Christian values. Worship leaders use bible stories and prominent Christians from history to illustrate values held by Christians. We also work with members of the local community in order to inspire our pupils e.g. when looking at community as a value we invited Taylor Wimpey, who are currently building in our area to talk about what they were doing. This led to a competition being set by the builders to design a 'Welcome to your new home in Long Stratton' card.

Also this year (2016/7) we were the beneficiaries of the local Lions charity. They provided funding in the past for a 'sunken trampoline' which had been requested by the children of the school, through school council. (2015) At the time we we had just won a national award from the Co-operative society for our work with the Mayfields Dementia Unit, next door to us. We had held joint 'dementia awareness' sessions at the Forum in Norwich for the general public, and had been encouraged to apply for an Aviva Award for our work, with the aim of using any prize money received, to develop a 'sensory garden' which had been designed by the children/residents of Mayfields. We came 5th, out of thousands of entries, but didn't, unfortunately, receive any funding. When the Lions heard of this, they offered to sponsor the work. This summer (17) the work has started on the development of this area, where we hop to incorporate all the 'sensory elements' alongside new

outside 'spiritual spots'. We have been looking at developing this since we visited Thurton's 'Spiritual garden' as a whole staff training, many years ago.

The whole school scheme of work for RE follows the enquiry-based framework promoted by the Diocese of Norwich. Every year group follows a comprehensive journey across the school year; ensuring continuity of depth and breadth throughout the children's time in our school. This ensures that Christianity and other World faiths and views are integral to this.

Enthusiasm for the subject in the school is high, evidence for this was given by a parent to Mrs Cullum at open evening 11/16 'Sam would like to be an RE teacher in the future'. Mrs Cullum had been the teacher in Sam's Year 4 class at the time, teaching Judaism.

We also have one of Teaching Assistants undertaking a training course recommended to her following her attendance at a training session run by Kathryn Wright.

Key Strengths:

Pupils and parents talk about how Christian values positively influence their attitudes and behaviour.

Pupils also talk about how the school 'works as a team' and are able to explain how living the values helps to support this.

Development Points:

Develop a lunchtime nurture group to provide support for children with social and emotional difficulties. June 16 -*This was introduced in September 2016 and has proved instrumental in helping with building children's self-esteem/worth. Parents have fed back on the positive impact.*

This September (17) sees the introduction of 'nature for nurture' sessions; these offer opportunities for those with social and emotional issues to work with a trained counsellor in outdoor activities which will regenerate their enthusiasm for life.

Hold 'joint observations' in the Autumn Term 17 – RE advisor and Head(RE co-ordinator) jointly observe teaching/learning in RE and monitor children's books/folders

CORE QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Good

As mentioned earlier in the SEF the RE advisor and Head develop a 'fresh' timetable for collective worship for the year, annually. We reflect on the needs of our community as a whole when selecting the first values to focus on (e.g. last year we focused on 'Trust' due to a particular issue with a child/family, this then became the focus of our Prayer Space 7/16)

We also ensure that we cover the key Christian celebrations as well as incorporating other religious festivals. Last year 16/17 we used the 'Fruits of the Spirit' as our focus for our collective worship and our spiritual spot. This proved very successful, with children, parents and staff relating well to all our values.

Collective worship is led by the whole community; SLT, Rev Heather and members of the St Mary's community, the teachers, our children, parents and visitors. All staff take part and enjoy this 'quality time' together, whether it be at the start or end of the day.

Specific collective worships have garnered additional attendance; Harvest Festival is held as a 'tea party', with Parents, grandparents and other visitors enjoying tea/coffee and biscuits served by the Year 6s, as well as a brilliant collective worship, celebrating the harvest. All our harvest produce is taken to the St Mary's foodbank, which is extensively used by all members of the Long Stratton community, including many of our families.

We have also held further 'celebratory collective worships', with one notable one being last November, when we welcomed the Bishop of Thetford to our school to recognise our Rev Heather Wilcox, being made Rural Dean. Our children were very impressed and arranged a 'Design a hat for Rev Heather' competition, which was very well received by all. Members of the SLT, Governors and local councillors, then took part in Rev Heather's ordination ceremony at St Mary's church, which was a further wonderful celebration.

Development Point:

Improve monitoring and observation in Collective Worship.

6/17 An evaluation form has been developed which enables children, governors and staff to evaluate the impact of collective worship. The form has been successfully used by all groups, over the summer term and has provided an opportunity to reflect on practice by all leads.

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good (see above evidence)

CORE QUESTION 4

How effective are the leadership and management of the school as a church

school?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes: TBC 7/17

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

The headteacher's drive and enthusiasm has given the school confidence as a Church of England Academy school. The RE subject leader has effectively and enthusiastically embraced recent changes to the RE syllabus. Strong links with the local church support the school's Christian ethos and reinforce its status as a church school within the local community. Social events e.g. May day fair, Church quiz etc are held at the school.

Governors have increased their effectiveness by ensuring that Christian Distinctiveness is high on their agenda, and by involving themselves in all related activities e.g. Prayer Spaces, Values exercise. They have also attended training run by the Norwich Diocese (7/17)

The incumbent leads popular Christian after school and holiday clubs, based at the school. Parents' views are regularly sought and key changes are discussed with all stakeholders. Parents are now more involved in the life of the school by the use of Reading and Maths Cafes, Parents forum and Family Learning events. There is increased parental attendance at all Christian celebration, both at the school and church.

The school values the support it receives from the Diocese. All staff have taken part in staff development that has strengthened their understanding of the school's Christian Values.

Key Strengths

Links to the Church and Diocese

School prospectus reflects our Christian ethos

All take part in collective worship

Range of activities children can access specifically related to Christian values.

Development points

Develop the website to reflect further our links with the Church and Diocese.