

# SIAMS SELF-EVALUATION

## 2022-23

<b>School</b>	Banks St Stephen's CE Primary School	<b>Date</b>	11 <sup>th</sup> October 2022
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<b>Vision</b>	<p><b>Belonging, Serving, Succeeding</b></p> <p><b>We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others. We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed.</b></p> <p><i>"I can do all things through Christ, who strengthens me."(Philippians 12:13)</i></p>
<b>Values</b>	<p>Collective worship organised around following Christian values, embedded after consultation with staff/parents/governors:</p> <p style="text-align: center;"><b>Thankfulness, Compassion, Endurance, Hope, Friendship and Service</b></p>
<b>Theological grounding of vision firmly rooted in Christian narrative</b>	<p><b>Belonging:</b> "In Christ, we form one body and every member belongs to all the others" (Romans 12:5).  <b>Serving:</b> Jesus called the Twelve and said, "Anyone who wants to be first must be the very last, and the servant of all." (Mark 9: 35)  <b>Succeeding:</b> Jesus proclaimed, "My purpose is to give life in all its fullness" (John 10.10)</p>
<b>Context</b> ( <i>key areas unique to your school</i> )	<p>Strong community pride in "Banks Village" and its history and heritage. Unique geography, reclaimed land on Ribble Estuary and rather isolated location, with agricultural heritage of fishing and farming.            More deprivation and relatively high numbers of EAL and traveller children compared to surrounding area.            Children start school with lower than average attainment.</p>

<b>Key strengths</b>	<ul style="list-style-type: none"> <li>• Culture of the school - shared values, policies and practices – "Belonging, Serving, Succeeding"</li> <li>• Knowledgeable, committed and passionate staff and governors</li> <li>• Strong, supportive links with St Stephen's Church</li> <li>• Strong, supportive links with the community, local businesses and neighbouring schools</li> <li>• Rich, bespoke and well-designed curriculum, reflecting the local area</li> <li>• 100% of parents would recommend this school to other families (OFSTED Parentview)</li> <li>• Staff wellbeing survey July 2021 "extraordinarily positive" (Lancashire County Council)</li> <li>• Strong, respectful and positive relationships evident in every area of school life</li> </ul>
<b>Key area(s) for development</b>	<ul style="list-style-type: none"> <li>• Develop a 5 year plan for the improvement and expansion of our facilities in order to further develop and promote our school's Christian vision</li> </ul>

	Key issue	Progress made
Progress made on development areas from last SIAMS inspection	<ol style="list-style-type: none"> <li>1. Establish ways for pupils to be more involved in the planning of worship, so that their ideas and thoughts can be shared and discussed with a view to enriching the experience of worship.</li> <li>2. Engage pupils with the Christian idea of God as the Trinity, so they can talk about this belief with some degree of understanding.</li> <li>3. Improve procedures for governors to monitor and evaluate church school issues, to enable them to be more fully involved in future developments.</li> </ol>	<ol style="list-style-type: none"> <li>1. School leaders and the Worship Council encourage children to plan and participate actively in worship.</li> <li>2. The concept of God the Father, the Son and the Holy Spirit is part of daily worship.</li> <li>3. Governors regularly visit school in a Covid-safe way. They have attended face to face and Zoom worship and introduced ways of embedding their Christian vision e.g. Governors' Christian Values Trophy. They regularly monitor and evaluate church school issues e.g. through the termly Headteachers' report.</li> </ol>

STRANDS	SUMMARY EVALUATION	
	Strengths	Next steps
1. Vision & Leadership	<p>Because of our Christian vision, governors and leaders:</p> <ul style="list-style-type: none"> <li>• Collaborate with other schools and share ideas and resources</li> <li>• Prioritise human flourishing and wellbeing</li> <li>• Practise distributed leadership</li> <li>• Cross-check all policies and practices against our vision</li> </ul> <p><b><i>Governors know the school well and use their knowledge effectively to hold leaders to account. (OFSTED October 2021)</i></b></p> <p><b><i>Leaders, staff and governors are united in the expectation that all pupils receive the best possible start to their education (OFSTED October 2021)</i></b></p> <p><b>The distinct Christian character of our school underpins all aspects of school life and is extremely important to everyone who is part of it.</b></p> <p><b>Our Christian values are consistently modelled by adults in school and pupils follow this example</b></p> <ul style="list-style-type: none"> <li>• Pupils often make reference to our Christian values – eg, when learning songs in music they will talk about how lyrics such as 'Climbing Mountains' link to endurance. They talk about how our Christian values link to their own life experiences – eg, times where they have served others or when someone has shown</li> </ul>	<ul style="list-style-type: none"> <li>• We seek further opportunities to support and collaborate with other governing boards to share good practice.</li> <li>• Every member of the school community is able to articulate the school's Christian vision</li> </ul>

	<p>them compassion. The children understand what our values are and they will use them as part of natural conversations.</p> <ul style="list-style-type: none"> <li>• <b>Examples of living through our Christian values are shared in school – children are praised for showing different values. Once a week, the Governors’ Christian Values Trophy is awarded and teachers share examples of values being part of school life.</b></li> <li>• <b>School commissioned an artist to work with the children to create a beautiful ‘Christian Values’ tree, which is in our school hall. This acts as a constant reminder of our six key Christian values.</b></li> <li>• <b>In a recent parental questionnaire (March 22), over 90% of parents and carers strongly agreed or agreed that:</b> <ul style="list-style-type: none"> <li>➤ <b>The school has a clear set of Christian Values</b></li> <li>➤ <b>The school has high expectations of behaviour which reflects its Christian values</b></li> </ul> </li> </ul>	
<p>2. Wisdom, knowledge &amp; skills</p>	<p><b>Strengths</b></p>	<p><b>Next steps</b></p>
	<ul style="list-style-type: none"> <li>• Curriculum is carefully ordered and builds on what pupils know and can do from the early years to Year 6</li> <li>• Development of language and communication has a high priority</li> <li>• Leaders foster a love of reading for all pupils. This helps most pupils to become confident, fluent readers by the end of Year 2 (OFSTED October 2021)</li> <li>• Expanding range of extra-curricular clubs e.g. gardening club, choir, football club, elite brass band, music lessons, Classics club, netball club, art club, gymnastics club</li> <li>• Promote human flourishing by, for example, experiencing joy, peace and wonder in God’s creation (our forest and gardens) and encouraging participation in the Arts (music, poetry, dance) to foster spirituality</li> <li>• <b>To help children live out our vision and to inspire all children to aim high and enjoy school we have completely re-designed our curriculum, which we are constantly evaluating and adapting. The curriculum was re-written after consultation with staff, pupils, parents and governors. It is designed to reflect our</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review and evaluate the new curriculum after a full cycle has been completed.</li> </ul>

	<p>school's Christian values and is tailored so the children will learn about our locality and community.</p> <ul style="list-style-type: none"> <li>• We believe in celebrating life in all its fullness. As a result our curriculum is broad, balanced and with built-in opportunities for awe and wonder.</li> <li>• Pupils' behaviour for learning is excellent <ul style="list-style-type: none"> <li>• We have inspiring outdoor learning spaces and even our own pond area. These areas can be used to provide a quiet space for children to take a break from busy school life. They can be used for outdoor worship or for quiet reflection.</li> </ul> </li> </ul>	
<p>3. Character development: hope, aspiration and courageous advocacy</p>	<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Children across school have excellent attitudes and behaviours for learning.</li> <li>• They are resilient as learners and achieve well.</li> <li>• Whole school behaviour policy emphasises high expectations but also forgiveness and reconciliation</li> <li>• House system, school council and Y6 responsibilities</li> <li>• Strong links with local businesses raise aspirations and pupils are ambitious for their future (OFSTED October 2021)</li> <li>• Children engage in local/national democracy e.g. UK Children's Parliament , school MP</li> <li>• Pupils are knowledgeable and confident and enjoy regular, reasoned debate e.g. black history/green issues/refugees</li> <li>• Staff are role models</li> </ul>	<p style="text-align: center;"><b>Next steps</b></p> <p>Children have good awareness of life beyond immediate community due to rich curriculum. Continue to find more opportunities to highlight global issues. Continue to give opportunities to serve God by serving others, show compassion and organise social action to challenge injustice.</p>
<p>4. Community and living well together</p>	<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• School has strong links with the local Parish and Borough Council, other local schools (TARDIS cluster) and other community groups</li> <li>• Relationships within school are strong, respectful and positive.</li> <li>• School is a happy and positive place to work for both children and adults, enabling human flourishing</li> <li>• <b><i>Pupils play an important role in the local community. Their friendships with residents at a local retirement home (Generations Unite Club) have flourished during the COVID-19 pandemic. (OFSTED October 2021)</i></b></li> </ul>	<p style="text-align: center;"><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Increased opportunities for community to use our facilities e.g. outdoor toddler group</li> </ul>

- ***Staff feel valued and supported by leaders (OFSTED October 2021)***
- ***Leaders engage effectively with other agencies to ensure that pupils and their families receive any additional help that they may need. (OFSTED October 2021)***
- Gardening club, Place to Grow and Cropper's Pond
- Numerous strong and regular Church/School links
- Active and successful PTFA (FOSS) and funding from local community
- High community engagement with Facebook page
- **Relationships are strong because of our deeply embedded Christian values.**
- **Pupils are aware of our responsibility to look after the environment through gardening projects (RHS awards 1 & 2 – working towards level 3), daily composting, eco-monitors who announce the most eco-friendly classes each week and Forest School.**
- **SLT ensures that staff wellbeing is at the front of everything that we do and that all staff are treated with dignity and respect. Our school is nurturing and welcoming and our staff go beyond expectations to support one another. We have a staff wellbeing committee.**
- **Staff feel confident to ask for support and are given time out of class when needed. We are flexible with staff working time and will always try and find a way for them to take part in significant family events.**
- **We recognise that every child is different and some groups of children have more needs at home than others and therefore we are always very quick to seek support for those families.**
- **The impact that our strong Christian ethos has on our local community is very strong. We invite residents from the local residential home to take part in school events, such as our annual Nativity and coffee mornings and for those residents live**

	<p>in our local care homes, we visit them to sing carols and write them pen-pal letters.</p> <ul style="list-style-type: none"> <li>• <b>Governors value the staff – governors give staff gifts such as plants and flowers at Christmas and Easter. They send flowers for celebrations and on sad occasions such as illness or bereavement.</b></li> <li>• <b>The wellbeing committee arranges social functions for staff and, for example, have organised a ‘secret star’ system where stars are left anonymously for colleagues with a little treat as a thank you for their contribution to life in school. See wellbeing committee minutes for further examples.</b></li> <li>• <b>A member of our Year 6 class is responsible for writing articles in the Church magazine about what has been happening at school.</b></li> <li>• <b>In a recent parental questionnaire (March 22), over 90% of parents and carers strongly agreed or agreed that:</b> <ul style="list-style-type: none"> <li>➤ <b>Children are able to form healthy, respectful relationships</b></li> <li>➤ <b>School serves and is served by the community</b></li> <li>➤ <b>School is a loving, peaceful environment where children are supported to become resilient and look after each other.</b></li> </ul> </li> </ul>	
5. Dignity & respect	<b>Strengths</b>	<b>Next steps</b>
	<ul style="list-style-type: none"> <li>• Equality: Everyone has equal value as one of God’s children, created in His image e.g. we treat every child as an individual and seek to develop systematic and personal support wherever possible. Robust Equality Policy with targets reviewed by governors</li> <li>• The achievements of all pupils (including SEN children) are celebrated, including children who have promoted and/or displayed our Christian values</li> <li>• <b><i>The curriculum meets the needs of all pupils well. Pupils with SEND can access all aspects of the curriculum. (OFSTED October 2021)</i></b></li> <li>• Children at risk of exclusion and their families are supported</li> </ul>	<ul style="list-style-type: none"> <li>• Seek further opportunities to celebrate the achievements of minority groups e.g. EAL children and travellers</li> </ul>

	<ul style="list-style-type: none"> <li>• <b><i>They (children) understand the importance of tolerance and respect for the views of others. (OFSTED October 2021)</i></b></li> <li>• Wide consultation on revised RHE/Sex education policy</li> <li>• Curriculum celebrates diversity and resources reflect our diverse society</li> <li>• <b>Pupils with special educational and behavioural needs and disadvantaged pupils know just as much as every other school member that they are loved and valued. Teaching is of high quality and enables all pupils to access the broad and creative curriculum. Staff respond quickly to the learning needs of their children.</b></li> <li>• <b>CPD in attachment, emotions coaching and social and emotional health have been provided for all staff and training is regularly updated. High quality CPD for all staff and governors is a high priority.</b></li> <li>• <b>Time to talk and support is always available for families who are experiencing difficulties in their life, using multi-agency support as appropriate. Families with issues ranging from child behaviour to bereavement. Every issue is seen as important.</b></li> <li>• <b>In a recent parental questionnaire (March 22), over 90% of parents and carers strongly agreed or agreed that:</b> <ul style="list-style-type: none"> <li>➤ <b>School is an inclusive community where pupils understand, respect and celebrate difference and diversity.</b></li> </ul> </li> </ul>					
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	<ul style="list-style-type: none"> <li>• Each class has worship leaders who help to organise and lead class worship sessions</li> <li>• Worship Council has a high profile and plans whole school worship</li> <li>• All children evaluate worship and changes are made accordingly</li> <li>• <b>Pupils value opportunities in school to write, think or pray and like using reflection areas in their classrooms.</b></li> <li>• <b>Collective worship gives everyone the opportunity to learn about Jesus, to pray, reflect and develop spiritually. It is a respectful, spiritual and joyful gathering</b></li> <li>• <b>Worship is led by the worship council and class worship monitors often either lead or contribute to class assemblies.</b></li> <li>• <b>In our outdoor learning space, there is a distinct reflection area with a large wooden cross.</b></li> <li>• <b>Rev'd Rebecca regularly visits the school to support and monitor our collective worship</b></li> <li>• <b>Themes and messages from worship are carried through the week</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introduce more opportunities for the children to pray e.g. reflection area in the library</li> </ul>
7. The effectiveness of RE	<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• RE is a core subject and held in high regard by all staff.</li> <li>• Children show engagement in lessons and talk positively about their learning experiences in RE.</li> <li>• RE lessons are creative and stimulating. Pupils retain what they have learnt and can talk about their prior learning experiences.</li> <li>• RE subject lead has planned all units of work, using SACRE supplemented by Diocesan scheme</li> <li>• Regular monitoring and evaluation</li> <li>• <b>The RE coordinator is ambitious in leading and enhancing the subject. He is also keen to demonstrate the amazing work that is going on.</b></li> </ul>	<p style="text-align: center;"><b>Next steps</b></p> <ul style="list-style-type: none"> <li>• Monitor the use of new resources for world faiths</li> <li>• Ensure that Christianity is viewed as a world faith, with many different ways of worshipping</li> </ul>
<b>OVERALL EFFECTIVENESS</b>	<p>Good with areas of excellence. The effectiveness of the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish, is good, with areas of excellence.</p>	



