Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): Vision Provision Impact

**Introduction**

Schools are asked to undertake their own self-evaluation to prepare for SIAMS. The principle of SIAMS, like most inspections, is that the inspector verifies the school’s self-evaluation. Inspectors will ask schools to send them their self-evaluation when they contact the school. This document is offered by the Church of England Education Office as a model which may be used, but schools are free to carry out their Church school self-evaluation however they feel is appropriate for them.

In whatever way it is approached, self-evaluation should have in mind the following three questions:

* Who are we as a school?
* Why are we here?
* How then do we live?

This will help the school to articulate its Christian vision. It will also help the school to articulate how this is reflected in the school’s provision because it is a Church school, and how this impacts pupils and enables all to flourish.

This information will be the starting point of SIAMS which will seek to answer the following inspection question:

**How effective is the school’s distinctive Christian vision,**

**established and promoted by leadership at all levels,**

**in enabling pupils and adults to flourish?**

When awarding a grade to the schoolthe inspector will start by seeking to decide if the evidence supports a grade of Good. If yes, they will then be determining if the school should be awarded the grade of Excellent. The school self-evaluation will be the starting point of that conversation. Schools are advised to avoid duplication. Do not rewrite information that can be found in planning or on websites, just give the link. The seven strands provide a structure to follow. If information has been provided in one strand it does not need to be repeated in another. The focus should be on actions taken and their impact, not on description.

It is the responsibility of the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens, however the whole school community should be involved in developing the SEF document. The views of pupils, parents and carers, the church and other community groups should be sought. Individuals, such as the religious education leader, might take the lead for certain sections but the finished SEF should be a corporate effort.

It is recommended that the development of the SEF should be an ongoing process and not one that is left to the term before inspection. This will help reduce the workload of staff. The local diocese should be able to provide advice, training and support.

Overall the SEF should be seen as an audit tool for Church school improvement; an opportunity for the whole school community to reflect on its provision and seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.

Useful documents to consider:

* *[Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors](https://www.churchofengland.org/sites/default/files/2018-04/SIAMS%20Evaluation%20Schedule%202018_0.pdf)*
* [*SIAMS Methodist Appendix*](https://www.methodistschools.org.uk/downloads/siams-training---methodist-appendix-2017.pdf)
* [*Religious Education in Church of England Schools: A Statement of Entitlement*](https://www.churchofengland.org/sites/default/files/2017-10/re_statement_of_entitlement_2016_0.pdf)
* [*Church of England Vision for Education: Deeply Christian, Serving the Common Good*](https://www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf)
* [*Mental Health and Wellbeing: Towards a Whole School Approach*](https://www.churchofengland.org/sites/default/files/2018-04/Mental%20Health%20and%20Wellbeing%20Guidance.pdf)
* [*Valuing All God’s Children*](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

**Vision**

**School Status:** Primary Controlled School.

**Number on roll:** 112 (including Nursery. Capacity is 120)

**Social and Economic Circumstances**: Whittingham is an area which is rurally isolated and public transport is limited. Housing provision is extremely mixed with private housing, private rentals, social housing and tied farm cottages. Currently 18% of our children are from recognised disadvantaged backgrounds although we acknowledge a further group of children being adversely affected by rural deprivation. Due to our high rates of pupils transferring to our school from out of catchment on a regular basis at the moment this rate may change but information is correct as of June 2019.

**Staffing changes**: The senior leadership team remain the same from the previous SIAMS inspection. 2 new teachers were appointed when school became a Primary School in September 2016. 1 other teacher has just returned from maternity leave who was in post at the time of the last SIAMS inspection. Our Early Years teacher has just started her maternity leave and we have a replacement teacher in Early Years. The headteacher usually has a full time teaching commitment but for one half term up until summer has a significantly reduced teaching timetable to enable her to work across the school and deliver Thrive sessions as she is a qualified Thrive Practitioner. The majority of support staff remain the same since the last SIAMS inspection.

**Pupils with disabilities/ learning circumstances:**  15 pupils have SEND. Of those SEND pupils a high proportion have social and emotional difficulties including ASD and ADHD. 4 children are in receipt of Top Up Funding and 3 children have been awarded an EHCP. 18% of Pupils are in receipt of Pupil Premium. School is extremely committed to supporting these children become emotional resilient and strong. The head teacher is the Mental Health and Well- being Lead and SENCO and has recently trained in the Thrive Approach. She hopes to use this and become Pastoral support for parents, staff and children across the whole school when her teaching commitment decreases in Summer Term 2019 and hopefully beyond as the mental health and well being of staff and pupils is of paramount importance.

**Involvement of clergy:** Our school and St Bartholomew’s Church are within sight of one another and work extremely closely on a host of projects both in school and in church. Vicar Jane regularly leads worship and also works closely with the children in their day to day life through hearing readers, leading Beavers and so on. Despite our geographical distance we also have visiting clergy and members of the congregation who regularly deliver Act of Worship in school from Ed Butlin and the United Reformed Church as well as St Bartholomew’s Church. This year we have developed further links with Jane, our Vicar and the people who work with her and we also have an exciting new initiative with Reverend Ian, the curate (who is soon to be ordained as a priest) delivering small group music tuition to Year 5 and 6 pupils using donated instruments from the local community. This unusual project has attracted local press accolades as well as interviews with Ian, myself and the children during the Sunday morning slot on Radio Newcastle which explored the importance of faith in the community.

**Charities:** In addition to our support of the Great North Air Ambulance, Christian Aid and Food Bank during Harvest and The Children’s Society at Christmas, we are working towards UNICEF Rights Respecting Schools Award. We also support the work of UNICEF on National Children’s Day, Shoe Share Appeal and to enhance our work with children’s mental health and physical well-being Soccer Aid. In the past families and school were often pressured to support national events such as Comic Relief without children having a true commitment or understanding of the charity so last year we decided to have class chosen charities. The children were involved in persuading their class mates to choose their chosen charity. Last year the children’s choices included Children In Need, SPANA and Hospice Care (North Northumberland). This year due to personal circumstances of a family in school we have decided to use Hospice Care (North Northumberland) as our chosen school charity in addition to the charities which we support as part of our whole school curriculum.

**Who are we as a Church school? Why are we here?**

**Name of School: Whittingham C of E Primary School URN: 9293264**

**Date and grade of last SIAMS inspection: March 2014 - Outstanding**

**Date and grade of last Ofsted Inspection: February 2018 - Good.**

**Overall grading of schools self-evaluation: Excellent for overall vision and Excellent for Collective Worship**

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| **RE Syllabus** – As a Voluntary Controlled School we follow the NCC locally agreed syllabus and we are looking to develop our use of the Understanding Christianity Diocesan resource to supplement this as a central resource to support our syllabus.**Awards –** We are very proud of the work we have done as a new Primary School in just over two years, recognising our broad and balanced curriculum which prepares our children to be resilient, responsible and respectful citizens of our school and the wider community. We are working through the accreditation process for UNICEF Rights Respecting School and have registered for Christian Aid Global Leaders Award. Two members of our staff have been trained in Level 3 Forest School Leaders Award and the Headteacher has completed and passed the Thrive Approach training, which was delivered, through the Diocese. We have recently been awarded RSPB Wild Challenge Bronze Award, Green Trees Schools Award Bronze and Silver Award, School Games Silver Award, Modeshift Stars Bronze Award and are Stonewall School Champions. Our children go on to Secondary School and continue to thrive and grow becoming confident and articulate members of their new community, which is a great source of pride for us.The children in KS1 and 2 take part in the Daily Mile each morning. Our Year 3 and 4 pupils of school year 2017-18 gained their ArtsAward, we have started to further develop the links between active learning at home and school through our work with the Children’s University and our Anti- Bullying Award has been re-accredited. |

**School context**

***This is an opportunity for you to provide a few bullet points to explain the context of your school.***

***[You may wish to comment on: School status (including any recent change in status, organisational set up and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties.]***

Our School is committed to the education of the whole child as an individual and the support of each member of staff comes from its clear and well thought through whole school ethos.

 Each individual child is valued. As a result, pupils are responsible, articulate, mature and considerate to others. Relationships with and between all members of the school community are excellent. School has an ethos of empathy, understanding, forgiveness and reconciliation.

Children are given a Spiritual, Moral, Social and Cultural education to enable them to experiment and learn together. The school environment contributes very well to learning opportunities across the whole curriculum and prepares children well for Secondary School and beyond.

The strong Christian ethos and welcoming atmosphere of the school underpins and pervades all that we do, enabling children to be confident, articulate and positive members of the wider community.

All staff in the school are excellent role models. This is a fully inclusive school in which all individuals are respected and valued as individuals. The head teacher and Governing Body demonstrate a clear vision for the school.

Our School has become more popular year on year, and we attract a growing number of children from out of our catchment (currently around 35 pupils) and the vast majority come from non C of E Schools but choose us for our ethos and values. School numbers have increased by 22 pupils since July 2018. Many of these children have additional needs. Parents have chosen us for our social, emotional and spiritual care as well as the pursuit of academic standards.

**Some additional information - see next page**

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| Local church/parish involvement: Involvement of clergy  | Visitor led worship from United Reform Clergy and members. Visitor led worship and close involvement with Vicar Jane at St Bartholomew’s Church. Jane is also involved in school life in her role as a governor and also hearing children read. Reverend Ian also teaches small group music on a weekly basis. Our work with Vicar Jane and ‘The Servery’ has enabled members of the Church Community to be involved in school regularly in many different roles enabling them to be a meaningful part of our school community in more ways than in the past. |
| What charities does the school currently support? | Christian Aid – Harvest Focus – Stand Up for Ester. Easter Focus ‘Hands Around the World’.Alnwick Food Bank – Harvest produce.Children’s Society – Christingle Focus.Great North Air Ambulance – Local Focus.Soccer Aid and Shoe Share – supporting our work with UNICEF (Rights Respecting School Award).School chosen charity –Hospice Care North Northumberland. |
| Do you have links with other schools e.g. abroad?  | Links with Wingrove Primary School, Newcastle. CPD links with Knayton Primary School, Yorkshire.When we changed school uniform our old uniform was donated to a school in Bwindi as our local Scout Group have links there. |
| What RE syllabus do you use? Key support resources used, for example Understanding Christianity  | NCC Agreed Syllabus- enhanced by Diocesan resources where applicable. |
| Accreditation, awards and quality marks?  | In addition to the awards already mentioned we are working towards – UNICEF Rights Respecting School Recognition of Commitment, Stonewall Bronze Award and Christian Aid Global Neighbours Gold Award.Our recent Awards and Accreditations to date include: Anti Bullying, Health and Wellbeing, Green Trees School Award Bronze and Silver, RSPB -Wild Challenge, Forest School Leaders Awards for two members of staff, School Games, Silver Award, Daily Mile School, Modeshift Stars, Bronze Award and some of our KS 2 children were individually awarded Arts Award. |
| Links with diocese, for example service level agreements, secondments  | We have a service level agreement with the diocese and regularly attend Church Schools Partnership Meetings.We work extremely closely with the Assistant Director of Education, Jo Warner. Thrive training was accessed through the Diocese.Since the last inspection the headteacher spent 18 months in an executive headteacher role at Embleton Vincent Edwards VA C of E Primary School. This was during a period of great change and potential closure which then led to the school remaining open and able to recruit a substantive headteacher. |
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**The vision of the school**

Max 50 words

Our vision – Our ethos and aims were developed with the whole school community and we hope, will enable every child to reach his or her full potential. It is believed that they will build a firm foundation for each child’s future education and prepare him or her for a role in our ever-changing society.

The children know these as the 3R’s:

‘Hand in hand together we will become ***resilient***, ***respectful***and ***responsible*** citizens of our community and the wider world.’

Bible references linked to our vision.

*Resilience* - I am able to do all things through Him who strengthens me. Philippians 4:13

*Respect* - In your hearts, set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and **respect.** Peter 3:15

*Responsibility- Parable of the Talents Matthew 25: 14-30.*

**Our School Aims and Values**

• To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.

• To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.

• To care for each pupils’ safety, happiness and well-being.

• To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.

• To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.

• To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.

• To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.

• To provide a broad and balanced curriculum, setting realistic targets for each pupil.

• To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

 • To develop and maintain a mutually supportive partnership between home and school.

*[This will be used on the front of the inspection report as the school’s stated vision.]*

**Data box:**

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is ‘below floor’ please give some context. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

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| Pupils come from a broad socio economic and academic background and many enter school below average. Steps to counteract this have included the opening of a Community Powers Nursery in addition to our 30 hours nursery, a trial of weekly 2-year-old sessions, Stay and Play sessions as well as developing support for parents of young children through an improved home visit. Our children reach the end of Foundation Stage with significantly above regional average achievement. This is then developed upon by the end of KS 1 where we are also above the regional averages. We had our first cohort of Year 6 pupils in 2018. Pupil mobility of 33% into Year 6 at late points in the year had a significant impact on our data, in particular our mathematics scores which were below regional average. This has been addressed and forms a significant part of our SDP and we expect to see a positive impact upon results for Summer 2019. |
| It would be helpful if you could attach your Inspection Data Summary Review- Separately attached. |
| Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing? * Vulnerable pupils include pupils with SEND and also with PP – see case files and PP/ Vulnerable Learners File excellent provision enables the gap to diminish and both outcomes for PP and SEND pupils were commented upon positively during our February 2018 inspection.
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| It would be helpful if you could attach your School Development Plan. – Attached separately. |

**Policy checker:**

The list below are policies that, if you have them, are likely to be relevant at a SIAMS. The list is not exhaustive.

* Assessment and marking
* Behaviour/Anti-bullying
* Collective worship
* Equality and inclusion
* Mental health and wellbeing
* Religious education
* Relationships and Sex Education policy
* SEND
* SMSC and spiritual development

**Provision and Impact**

**How then do we live?**

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| **Strand 1: Vision and Leadership -** *We believe our Vision and Leadership demonstrates excellence.*In developing vision and leadership in a Church school, the school must evaluate:1. To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
2. To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?
3. How well do leaders ensure that the school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.
4. How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?
5. How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
6. Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?
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| **Actions taken**  | **Impact**  |
| **Provision: What do you do because of your Christian vision? (Actions taken)***Focus on the ‘Valued added’ of being a Church school, point to the things that happen because it’s a Church school. Explain how these things go stem from your Christian vision.*a) All children (cohort of Summer 2016) were involved in the creation of a vision specifically aimed at our new Primary School and the challenges that being a pupil in a Primary School in today’s world faces. All pupils are encouraged to be the best that they can be especially in sport where they can demonstrate **responsibility**, **resilience** and **respect**, themes which run through our vision statement and which are developed from core Christian Values which develops further our ‘values laden school’ SIAMS 2014 to enable us to continue to strive and improve maintaining excellence as a distinctly Christian school.We understand that all pupils have different needs and we value all God’s children, giving pupils the help they require, making sure they feel supported and encouraged.b) Vision and values displayed around the school form the basis of all school policies. High priority is given to Collective Worship and RE on SDP. The question is asked in all that we do – How does this make us distinctly Christian.RE and Worship continue to have a high status throughout the school. Through effective worship we develop the children’s understanding of the Christian faith around the world which has a significant contribution to our uniqueness as a church school.Prayer and reflection are an important part of the school day.Despite being rurally isolated we work extremely hard to widen children’s experiences of people of Christian and other faiths outside of the immediate school community. The children are part of worship in church for important events in the Christian calendar such as – Easter, Harvest and Christingle as well as events such as International Day of Peace.c) Extremely strong links maintained and developed with our Church in the village. Vicar Jane is a regular visitor to school for worship and also reading with our children.In the pursuit of excellence and commitment to be the best we can be for our pupils and the wider community, we have developed strong links with other schools including staff CPD – Alnwick Partnership Church Schools Network, Thrive Church Schools Network and Knayton C of E Primary Academy as well as Wingrove Primary School.Closely work with Assistant Director of Education, Jo Warner.d)Staff training –SIAMS training in school year 2017-2018, worship workshop in 2018-2019 and updated SIAMS training from headteacher in 2018-2019. e) Governor involvement in school is very good. This is particularly enhanced by Jane, our vicar who is on the governing body.f) Developed themes within Worship to include more about Christian Churches around the world.Developing KS2 RE to include Christian churches around the world work. (addressing Action Point from previous SIAMS).Developed work on World Faiths to include a wider range of visits and visitors as well as our close links with Wingrove Primary School and Cloud Singh from Newcastle Gurdwara. | **Impact: How do you know it is working?***This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.* Our children are respectful of one another and are enthusiastic in their learning about their own heritage as well as other cultures and religions. ‘They feel like they have a voice.’ Parent.In all activities our pupils are encouraged to follow the themes of resilience, respect and responsibility which are strands running through our Christian vision statement and are intrinsically understood and carried out by all.The 3 F’s – Forgive, Forget, Fresh Start. These are explicitly Christian core beliefs and values which make us unique as a Church School.‘Children and staff look out for each other. Happy children. Happy School that’s what we are.’ Member of staff.‘You (school) understand that all pupils have different needs and we encourage them to be creative and express their own thoughts. I love how you offer yoga for spirituality.’ – Parent.See school ethos work file and final report created by Anne Lawson- in office.Governor visits.‘The strong Christian ethos and welcoming atmosphere of the school underpins and pervades all that it does enabling children to be confident, articulate and positive members of school.’ Parent.Separate papers in SDP for RE and Worship and Christian Distinctiveness.High quality provision for RE and Worship which is intrinsically linked through the daily life in school makes us unique amongst our local schools which within a 7-mile radius are all non-church schools. This provision is highly regarded in the local community and around 35 pupils are from out of catchment and chose to come to our school because of how all God’s children are valued as well as excellence of provision.We have invited a range of visitors to school to learn about world faiths and different cultures. (Also, EY trips to Wingrove Primary School and their visits to us).Parents, carers, governors, staff and the wider community are encouraged to be part of these special times, building strong community links which is evident to see.Rev’d Ian teaches music to our Year 5&6 children, who have since performed in church and for a Faith Programme on Radio Newcastle.Work on transition to Primary.Work on developing Maths across KS2.Jo Warner has delivered bespoke training to our staff and governors.Thrive training was accessed through the DioceseTeaching staff have a better understanding of expectations of SIAMS and how unique we are as a C of E School.Governor visits and meetings.The children have a better understanding of Christianity being a faith around the world and so do the staff. Children are more open minded and value the views of others. See letters to and from children and the Wingrove Project plus display. |
| **Next steps:*** Further develop this by visiting different Christian churches and compare Anglican Churches as well as places of worship for other faiths – Spring 2019 – see KS 2 visits.
* Ensure costs are factored in to school budget to enable visits to happen.
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| **Strand 2: Wisdom, Knowledge and Skills -***We believe our teaching of Wisdom, Knowledge and Skills demonstrates excellence.*In developing wisdom, knowledge and skills in a Church school, the school must evaluate: 1. How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
2. How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?
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| **Actions taken**1. New case studies and new data tracking on SIMS and staff share as well as target setting means we constantly re assess the needs of all pupils. Regular staff meetings devoted to discussing the needs of individual pupils.
2. Inclusive curriculum design based on a topic area across all subjects.

Pupil case studies developed this year to reflect changing needs and ensure that children’s well-being and emotional resilience is being addressed.Data tracking half termly on SIMS.Target pupils and causes for concern discussed regularly in staff meeting time. Staff held accountable of pupil progress through PM.Pupils know they can talk to all staff (and to each other) whenever they need to. | Impact Given their starting points our children make very good progress. Where children are not making expected progress or who come into school at whatever point in their school life not making expected progress plans are swiftly put in place to ensure support is in place that staff are held accountable.All children are given the best support we can offer and are part of a loving and safe environment, where they are able to share ideas/worries.At break times there are buddies in the playground and we also have a buddy bench for children who may feel isolated.We also have a school council.The children make good progress and where there are issues, interventions are put in place and monitored closely.The needs of the pupils are met by the school leaders providing a challenging learning environment.School identifies the needs of the more vulnerable pupils by early identification of needs and by providing appropriate interventions and support to those children. These children are also supported by working in small groups with a dedicated TA.Thrive Approach.Forest School outdoor activities. Pets in school from May 2019 as a result of pupil voice. |
| Next steps: * Develop non-contact time for HT to enable her to further develop the Thrive Approach across the whole school and to develop role of Pastoral Lead.
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| **Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy***We believe our Character Development: Hope, Aspiration and Courageous Advocacy demonstrates excellence.*In developing character, the school must evaluate:1. To what extent does your school’s vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?
2. Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
3. How well does the school community connect its ethical and charitable activities to the school’s vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?
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| **Actions taken**  | **Impact** |
| a) All children (cohort of Summer 2016) were involved in the creation of a vision specifically aimed at our new Primary School and the challenges that being a pupil in a Primary School in today’s world faces. Behaviour Policy updated in line with becoming a Primary School.b) All pupils are invited to develop their knowledge of global problems through Worship and class discussions as well as our carefully chosen charities such as UNICEF Shoe Shareshare.c) Charities are linked with school values and ethos. | Vision’s message in its simplest form (The 3 R’s – Resilience, Respect and Responsibility) is understood and followed by all pupils.Good links with our feeder Secondary School has enabled us to maintain contact with our past pupils and we have had positive comments from the Duchess Community High School on how well prepared for Secondary School our pupils were.Behaviour for Learning is commented upon positively across the whole school by visiting staff, visitors and when the school are out on visits and also Ofsted February 2019. The feeling of inclusivity and aspiration for all our pupils is noticed by the Wider Community (also see news events noticeboard). Currently, around 30% of our cohort is made up of children out of catchment.Our children have a better understanding of deprivation and different types of disadvantage. (For example, children learnt about the plight of child refugees last year through our work on becoming a Rights Respecting School.Links with Wingrove Primary School (contrasting locality both geographically and culturally) We are now able to share with the children an understanding of why we are supporting the chosen charities (as children chose charities themselves – given a greater sense of responsibility and understanding of needs and wants around the world) and the importance of these things rather than supporting a wider variety of charities and the impact of these charities being little understood.Children involved in the choosing of charities – given a greater sense of responsibility (especially with are involvement in the iwill campaign in Year 5 and 6) and understanding of needs and wants around the world.  |
| **Next Steps:*** Further develop actions that directly impact on others so that children truly understand the meaning of ‘Courageous Advocacy’ such as volunteering and taking part in the iwill campaign.
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| **Strand 4: Community and Living Well Together** *We believe our development of a sense of Community and Living Well Together demonstrates excellence.*In creating a community where all live well together, the school must evaluate: 1. To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies?
2. How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?
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| **Actions taken**  | **Impact**  |
| 1. The 3 R’s underpin’s all that we do and this is further developed through the children’s chosen Christian Values

b)The headteacher oversees the mental health and well-being of staff and pupils and has completed training and is a Thrive Approach Practitioner. Opportunities to debate and disagree well are built into the curriculum and also encouraged to occur naturally if the need arises. The school participates in the Daily Mile (KS2 currently due to inaccessibility to school field in winter months but plans are in place to address this). Exercise is recognised as a contributing factor to good mental health,Support for older children in place such as Y5 Growing Up work and supportive work for Year 6 children approaching SATs and Secondary School. As well as inspirational visits and visitors.Staff training on Stonewall – February 2018.Teaching staff training on Operation Encompass June 2019.Debate –All children are encouraged to voice their own views and opinions in a clear and respectful way. This is further developed through extra-curricular opportunities such as UK Parliament week, Quiet reflection area for pupils indoors and outdoors. Such areas are developed to encourage stillness and reflection.  | Disagreeing well is taught implicitly throughout the curriculum and also staff are seen as excellent role models for children to aspire to. Policies enable good practice to happen - behaviour is outstanding. Attendance has improved, and we have no cases of exclusions. (Conversely, we have positively worked with a pupil on a managed move ( See SENCO) who is now able to access mainstream education on a full time basis and is thriving . Children feel safe and secure in school and able to learn. The impact of work such as the Thrive Approach has had a massive impact on pupils well- being and mental health.We grew in numbers significantly in September 2019 and this rise in pupil numbers is continuing. Parents and new pupils feel welcomed. Our school community is diverse with a relatively high proportion (15 pupils) of children with SEND- all pupil differences are celebrated. Families are extremely diverse too. We can tell the impact of how welcome everyone is by the great support we receive at school events.Pupils understand that they will be going through emotional changes, as well as physical and have learned strategies to cope.Stonewall School Champion accreditation recognises our commitment to valuing all God’s children.Argument and persuasive writing topics in English. Pupils are always encouraged to get their own point across in creative and articulate ways.Children enjoy having the opportunity, confidence and acceptance of the importance of being quiet, still and reflective at points in the busy school day. |
| Next Steps: * Develop further the HT role as pastoral lead across the school and to enable release time from current full-time teaching commitment to implement Stonewall and Operation Encompass work.
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| **Strand 5: Dignity and Respect** *We believe that our teaching of Dignity and Respect demonstrates excellence.*In creating a school environment built on dignity and respect, the school must evaluate: 1. How well does your school’s Christian vision and associated values uphold dignity and value all God’s Children\*, ensuring through its policy and practice the protection of all members of the school community?
2. How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?
3. Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)

\* See [Valuing All God’s Children.](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf) |
| **Actions taken**  | **Impact**  |
| a)StoneWall and Autism staff training – Feb 2018 and September 2018.Operation Encompass June 2019 Prevent and Safeguarding Training as per training schedule – September 2019.b)Links with Wingrove Primary School and Cloud Singh from Newcastle Gurdwara.Show Racism the Red Card pupil training in KS 2 on a 2-year rolling programme.School promotes a culture of mutual tolerance and respect amongst staff, parents, visitors and children. Children are also given roles and responsibilities to enable the whole school environment to be one of dignity and respect.BA attended Lifesavers Financial Awareness training – Autumn 2018.c)PSHE ‘Growing Up talks for Y5 pupils and a session held for KS2 parents aswell as E Safety – Autumn 2018 and Operation Encompass to be held July 2019. | Staff have more understanding of LGBT and Autism and the effects of witnessing domestic violence on children which has a direct impact on their teaching and practice (more knowledgeable).Through visits to Wingrove School and also hosting pupils from Wingrove School staff and pupils have a greater awareness of diversity and similarities in its simplest sense and understand and value how we are all unique.Positive role models in all aspects of school life.‘Everyone feels included and part of our School Family’. Member of staff.Implementation in KS 2 where able and to use resource for future Collective Worship.‘All children are happy in school and have an air of pride and confidence which shows through their attitude and behaviour towards each other and to adults in school.’ Grandparent. |
| **Next Steps** * Develop parent involvement in Stonewall programme – Work towards Bronze Award which will enable school to have a clear plan in place on how to develop practice. (Putting this in place sooner has been slower than we envisioned due to staffing limitations – maternity leave(s)and HT’s current teaching commitment.
* Develop Lifesavers curriculum.
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| **Strand 6: The impact of collective worship -***We believe the impact of collective worship demonstrates excellence.*In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship: 1. Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
2. Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
3. Helps pupils and adults to appreciate the relevance of faith in today’s world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
4. Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
5. Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.
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| **Actions taken** | **Impact**  |
| a) Daily Act of Worship is a time to involve our school community in worship and reflection. Also, each Wednesday staff members attend visitor led whole school worship. Staff are also aware of the opportunity to visit ‘The Servery’ in St Bartholomew’s Church each Thursday.b) Staff training on Worship (Autumn 2018) which in turn has enabled staff to develop various ways of worshipping in RE – prayer stones, silence, saying our own prayer out loud etc. c)Children know about the holy trinity and regularly learn about Jesus through Bible Stories, in Worship, RE lessons and class discussion time. They are also actively involved in the evaluation and improvement of our worship provision.d)Staff have spent designated staff meetings planning worship and evaluating our own practice which has led to changes. Children evaluate worship and make suggestions through our post it note system and conversations.e) Developing our visitor worship has been tricky due to our geographical nature. This has been noted on the SDP and because of this, the drive to develop links with other faiths has enabled us to welcome a range of visiting clergy and their congregations delivering whole school worship, although this is still very challenging due to our rural location. |  Staff have time to worship and reflect and also to speak to a member of the clergy (Vicar Jane) if they so wish. Daily Act of Worship is now planned with all teaching staff and a separate staff meeting per half term is used to enable this to be more effective.Children have a better understanding of different ways to worship and feel empowered through the evaluation process to suggest their own. KS 2 (and from Summer 1 2019 KS 1 ) Children lead worship on a half termly basis using our school Christian Values as a basis for their Act of Worship.Children have developed a better understanding of Christian teachings and beliefs.See worship files and evaluation ‘Have your say about worship’ board.Staff have been able to share ideas and make suggestions as well as developing worship in line with the children’s evaluations. Children feel like they have more say in how they are called to worship.Links with Vicar Jane , Reverend Ian and URC – Rev Butlin, Aileen and Eileen. |
| **Next Steps:** Ensure that children and adults continue to effectively evaluate and develop worship. Develop child led worship in KS 1 – has happened Summer 1 2019. |
| **Strand 7: The effectiveness of religious education** *Overall we believe the effectiveness of our religious education demonstrates excellence.*In developing effective religious education, a school must evaluate the extent to which: 1. Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
	1. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain’s cultural heritage and the lives of people worldwide?
	2. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
	3. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
2. Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?
 |
| **Actions taken**  | **Impact**  |
| a) As a controlled school we follow the NCC Agreed Syllabus. This curriculum is further enhanced by Diocesan planning where appropriate and support from our governor for RE and Worship, Reverend Jane is also on the Diocesan Board of Education and SACRE and regularly feeds back to staff and supports staff to ensure teaching is effective.i-Action point from previous SIAMs to develop the children’s understanding of the Anglican Faith around the world has been successfully addressed and incorporated into children’s learning.School ‘s work on Christian Aid – Focus for KS 2 RE and whole school Harvest Service – Stand up for Ester Campaign. Emphasis placed on the importance of our cultural heritage.ii) The children learn about a range of world religions as part of formal planning across the school. School also embraces additional visits, visitors or experiences that may come up from time to time but may not be formally planned for. Children take part in a range of worldwide celebrations – Diwali, Chinese New Year, Eid and so on.Making links with Wingrove Primary School – visit to our church, visit to their schools, invited to Eid party at their school etc.ii) Our culture of respect enables children to feel comfortable enough to express their own beliefs and ask questions which further develop personal understanding.Rigorous assessment procedures put in place school year 2017-2018 and discussed/designed as a staff team. Assessed every term and will impact upon further school improvement. Staff CPD is accessed by the RE Lead and disseminated to staffClose links with Diocesan team who have delivered bespoke training to our partnership and also to school specifically. | All statutory obligations are met and exceeded as the standard of our RE teaching as evidenced in books and conversations with pupils is high.BA and Vicar Jane – team teaching work on Christianity Around the World and Symbols in Christianity KS 2 Summer Term 2018. Global Neighbours work – looking at accreditation -Gold Award. (Since visiting a school who has recently been awarded the Gold Award, we definitely believe that we should aim higher than our original SDP outcome of Bronze.Children are proud of where they have come from, who they are now and who they want to be.Children have a good understanding and awareness of other world faiths. They are able to discuss, compare and contrast key points succinctly with respect and tolerance.KS2 pupils have been encouraged to carry out personal research to deepen understanding and to critically engage with the text.Higher level of thinking and question responses of pupils is evident across the school.Standards in RE are in line and in some cases above our already high expectations for English. Evidence in books show standards are particularly high in RE. Attendance at Church Schools Partnership Meetings.Attendance at Diocesan Conferences including Regional and National Conferences on Character Education 2017/18 and Year 6 Leaver’s Service.**Next Steps –** We are currently developing our school policy and practice booklet – need to ensure that the Christian Values which are intrinsically linked through our school are explicit and that new staff have further induction CPD on what is means to teach in a C of E School. |
| C:\Users\derek.holloway\AppData\Local\Microsoft\Windows\INetCache\Content.Word\VA (002).jpgHow effective is RE teaching and learning in the school? (In VA and former VA schools only) |
| N/A | N/A |
| **Subject Strengths N/A** |
| **Next Steps N/A** |

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| **Making your case for excellence** This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don’t think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision. This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond ‘good’. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school. Try and draw examples from across all seven of the strands.  |
|  At Whittingham C of E Primary School we believe that we demonstrate excellence in all of the seven strands. We also believe that our Collective Worship provision and impact also demonstrates excellence. |
| * Extremely strong links (which have grown in strength year on year and significantly since our last Outstanding SIAMs inspection) with St Bartholomew’s Church through Vicar Jane and Reverend Ian which massively enhances the relevance of Christianity and the role of the church in our children and their family’s lives. This is further enhanced with our work with, and support from Revered Butlin from United Reformed Church.
* High status and quality of provision for RE and Worship which is intrinsically linked through the daily life in school makes us unique amongst our local schools which within a 7-mile radius are all non-church schools. This provision is highly regarded in the local community and 35 pupils are from out of catchment (this is out of 112 pupils) and they choose to come to our school because of our vision and values as well as excellence in our provision of a Christian values driven school.
* Extra-curricular opportunities across the whole school and beyond (KS2 preparation for secondary – visits and workshops etc) as we truly wish to provide a Primary education that enables our children to be resilient, respectful and responsible citizens of the local community and wider world.
* We provide our children (who due to the geographical location of Whittingham are relatively rurally isolated and come from a range of backgrounds) with exciting and stimulating real life experiences both within and out of school and beyond curriculum time which are developed to develop them as resilient, respectful and responsible citizens of our community and the wider world now and in the future.
* Highly committed and forward-thinking staff team.
* In the pursuit of excellence and commitment to be the best we can be for our pupils and the wider community, we have developed strong links with other schools including staff CPD – Alnwick Partnership Church Schools Network and Knayton C of E Primary Academy as well as Wingrove Primary School.
* Children, Parents, Governors and Staff are well supported in a caring and encouraging atmosphere where they are supported not judged.
* Pupils have developed links with community in a proactive way through the iwill campaign and work with Reverend Ian and Vicar Jane that extend way beyond a service in church but have become part of the life and everyday experiences in school.
* Development of and care for the Physical, Academic, Spiritual and Mental Health and Well-being for everyone who walks through the school door is our core purpose. Everything that is planned in school is to enhance this.
* Thrive/PSHE activities and exercise enable pupils to develop the 3 R’s and to be socially, morally, emotionally and spiritually strong.
* Opportunities to develop own personal sense of spirituality, especially within God’s Earth and the outdoor environment.
* We enable pupils and adults to flourish and we inspire and support.
* Children feel valued as effective evaluators of our Worship provision and feel empowered that they can bring about changes. Their opinions matter to us.
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