

SIAMS SELF-EVALUATION LONGER VERSION 2022-23

March 2023 Update

School	Banks St Stephen's CE Primary School	Date	March 2023
Vision	<p style="text-align: center;">Belonging, Serving, Succeeding</p> <p style="text-align: center;">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.</p> <p style="text-align: center;"><i>"I can do all things through Christ, who strengthens me."(Philippians 12:13)</i></p>		
Values	<p>Collective worship organised around following Christian values, embedded after consultation with staff/parents/governors:</p> <p style="text-align: center;">Thankfulness, Compassion, Endurance, Hope, Friendship and Service</p>		
Theological grounding of vision firmly rooted in Christian narrative	<p>Belonging: <i>"In Christ, we form one body and every member belongs to all the others"</i> (Romans 12:5). Serving: <i>Jesus called the Twelve and said, "Anyone who wants to be first must be the very last, and the servant of all."</i> (Mark 9: 35) Succeeding: <i>Jesus proclaimed, "My purpose is to give life in all its fullness"</i> (John 10.10)</p>		
Context (key areas unique to your school)	<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 (28% PP) and relatively high numbers of EAL and traveller children compared to surrounding area. Children start school with lower than average attainment.</p>		
Key strengths	<ul style="list-style-type: none"> • Culture of the school - shared values, policies and practices – "Belonging, Serving, Succeeding" • Knowledgeable, committed and passionate staff and governors • Strong, supportive links with St Stephen's Church • Strong, supportive links with 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) 		

	<ul style="list-style-type: none"> Strong, respectful and positive relationships evident in every area of school life 	
Key area(s) for development	<ul style="list-style-type: none"> 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 	
	Key issue	Progress made
Progress made on development areas from last SIAMS inspection	<ol style="list-style-type: none"> 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. 2. Engage pupils with the Christian idea of God as the Trinity, so they can talk about this belief with some degree of understanding. 3. Improve procedures for governors to monitor and evaluate church school issues, to enable them to be more fully involved in future developments. 	<ol style="list-style-type: none"> 1. School leaders and the Worship Council encourage children to plan and participate actively in worship. 2. The concept of God the Father, the Son and the Holy Spirit is part of daily worship. 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 Headteacher's report. The school's Christian vision is at the heart of Governors' decision-making.

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"> Prioritise human flourishing and wellbeing Practise distributed leadership Cross-check all policies and practices against our vision Collaborate with other schools and share ideas and resources <p style="text-align: center;">EMBEDDING OUR CHRISTIAN VISION AND VALUES</p> <ul style="list-style-type: none"> <i>Governors know the school well and use their knowledge effectively to hold leaders to account. (OFSTED October 2021)</i> <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> The distinct Christian character of our school underpins all aspects of school life and is 	<p>Every member of the school community is able to articulate the school's Christian vision confidently.</p>

extremely important to everyone who is part of it.

- Our Christian values are consistently modelled by adults in school and pupils follow this example.
- 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 and write about how our Christian values link to their own life experiences – eg, times where they have served others or when someone has shown them compassion. The children understand what our values are and they will use them as part of natural conversations and writing.
- Examples of living through our Christian values are shared in school – children are praised for living out different values. Once a week, the Governors’ Christian Values Trophy is awarded and teachers share examples of values being part of school life.
- School has commissioned 3 different artworks from local artists:
 - 1. 2019: artist worked with children to create ‘Christian Values’ tree in our school hall. This acts as a constant reminder of our six key Christian values.
 - 2. 2022-3: artist created mural bespoke to our school to represent the Governors’ Christian Vision, which is still being worked on.
 - 3. 2023: Values Cross, commissioned from Ribble Valley Woodcraft, designed by parents and children after wide consultation.
- In a recent parental questionnaire (March 22), over 90% of parents and carers strongly agreed or agreed that:
 - The school has a clear set of Christian Values
 - The school has high expectations of behaviour which reflects its Christian values
- **WE PRIORITISE HUMAN FLOURISHING AND WELLBEING**
 - Staff and pupil questionnaires are extraordinarily positive. Whole staff survey carried out by Rob Musker of LCC in 2020, parental questionnaire March 22 and LCC Pupil Attitude Questionnaire carried out most recently in February 2023.
 - We have a staff wellbeing committee, which meets regularly and minutes are shared with all staff.
 - Budget cost centre for staff wellbeing.
 - The head teacher offers one to one sessions and regular interim appraisals for staff so

	<p>they can discuss any concerns. SLT and governors are supportive of staff doing additional CPD, which enables them to flourish and also benefits the children e.g. welfare staff receiving training to become teaching assistants.</p> <ul style="list-style-type: none"> • Two members of staff are mental health first aiders for both adults and children. • Children’s flourishing and wellbeing is at the heart of our curriculum. The children enjoy an exceptionally broad and rich curriculum (see “Wisdom, Knowledge and Skills”) and we carefully provide opportunities, which enable all children to flourish, including EAL children, traveller children, SEN children, more able children and disadvantaged children. • The culture of the school is one of self improvement – what can we do better? How can we better serve our community? The staff room has its own library of CPD books for all staff to borrow. 	
<p>2. Wisdom, knowledge & skills</p>	<p>Strengths</p>	<p>Next steps</p>
	<ul style="list-style-type: none"> • Curriculum is carefully ordered and builds on what pupils know and can do from the early years to Year 6 • Development of language and communication has a high priority e.g. WELCOMM interventions, EAL tutoring, Talkboost sessions • 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) • See HT Report Spring 2023 for latest reading initiatives. • 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, dance club, rugby club, sewing club • 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 • 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 school’s Christian values and is tailored so the children will learn about our locality and community. • We believe in celebrating life in all its fullness. As a result our curriculum is broad, 	<p>Continue to review, refine and evaluate the new curriculum.</p> <p>Continue to take steps to ensure that attendance continues to improve.</p>

	<p>balanced and with built-in opportunities for awe and wonder.</p> <ul style="list-style-type: none"> • Pupils' behaviour for learning is excellent • 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. • For the very latest curriculum updates, please see HT report Spring 2023. 	
<p>3. Character development: hope, aspiration and courageous advocacy</p>	<p>Strengths</p>	<p>Next steps</p>
	<ul style="list-style-type: none"> • Children across school have excellent attitudes and behaviours for learning. • Strong culture within school of children having a voice. They are encouraged to speak out and adults will listen to them and are interested in what they think and say. • They are resilient as learners and achieve well. By giving all children opportunities to flourish, they are provided with hope and aspiration for the future. • Whole school behaviour policy emphasises high expectations but also forgiveness and reconciliation. • Children have good awareness of life beyond immediate community due to rich curriculum. • There are many opportunities for children to take on leadership roles e.g. House system, school council, Worship Council. • There are opportunities for children to contribute to initiatives which are important to them as courageous advocates e.g. composting food waste for the school vegetable beds and acting as eco monitors to reduce energy waste in classrooms. • Strong links with local businesses raise aspirations and pupils are ambitious for their future (OFSTED October 2021). We have numerous links with local businesses and organisations such as the Lions Club and RHS. These business owners and organisations contribute in many ways, sometimes financially but more importantly by giving their time and expertise to the school. Local businesses are keen to highlight the opportunities for exciting careers and apprenticeships in cutting edge agricultural technology. <ul style="list-style-type: none"> • Examples include: • Building a vertical LED powered growing environment in Y6 classroom store cupboard • Inviting children to see some of the most innovative growing techniques for strawberries, tomatoes and blackberries – how food is produced locally under glass on a huge scale 	<p>Continue to identify opportunities to serve God by serving others. Make links with a wider range of local businesses.</p>

	<p>for e.g. national supermarkets.</p> <ul style="list-style-type: none"> • Inviting children to see outdoor cultivation of cabbages, cauliflowers, lettuces and potatoes, again on a huge scale. • Assisting children in growing crops in rotation, both in our outdoor beds and “Place to Grow” Polytunnel. • Experienced farmers and growers donate e.g. plants and seeds and also teach the children how to cultivate them successfully <ul style="list-style-type: none"> • Our curriculum encourages character development, hope and aspiration e.g. regular participation in competitive sports for children of ALL abilities, including SEN. Also participating in events such as Let’s Go Sing, performing at King George’s Hall Blackburn (see further examples in “Wisdom, Knowledge and Skills”). <ul style="list-style-type: none"> • Children engage in local/national democracy e.g. UK Children’s Parliament, school MP, Church of England Young Leaders • Pupils are knowledgeable, confident and articulate and enjoy regular, reasoned debate as part of their curriculum e.g. black history/green issues/refugees • Staff are role models. Children explained to OFSTED inspectors how they learn good behaviour in school. The children were very clear that the staff treat them (children) and also each other (adults) with kindness and respect. • See HT Report Spring 2023 for full details of latest initiatives and their impact 	
<p>4. Community and living well together</p>	<p style="text-align: center;">Strengths</p> <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. • Examples in Section 3 about how we work closely with the local community to provide hope and aspiration • School is a happy and positive place to work for both children and adults, enabling human flourishing • <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> 	<p style="text-align: center;">Next steps</p> <p>Increased opportunities for community to use our facilities e.g. outdoor toddler group and further links with Banks Community Hub.</p> <p>Continue to put innovative ideas into practice e.g. recipe book of</p>

	<ul style="list-style-type: none"> • 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 award Level 3 has now been achieved), daily composting, eco-monitors who announce the most eco-friendly classes each week and regular sessions in the forest and pond area. • Governors and SLT ensure that staff wellbeing is prioritised 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 homes to take part in school events, such as our annual Nativity and coffee mornings and for those residents living in our local care homes, we visit them to sing carols and write them pen-pal letters/visit face to face (depending on Covid situation). • 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. • 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. School Council now awards Staff Star of the Week. See Wellbeing committee minutes for further examples. • Members of our Year 6 class are responsible for writing articles in the Church magazine about what has been happening at school. • In a recent parental questionnaire (March 22), over 90% of parents and carers strongly 	<p>local recipes, increasing pride in local heritage and ability to cook nutritional, economical dishes with low food miles.</p>
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	<p>agreed or agreed that:</p> <ul style="list-style-type: none"> ➤ Children are able to form healthy, respectful relationships ➤ School serves and is served by the community ➤ School is a loving, peaceful environment where children are supported to become resilient and look after each other. 	
5. Dignity & 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. Robust Equality Policy with targets reviewed by governors. Mrs Caroline Kessler is the Equality Governor and she will challenge e.g. the uniform policy, which was then amended. • The achievements of all pupils (including SEN children) are celebrated, including children who have promoted and/or displayed our Christian values • <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 well supported • We draw on the support of outside agencies to achieve the best possible outcome for individual children • <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 resources reflect our diverse society • 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 and flexibly to the learning needs of children. • CPD in attachment, emotions coaching and social and emotional health has been provided for all staff and training is regularly updated. High quality CPD for all staff and governors is a high priority. • Staffing is adjusted according to the current needs of our children e.g. at the moment there are more children who require emotional support/opportunities to express their thoughts/feelings/worries, so we are increasing staff time to enable that. 	<p>Seek further opportunities to celebrate the achievements of groups e.g. EAL children, SEND children and traveller children.</p>

	<ul style="list-style-type: none"> • 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. • In a recent parental questionnaire (March 22), over 90% of parents and carers strongly agreed or agreed that: <ul style="list-style-type: none"> ➤ School is an inclusive community where pupils understand, respect and celebrate difference and diversity. 	
6. Impact of collective worship	Strengths	Next steps
	<ul style="list-style-type: none"> • Revised collective worship policy is a live document and is shared with all staff, governors and children • School week revolves around worship (whole school, key stage and class) • Pupils are given opportunities to worship in different ways e.g. music, singing, quiet reflection, dance, art • Visual clues for Trinity on collective worship tables • Messages from collective worship are always followed up as part of the everyday life of the school. The impact of collective worship is really clear from the children's words and actions. • Each class has worship leaders who help to organise and lead class worship sessions • Worship Council has a high profile and plans whole school worship • All children evaluate worship and changes are made accordingly • Pupils value opportunities in school to write, think or pray and like using reflection areas in their classrooms. • Daily collective worship gives everyone (children and teaching staff) the opportunity to learn about Jesus, hear the Gospel, to pray, reflect and develop spiritually. It is a respectful, valued, spiritual and joyful gathering • Whole school worship is led by the worship council and class worship monitors often either lead or contribute to class and Key Stage worship. • In our outdoor learning space, there is a distinct reflection area with a large wooden cross. • Rev'd Rebecca regularly visits the school to support and monitor our collective worship • Themes and messages from worship are carried through the week • New reflection areas in the library and foyer and reflection floor books for each class • Displays throughout school 	<p>Seek further opportunities to involve children in planning and evaluating worship</p> <p>Seek further opportunities to innovate and worship in a creative way e.g. outdoor worship</p>

	Strengths	Next steps
7. The effectiveness of RE	<ul style="list-style-type: none"> • RE is a core subject, well resourced and held in high regard by all staff and governors. • Resources are regularly updated with a dedicated cost centre. • Children show engagement in lessons and talk positively about their learning experiences in RE. • RE lessons are creative and stimulating. • Pupils retain what they have learnt and can talk about their prior learning experiences. • RE subject lead has planned all units of work, using SACRE supplemented by Diocesan scheme • Regular monitoring and evaluation • The RE coordinator is ambitious in leading and enhancing the subject. • Teachers and children are keen to demonstrate the amazing work that is going on. • RE is a core subject. • Resources are regularly reviewed and refreshed. • Children engage with interest and enthusiasm in lessons and talk positively about their learning. • RE lessons are creative and stimulating. • RE floor books showcase class discussions and reflections. • RE subject lead has planned all units of work, based on LCC scheme. • Regular monitoring and evaluation by subject leader and SLT. 	<p>Introduce new end of Key Stage assessments Summer 2023</p> <p>Continue to evaluate and review BSS RE Curriculum.</p> <p>Staff training and updates on resources and assessment and progression documents.</p>
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 at least good, with areas of excellence.	