

Summary SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](https://www.churchofengland.org/siams).

School's theologically-rooted Christian Vision

Towards wisdom, excellence and faith – to grow in mind, body and spirit so that all who learn and work here may flourish, experiencing the joy and hope of 'life in all its fullness'

Inspection Conversations: Context

Who are we?

- All Saints Anglican/Methodist Primary School is a Voluntary Aided School serving the village of Elston and the surrounding, predominantly rural community.
- There are 90 pupils on roll, taught in four mixed age classes. About 35% of our children live in the village and catchment area with the remaining children living in the surrounding area. The majority of pupils are of white British origin. The number of pupils eligible for pupil premium is below the national average as are those with special educational needs and disabilities.
- We have very close links with the Diocese and MAST, one of our Governors sits on the DBE and another is the Superintendent of the Methodist Circuit. Both lead worship within school.
- We have close working links with 3 other local schools of similar size and character.
- The head teacher works with new head teachers, acting as a mentor and also works closely with BG University in Lincoln.

What are we doing here?

- Our vision and values are at the heart of everything we do. They provide the foundation upon which we all can grow, develop and aspire to be the very best we can be.
- Our school will preserve and develop its unique religious character in accordance with the principles of the Church of England and the Methodist Church and also in partnership with churches at parish, diocesan and circuit level.
- We strive to serve our community by providing the best possible education within the context of Christian belief and practice whilst also encouraging an understanding of the meaning and significance of faith.
- At the moment we are happy being a Voluntary Aided School and see no reason, at the present time, to change this, however, we have put together a bank of questions ready to ask the CEOs of any MATS we feel could be right for us in the future.
- Governors play an active role in our school, they visit regularly, attend worship when they can and we have joint staff/governor meetings 6 times a year. We all work together to make our school the place it is. All have attended training, discussions led by the Diocese in school regarding SIAMS, Christian Distinctiveness and the creation of our vision.
- Our daily act of collective worship is central to the life of the school. It is a very important time for the school family to come together. It is deliberately held at the start of everyday, thus setting the tone and providing the best possible start to the day. At All Saints School our collective worship is broadly Christian but there are occasions when other faiths are the focus during collective worship (for example festivals, holy days etc).
- We follow the Nottinghamshire agreed syllabus and also use the Understanding Christianity and Walk Through the Bible documents to enhance RE teaching and learning across the school. The curriculum is organised on a 2 year cycle as we have mixed age group classes.
- Children often invite Rev Murray and Rev Hibberts into school to ask 'big questions' because of the close relationship they have with them.
- We regularly use the church for worship with Christmas Carols, Easter Services and End of Year services held in there so the whole community can join with us.

Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
1. How does the school's theologically rooted Christian vision enable people to flourish?	- As a Christian school our core values flow through all aspects of school life. We have high expectations with regard to manners, behaviour, respect and kindness. We encourage all members of our school family to display these values each and every day in all they do. - By living our values and with reference to Fruit of the Spirit and John Wesley's –'Do all you can..' quote our school family is able to flourish. - One of our children wrote: <i>'Our school shows faith in God, excellence all of the time by listening and learning and wisdom when we are talking and learning. We pupils have a voice and have confidence to share our ideas. Our school shares joy and hope with every one of us.'</i>
2. How does the curriculum reflect the school's theologically rooted Christian vision?	- Our curriculum reflects our belief that there should be no limits to learning. We have high aspirations for and of our children and selves. - Spiritual Development is an intrinsic part of our curriculum - Our children are confident, happy and know they are loved. They have a strong voice and many of the activities we undertake are led by them. - They make good progress with their learning and have excellent learning behaviours. - They show compassion and empathy towards others and are unafraid to ask questions and offer their own thoughts and opinions.
3. How is collective worship enabling pupils and adults to flourish spiritually?	At the heart of the school is the life of worship, this is not an add on but provides an important rhythm for the day. The whole school gathers four out of five days of the week, with a variety of people leading the acts from local clergy (Revd Peter Hibberts from the Methodist Church and Revd Liz Murray from the Anglican Church), the head teacher, staff and the children. Class worship is held on a Wednesday. No matter what form the worship takes, there is always full engagement and full participation.

	• Worship in our school involves the whole school community. It is always inclusive, all voices, thoughts and opinions are heard, everybody is invited to participate fully and inspirational quotes and images are used to enhance stories, themes and messages. • Spirituality is something that touches us all and is fundamental to our being. It is a connection to something that is bigger than ourselves. It is about awe and wonder, asking ultimate questions and being inspired to look beyond ourselves and to serve and care for others and nature. • We are comfortable with stillness and silence where we can reflect, not only during worship. We have lovely grounds with areas where children can experience nature in a peaceful and reflective way.
4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?	• Our pupils know they are heard, valued and loved. Their voice is strong and helps guide us. They have a strong sense of right and wrong and work tirelessly to help others, both in the local area and further afield. • We speak openly about the importance of good mental health with the whole school family and our staff insurance enables all staff access to counsellors, GPs and other health professionals should they need it. We also benefit from being part of the mental Health Support Team for our area. It is important to us that all are able to grow in mind, body and spirit.
5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?	• Our PSHE lessons, worship and themed weeks, coupled with our RE lessons and charity events enable the whole school community to show their respect and responsibility to others. • The use of Heartsmart and Picture News help make links to the Bible and bring world events to the attention of the children • Our children choose the charities they wish to work for each year and do so with passion. They have helped local foodbanks, homeless trusts, national charities helping victims of natural disasters and other events that they feel it is important for them to support.
6. Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?	• The Nottinghamshire Agreed Syllabus is used alongside the Understanding Christianity documents and a two year rolling programme has been established in KS1 and KS2 as we have mixed classes. • Our teaching of RE starts in the EYFS. We introduce faith and spirituality in the reception in the form of special stories from different cultures and religions. We learn how we 'fit' into the world around us and how important we all are as individuals and as part of our school. • Working alongside colleagues across the diocese ensures that our provision is challenging and well balanced.

7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?

The quality of RE teaching in school is excellent.

The children can speak with knowledge and confidence, are unafraid to ask 'big questions' and know how they can apply the teachings within their own lives.

The progress the children make is excellent.