

**SIAMS SELF-EVALUATION SUMMARY
2022-23**

School	Banks St Stephen's CE Primary School	Date	11 th October 2022
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<p>Our Christian Vision “Belonging, Serving, Succeeding”</p> <p>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. <i>“I can do all things through Christ, who strengthens me.”(Philippians 12:13)</i></p>	
<p>Values</p> <p>Collective worship organised around following Christian values, embedded after consultation with staff/parents/governors: Thankfulness, Compassion, Endurance, Hope, Friendship and Service</p>	
<p>Theological grounding of vision firmly rooted in Christian narrative</p> <p>Belonging: <i>“In Christ, we form one body and every member belongs to all the others” (Romans 12:5).</i> Serving: <i>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)</i> Succeeding: <i>Jesus proclaimed, “My purpose is to give life in all its fullness” (John 10.10)</i></p>	
<p>Context</p> <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. Relatively diverse school community. 10% EAL and 28% PP.</p>	
<p style="text-align: center;">Key Strengths</p> <p>Culture of the school - shared values, policies and practices – “Belonging, Serving, Succeeding”</p> <ul style="list-style-type: none"> • Knowledgeable, committed and passionate staff and governors • Strong, supportive links with St Stephen's Church, the community, local businesses and neighbouring schools • Rich, bespoke and well-designed curriculum, reflecting the local area • 100% of parents would recommend this school to other families (OFSTED Parentview) • Staff wellbeing survey July 2021 “extraordinarily positive” (Lancashire County Council) • Strong, respectful and positive relationships evident in every area of school life 	<p style="text-align: center;">Key areas for development</p> <p>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</p>

Progress made on development areas from last SIAMS inspection	
Key Issue	Progress Made
<p>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.</p> <p>2. Engage pupils with the Christian idea of God as the Trinity, so they can talk about this belief with some degree of understanding.</p> <p>3. Improve procedures for governors to monitor and evaluate church school issues, to enable them to be more fully involved in future developments.</p>	<p>1. Children plan and participate actively in worship.</p> <p>2. The concept of God the Father, the Son and the Holy Spirit is part of daily worship.</p> <p>3. Governors, including Rev'd Rebecca, regularly visit school and have introduced ways of embedding their Christian vision e.g. Governors' Christian Values Trophy. Governors regularly monitor and evaluate church school issues e.g. through the termly Headteachers' report. The school's Christian vision is at the heart of Governors' decision-making.</p>

1. Vision and Leadership

Strengths

Because of our Christian vision, governors and leaders:

- Collaborate with other schools and local community and share ideas and resources
- Prioritise human flourishing and wellbeing of both children and adults
- Practise distributed leadership and act as role models

Governors know the school well and use their knowledge effectively to hold leaders to account. (OFSTED October 2021)

Leaders, staff and governors are united in the expectation that all pupils receive the best possible start to their education (OFSTED October 2021)

Next steps

Every member of the school community is able to articulate the school's Christian vision confidently.

2. Wisdom, Knowledge and Skills

Strengths

- Curriculum is carefully ordered and builds on what pupils know and can do
- We are ambitious for children's academic achievement
- Development of social skills, language and communication has a high priority
- "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)
- Expanding range of extra-curricular clubs e.g. gardening club, choir, sports clubs, brass band, music lessons, netball club, football club, Classics club, gymnastics club
- Human flourishing and having life in all its fullness is prioritised in our curriculum planning e.g. experiencing the joy and wonder of God's creation in our forest and gardens. We have designed a broad and rich curriculum, including participation in the Arts (music, poetry, art, dance) and in Sport (Games mark Gold Award)

Next steps

Continue to review, refine and evaluate the curriculum after a full cycle has been completed e.g. systems in place to help those readers who are not fluent and confident by end of Y2.

3. Character Development: Hope, Aspiration and Courageous Advocacy

Strengths

- Children across school have excellent attitudes and behaviours for learning.
- They love learning, are curious and are resilient as learners, unafraid of making mistakes
- Whole school behaviour policy emphasises high expectations but also forgiveness and reconciliation
- Children enthusiastically take on responsibilities e.g. house captains, worship council, play leaders, eco leaders etc
- *Strong links with local businesses raise aspirations and pupils are ambitious for their future (OFSTED October 2021)*
- Children encouraged to have a voice and engage in local/national democracy e.g. school council and UK Children's Parliament
- Pupils are knowledgeable and confident and enjoy regular, reasoned debate e.g. black history/green issues/refugees

Next steps

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.

4. Community and Living Well Together

Strengths

Next steps

<ul style="list-style-type: none"> • School has strong links with the local Parish and Borough Council, other local schools (TARDIS cluster) and other community groups • Relationships within school are strong, respectful and positive, with staff as role models • Staff wellbeing committee • <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> • <i>Staff feel valued and supported by leaders (OFSTED October 2021)</i> • <i>Leaders engage effectively with other agencies to ensure that pupils and their families receive any additional help that they may need. (OFSTED October 2021)</i> • RHS and local business/community links with 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 (COOP) • High community engagement with Facebook page 	<p>Increased opportunities for community to use our facilities e.g. outdoor toddler group and links with Banks Community Hob</p>
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5. Dignity and Respect

Strengths	Next steps
<ul style="list-style-type: none"> • 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. Ambitious targets in Equality Policy. • The achievements of all pupils (including SEN children) are celebrated, including children who have promoted and/or displayed our Christian values • Trained Mental Health First Aider for both pupils and staff • <i>The curriculum meets the needs of all pupils well. Pupils with SEND can access all aspects of the curriculum. (OFSTED October 2021)</i> • Children at risk of exclusion and their families are supported • <i>They (children) understand the importance of tolerance and respect for the views of others. (OFSTED October 2021)</i> • Wide consultation on revised RHE/Sex education policy • Curriculum celebrates diversity and carefully chosen, high quality resources reflect our diverse society 	<p>Seek further opportunities to celebrate the achievements of minority groups e.g. EAL children and travellers</p>

6. Impact of Collective Worship

Strengths	Next steps
<ul style="list-style-type: none"> • Revised collective worship policy is a live document, shared with all staff, governors and children • School week revolves around worship (whole school, key stage and class) • All pupils given opportunities to worship in different ways e.g. music, singing, quiet reflection • Visual clues for Trinity on collective worship tables • Messages from collective worship are followed up as part of the everyday life of the school. • Each class has worship leaders who help to organise and lead class worship sessions • Worship Council has a high profile and plans and evaluates worship weekly • All children evaluate worship and changes are made accordingly • High quality resources recommended by Diocesan advisers 	<p>Seek further opportunities to innovate and worship in different ways Introduce more opportunities for the children to pray and reflect</p>

7. Effectiveness of RE

Strengths

- RE is a core subject.
- Children engage with interest and enthusiasm in lessons and talk positively about their learning.
- RE lessons are creative and stimulating.
- RE subject lead has planned all units of work, based on LCC scheme
- Regular monitoring and evaluation

Next steps

Provide new resources

OVERALL EFFECTIVENESS

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.