



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation

Of

Sigglesthorpe CE (VC) Primary Academy

September 2013

In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgement of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools in North West dioceses in a slightly different format and many schools found it helpful.

Name of school: **Sigglesthorne CE Primary School**

URN: **117991**

Date of the last Section 48 inspection: **25/01/2012**

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 and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.]

- Sigglesthorne Church of England (VC) Primary Academy is a small rural school (smaller than the national average) with 51 pupils on roll. (March 2017) *As of January 2018 we have 58 pupils on roll.*
- There was a grading of 'Special measures' from Ofsted in January 2016 and a support plan has been put in place.
- The school converted to an academy on the 1st December 2016.
- Changes in staffing since the last SIAMS visit have been extensive. There are no staff members or governors remaining that were here at the time of the last inspection in 2012. There is also no paperwork relating to the Christian Distinctiveness of the school or evidence presented to the diocese advisor prior to September 2016. Morale at the end of the academic year 2015/16 was at an all-time low. The majority of staff, including the Head teacher, left leaving only 1 teacher and 2 Teaching Assistants from the existing staff. At the beginning of the 2016/17 academic year there was the appointment of a new Head of School and Executive Head teacher. A new teacher to Class 2 taught years 1,2,3 for 1 term and the existing Teaching Assistant from previous years has remained in this class. A new KS2 teacher (the HoS) has begun teaching years 4,5,6 and the appointment of a new HLTA has been made for this class. The HoS teaching 0.6 and the HLTA teaching afternoons. Two of the existing staff from 2015-16 have taken post in the Foundation Stage and are now working together to develop this area. (1 teacher, 1 teaching assistant)
- *From September 2017 the class structure has changed and the children are taught as years 1 and 2, 3 and 4 and 5 and 6 in the morning for Reading, English and Maths and then the Year 3 and 4 class move into the 1,2 and 5,6 classes in an afternoon. The year 1,2,3 teacher went off on maternity in September 2017 and we employed an NQT on a 1 year contract to cover this leave.*
- The major staffing turbulence has been addressed with the latest new member of staff joining the school in January 2017 and taking over the teaching of Class 2. From September 2016 the school has benefitted from the support of the Ebor Academy Trust and from 1 December 2016 has been an academy and part of the Ebor Trust.
- The class organisation is based on 3 mixed age classes, (FS1 and FS2, Year 1,2 and 3, Year 4,5 and 6)
- Staffing from September 2016 has consisted of 3 teachers, one of whom is on a temporary contract until July. A full time and

permanent teacher in KS1. From January the temporary teacher has been teaching 4 mornings in Class 3 to build capacity and allow the HoS time to embed systems and processes. There are also 3 Teaching Assistants (one of whom is a Nursery Nurse) who are allocated to each of the three classes in a morning and to carry out interventions. The HLTA that works with the KS2 class teaches 4 afternoons a week to release the Head of School for management time.

- The school has very close links with the local church and clergy and have already begun to establish links and work collaboratively with local C of E primary schools (Skirlaugh and Riston) having had meetings in Summer 16 and Autumn 17 to establish agreed Collective Worship themes and evaluate these. As well as a joint staff meeting to introduce 'Understanding Christianity.'
- The local schools and clergy continue to meet and work together. We are currently working together on the "Global School" quality mark.
- The percentages of girls and boys: Girls 55% Boys 45% The percentage remains the same currently.
- FSM the percentage of pupils said to be eligible for FSM is 17.2% and in the 60th percentile which is below the national average of 26%. (in year FSM data - 14.3%)
- The school has 2% of pupils from ethnic groups. This is well below National.
- Pupil Premium equates to 13/49 children which is 26.5% (This includes 2 pupils in FS1)
- Basic Skills Quality Mark was achieved in July 2015
- The school currently has 3 CLA children One CLA left in July 2017, however another joined in January 18.
- Pupil mobility has been high with 23 pupils leaving in the 2015/16 academic year. This was predominantly due to the Ofsted judgment and parents' perceptions of what was happening to address the concerns. 5 children joined us in January 2017, with another 2 at Easter. This academic year we had one yr 6 child leave at the end of 2016/17 our intake for FS is currently 6 and we have admitted one child in year to year 5.
- Raise on line deprivation indicator shows that we have a deprivation indicator of 0.15 compared to 0.24 nationally.
- NFER baseline data carried out at the start of the term, showed that in September 2016 generally, there were some significant gaps in the children's knowledge that had to be addressed quickly. This was predominantly in phonics and maths although the children also had a lack of understanding in English. A greater proportion of children began this year in line with ARE.
- On entry data across the school in September 2016 showed that many of the children were working below the age related expectations. With small class sizes and focussed teaching, the majority of children are now working at a level that is within their current academic year. Only 5 are now working outside of their current age expectation. The appointment of a part time teacher during the spring term has allowed to build in this capacity.
- Small class sizes and focussed teaching have allowed for the gaps in learning to be addressed quickly, the majority of children are now working at a level that is within their current academic year.
- The vast majority of pupils are from Sigglesthorne, however we do have pupils from near-by villages.

THE VISION AND VALUES OF THE SCHOOL

[You may wish to draw upon or include the school mission statement, values statement or school aims as agreed by the school community.]

The Head of School has a passion for the school and is forward thinking with high expectations of herself, governors, staff and pupils. She is ably supported by a dedicated and vibrant staff.

Our curriculum promotes SMSC development. We aim to deliver a curriculum that is interesting, fun and encourages each child to do their best, study purposefully and achieve well.

We value home-school relationships and encourage parents/carers to take part in school activities and to help their children at home. We have a 'Celebration Assembly' on a Friday to celebrate children who have read 4 times each week, this has increased from 3 times due to the influence of the School Council, demonstrated outstanding behaviour or achievements in learning and for staff to give a 'special mention' to those who have shown a positive attitude to learning during the week. During this 'Celebration Assembly' we focus on the positives of the week and celebrate achievement in relation to the child's starting point.

Our core values are: Perseverance, Community and Trust

Strap line: With God's love, we learn hand in hand.

Ethos statement:

Recognising its historic foundation, our school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The academy aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Vision Statement

We all belong to God. With His love, we learn hand in hand as a community. With truth and perseverance, we follow His example to be the

best that we can be as unique individuals.

Aims

Our school aims are:

To strive for excellence

To belong to God and the community

To create the best opportunities for all

To show respect for everyone

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

Sigglesthorpe Church of England Primary Academy provides a supportive, school-family environment, rooted in our core Christian Values. There is an ethos of high expectations, which is supported through nurturing and motivating each child as an individual. This creates a positive climate which enables learners to feel valued and respected. All stakeholders strongly support the positive ethos and the Christian values the school promotes.

The school creates a safe place where children can explore and grow in the understanding of their unique place in God's world.

Date: February 2017

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Schools may wish to add further points if required

Focus for development 1:

Extend the opportunities for children, especially through the school council, to contribute to the school's improvement.

Action taken

Impact

Each class has representatives for the school council from Year 2 to Year 6.

Pupils raise money for special causes. (McMillan, Foodbank – Harvest)

The older pupils in the school council are involved in the Collective Worship book. The record and log events that happen in Collective Worship and what the children have taken from the Collective Worship.

Children had a voice in the new behaviour policy.

The children have a voice in the decisions made regarding the school. The pupils organised and ran the Children in Need day which they raised £308.25 They agreed that they wanted to have a sponsored silence and sell Pudsey wrist bands and it was clear that they had a sense of ownership for the event, even writing the letter to parents themselves. These opportunities are helping to develop within the children an increasing sense of compassion for others outside of the immediate school community. The Christian values are lived into being. The children understand that raising money for those people less fortunate than themselves is about them living the Christian values and by acting generously the children enjoy giving.

The pupils contribute to the ethos of the school by supporting our Christian values. Our focus over the last 4 half terms has been generosity, compassion, courage and forgiveness. The pupils are able to explain how these values are lived out in their daily life. Our current focus is friendship.

Pupils have a raised awareness that their generosity has on the community.

Pupils are beginning to link the Bible stories that they study in lessons and Collective Worship to their own lives. They are becoming more-able to pick out the Christian messages of the stories for themselves and are working collaboratively to develop an understanding as a school community.

Our older school council members are part of the Church Steering committee that meets termly with both Riston and Skirlaugh. At these meetings, the children are given the opportunity to discuss the themes that have been explored for the last term and evaluate how the collective worships have prompted and promoted thoughts. They are then encouraged to discuss anything in the school that they have participated in over the term and how they feel it has had an impact. This is a wonderful opportunity for the children to share their thoughts and learning and to meet with other Christian faith schools.

A new behaviour policy was introduced in November 2016. Lengthy discussions took place with the children to establish why we have a behaviour policy and who is responsible for pupil's behaviour. The children have since been asked to give feedback in circle time discussions as to whether the policy is working and what they feel are the positives and negatives of the policy. The school council were asked to gather this information and feedback at the school council meeting. The message from the children was overwhelmingly positive about the system as they felt the addition of 'Wow' behaviour enabled them all to strive to be the best that they can on a personal level. The pupils also felt that they now have a responsibility for their own behaviour and are learning that with choice comes consequence. This is something that all teams felt was important in helping our school to have a

<p>School council meet at least once a half term.</p> <p>The school council have made the decision to increase the expectation of 3 reads per week to 4 reads per week.</p>	<p>positive and productive learning environment.</p> <p>The children are beginning to act as a collective group and developing their understanding of what it means to be in a faith school.</p> <p>The school introduced a reward for children who read 3 times a week to encourage reading. All of the children regularly now meet this target which is a huge achievement. The school council decided that this was now no longer a challenge and asked that the reads be increase to 4 to continue that challenge to improve. This has now been implemented. The school council are extremely proud of their idea and that they have contributed to continuous improvement.</p> <p>2017-18 The school council has been elected for 2017/18 and the children are settling into their role. They raised money for the McMillan Cancer charity organising events. They also have a strategic role in the Christian Distinctiveness of our school through attending meetings with Riston and Skirlaugh (local schools) where we discuss the Christian distinctiveness of our schools, events we have taken part in as well as review the last half terms focus and plan the next half term. The children really enjoy these meetings.</p> <p>They are currently working as a group to review collective worship and evaluate them regularly.</p>
<p>Focus for development 2: <i>Clarify what is meant by spiritual, moral, social and cultural (SMSC) development for the benefit of staff, parents and governors and be explicit about how each aspect is built into curriculum plans.</i></p>	
<p>Action taken</p>	<p>Impact</p>
<p>Staff training delivered for all classroom based staff on SMSC.</p> <p>The school day has been structured so that a member of teaching staff is at the entrance gate each morning.</p>	<p>Staff feel far more confident in identifying SMSC throughout the curriculum and making links for their pupils. They have created their own overview of how SMSC is interwoven through the curriculum.</p> <p>Every child and parent is welcomed onto the school site by a member of staff each morning. This gives all of the children and parents an opportunity to discuss any issues/concerns at the point of contact. As well as being a point of contact for the pupils and parents, this also gives an opportunity for parents to share any concerns about their child so that the staff are ready to being the day knowing exactly what has happened over night. The staff are then well placed to deal with how the children may be feeling as they begin the day.</p>
<p>Reflection areas are in each classroom and</p>	<p>These areas reflect what is taught in Collective Worship. This gives the children an opportunity to</p>

<p>the focus is whole school each half term.</p>	<p>further develop their thinking and reflect on the value for the half term. Reflection walls and reflection books provide evidence of the children’s spiritual, moral, social and cultural development. These also give them an opportunity to respond to daily experiences and share their thoughts and ideas with each other. Each classroom has a range of sensory materials for the children to manipulate during their private reflections.</p>
<p>Whole school planning time (PPA). All staff have PPA together.</p>	<p>This allows all of the staff to work collaboratively and to support one another with the development of all aspects of the school. Collaborative working is essential in a small school to ensure that the school is as effective as possible. Staff have had time to form professional relationships. All staff demonstrate expected behaviours and this has greatly added to the positive changes throughout the school.</p>
<p>The school behaviour policy has been reviewed and a new system introduced.</p>	<p>The children have a clear understanding of what is expected of them and allows them to express and reflect on their behaviour and the behaviour of others. The children are now using more complex and appropriate language to express themselves. They are beginning to solve conflict themselves both within the classroom and on the playground.</p>
<p>Regular circle times have been introduced.</p>	<p>The children are able to verbalise their thoughts and opinions, respond to daily events and suggest ways forward with an adult in a safe and familiar setting. Staff have noted in discussions that there has been a great improvement in the SMSC skills of the pupils and their ability to discuss their thoughts and emotions.</p>
<p>A flexible timetable has been developed.</p>	<p>Flexibility and a trust in the professionalism of the staff allows for them to use their time as they require to promote circle times and times of reflections in response to the day/situation.</p>
<p>Role play for the younger children is evident throughout the EYFS provision.</p>	<p>Younger children have been observed participating in role play based on the collective worship stories and experiences.</p>
<p>Play leaders have been introduced for the lunchtime periods.</p>	<p>The children are interacting more with each other and are learning to follow rules and behaviours that help to develop their social skills. They are also developing their moral compass when deciding if games are fair or unfair. The values of friendship, fairness and forgiveness can often be seen during these games. All of years 4, 5 and 6 have been trained as play leaders and have been working with the lunchtime supervisors to develop these skills.</p>
<p>Staff have completed an evaluation of how SMSC is shown through all aspects of the curriculum.</p>	<p>Staff feel more confident in developing opportunities for SMSC throughout the curriculum.</p>

	<p>2017-18 – The staff continue to work on the SMSC. New staff to the school have had support from the rest of the team with identifying the SMSC opportunities and linking these to the British values. It is essential that we continue to work on weaving these through the curriculum as part of our every day practice.</p>
<p>Focus for development 3: <i>Explore ways of linking the provision for SEAL more closely to Christian values.</i></p>	
<p>Action taken</p>	<p>Impact</p>
<p>Core value focused on every half term</p> <p>Clear links between the behaviour of the pupils and the Christian values is made explicit for the children.</p> <p>Excellent role models are in place for the pupils.</p>	<p>At the time of the inspection SEAL was a strong government expectation. Moving on we are now still fully supportive of the emotional well-being of the children and therefore teach this as part of our daily life. We have also worked closely with a Behaviour and Well-being specialist who has helped us to reflect and implement a new behaviour policy to help the children have more opportunity to be reflective learners.</p> <p>Standards of behaviour and attendance are improving and the children are developing a desire to learn, grow and improve. The social and emotional well-being of the children is the driven by core Christian values and the fact that every child is a child of God and unique. The behaviour policy promotes responsibility for actions and behaviours but is deep rooted in the ability to be forgiven and to be sorry for the actions taken. The focus of the behaviour policy is to develop the core skills for learning and pupils are encouraged to strive for excellence which is greatly celebrated.</p> <p>The relationship between the staff is extremely strong and they clearly demonstrate effective and caring relationships for the children. This has a huge influence on how children treat each other. The staff use the language of the core Christian values to promote effective relationships between the pupils.</p> <p>During the teaching of lessons, the children are able to make the links between the core value for the half term and their learning. We follow Roots and Fruits for guidance in Collective Worship.</p>

<p>External visitors (Rev Andy) spoke to the KS2 children about how his Christian beliefs impact on his life.</p>	<p>The pupils could clearly see that living as a Christian had an effect on the daily decisions made by Rev Andy.</p> <p>2017-18 Every class has a check-in at least twice a day giving the children time to express their feeling and emotions and to work collaboratively to support each other in ensuring everyone feels happy and valued as a member of our school. "Colin the caterpillar" gives the children the opportunity to show the teacher how they are feeling and this is used as a monitoring tool by the staff to pick up those children that are feeling a little anxious/ unhappy etc. Reflective areas are well used and the children contribute to enhancing these areas.</p>
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<p>CORE QUESTION I How well does the school, through its distinctive Christian character, meet the needs of all learners?</p>
<p>SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate</p>
<p>School evidence based on pupil outcomes:</p> <p>Comment on:</p> <ul style="list-style-type: none"> • Learners' Achievement • Christian Values • Spiritual, moral, social and cultural development • Relationships • Understanding of and respect for diverse communities • Religious Education <p>These prompts are taken from the SIAMS Evaluation Schedule where further details are found</p> <p>Reasons for the grade (impact and provision)</p> <p>The school's mission statement underpins the approach we have to teaching and learning within the school. Each aspect of the statement is rooted in the belief that each individual is highly valued and cared for as part of God's family. We believe that concern and support for others and working together as a community is central to the work of achieving together and growing as individuals.</p>

Since the transfer to an academy, all children are closely monitored for progress and attainment, teachers are held to account through pupil progress meetings three times an academic year.

A robust system of monitoring and evaluation has been implemented. Progress is measured termly and recorded on trackers for each year group under the headings reading comprehension, reading fluency, writing, spelling, speaking and listening. Maths reasoning, basics, times tables. Individual groups of pupils access a range of intervention and additional provision to close gaps in learning, thereby raising pupil confidence, self-esteem and resilience.

This is the first time of reporting on the new curriculum and that has to be recognised nationally as well as locally. Validated EYFS data for 2015 shows that 78% of children achieved a GLD against a national figure of 66%. 2016 data shows that 80% of pupils achieved GLD. The 20% is 1 child who is currently on the SEN register.

2016 data shows that Key stage 2 out of the 7 pupils that were in the cohort the percentage of children to achieve the National standard were: 43% - Reading, 43% Writing and 29% in Maths, therefore this resulted in Reading, Writing and Maths combined being 29%. 14% achieved a high scaled score in reading, 29% in writing and 14% in Maths. Progress data was in line with national expectations. -2.07 Reading, -1.46 Writing and -2.07 in Maths.

In Key stage 1, a cohort of 8, the percentages that achieved the National Standard were: 63% Reading, 63% Writing and 75% Maths. With 25% of the children achieving greater depth in Reading and Maths. FFT shows that KSI results are in line with National for progress and attainment across the subjects. With 63% reaching the expected standard in Reading, Writing and Maths.

In year data at the end of the Autumn term shows that currently there are 6 children out of 49 working outside of their programme of study and not yet on track to achieve their end of year expectations. All of these pupils are receiving additional intervention support to close the gap. This is an improving picture based on the Summer end of term results. At the end of the Spring term 6 out of 51 pupils were not on track to achieve their end of year expectations. Again, all of these are receiving additional support.

Provision	Impact	Evidence
<ul style="list-style-type: none"> • There is a well thought through ethos statement, that is being established in school, it is publically displayed and referred to in worship and behaviour management conversations. • The Christian values of Truth, community and perseverance are the focus for much of our daily routines. 	<ul style="list-style-type: none"> • Pupils are developing improved attitudes to learning. 	<ul style="list-style-type: none"> • Teacher tracker (lesson obs) show that pupils behaviour is improving and they are more focused and on task. • Evidence shows that the school is closing the gap with disadvantaged pupils re progress. • Letters of concern sent to individuals

<p>Children are recognised for displaying these values around school.</p> <ul style="list-style-type: none"> • The school provides good support for children with behavioural and emotional difficulties. A dedicated ELSA supports pupils with additional emotional needs. • The school provides good support for the pupils with additional needs. • Specialist Sports Coach is employed for PE. He has a very clear focus on enjoyment whilst focusing on key core skills of team work, empathy and turn taking. • Attendance monitored, 100% attendance rewarded, support offered to families where attendance is becoming a concern; involvement of local Children's Centre/EWO. 	<ul style="list-style-type: none"> • Pupils feel well supported and part of a family that takes care of them and encourages them to strive to be the best that they can be. • Pupils with SEND are making at least expected progress. • Raising of self-esteem and self-belief; individuals able to articulate emotions and changed behaviour. • Children enjoy coming to school; attendance of individuals monitored and parents informed if their child's attendance falls below 97% this generally triggers an improvement; consistent trend of attendance is above national average; all pupils feel safe at school 	<p>for pupils whose attendance falls below 97% ; HT termly reports to Governing Body; 100% attendance is rewarded.</p> <ul style="list-style-type: none"> • SEND, ELSA documentation • Comments from Governor visitors re children's positive attitude and behaviour; pride in their school and work • Pupil progress meetings/IEP • Attendance register of clubs • Certificates for attendance • Celebration assembly
<ul style="list-style-type: none"> • The Christian ethos/values are being incorporated in key policies as they are reviewed e.g. RE Collective Worship. SMSC. • When appointing new staff, the recruitment/interview includes exploring how the candidate can support the Christian ethos of the school. 	<ul style="list-style-type: none"> • Children are able to explain the core Christian values of the school and relate these to their lives in school. Children know that showing someone respect has an impact on how they behave. Some of the children can relate them to a Bible story. • Staff appointments made linked to the needs of the pupils and how they will work within the school's Christian ethos. 	<ul style="list-style-type: none"> • Conversations with stakeholders; pupil interviews • Recruitment/Interview templates and answers
<ul style="list-style-type: none"> • Consultation with staff led to agreed policy and procedure for feedback and 	<ul style="list-style-type: none"> • Children respond to feedback, developing awareness of SMSC and 	<ul style="list-style-type: none"> • Book scrutinies

<p>marking</p> <ul style="list-style-type: none"> • Rigorous procedures for assessment and tracking have been introduced • Recently adopted SMSC policy being implemented • Extra-curricular provision enables children to experience a wider range of activities 	<p>knowing their next steps</p> <ul style="list-style-type: none"> • Early identification of children that will benefit from intervention and support • Staff include SMSC opportunities in their curriculum planning • Attendance at the clubs each term, (sport, drama, cooking, stamp collecting) • We offer essential wrap around care for families before and after school which supports the whole family and not just the child in our care. 	<ul style="list-style-type: none"> • Pupil Progress Meetings • Short Term Planning documents • SMSC bespoke training from the diocese January 17. • Attendance registers of clubs
<ul style="list-style-type: none"> • Behaviour policy reviewed with pupils, parents, staff and governors; policy based on forgiveness, having a fresh start • Partnership with local schools within the Cluster and Ebor Academy trust • School promotes good working attitudes • School works hard to make all families feel welcome and secure 	<ul style="list-style-type: none"> • Children can articulate the rules, rewards and consequences – have ownership and responsibility for making good choices. They can clearly link this to the core values of community and truth. • Developing positive relationships, wanting to support each other, deepened understanding of faiths. • Children are developing the Christian Value of Perseverance and are beginning to achieve well. • Vast majority of parents attend Parent Consultation Evenings and special events. Only 1 family did not attend the Parent consultation evening in the autumn term and they were contacted by telephone. • We encourage parents to attend topic afternoons and celebration assemblies to promote those home school links. • Team 2 have presented a Collective 	<ul style="list-style-type: none"> • Monitoring of class behaviour charts and phone calls to parents • Modelling of expectation by colleagues • Special mentions in Celebration Assembly focus on pupils who have worked well and persevered. • Appointment lists and signing-in sheets

<ul style="list-style-type: none"> The school has close links with the local children's' centre and 'stay and play' is held at the school every week. 	<p>Worship to parents, Team 3 will do so next week.</p> <ul style="list-style-type: none"> This is developing relationships with parents and children who may join the school and giving them confidence in the fact that their children will settle well and they are already able to experience the ethos of the school. 	
<ul style="list-style-type: none"> Children access a high quality of RE provision from experienced staff using the locally agreed syllabus. The school works collaboratively with 2 other local church schools to gain additional capacity and to be "outward looking" Training for all staff who teach RE has taken place following the first day of training for Understanding Christianity. 	<ul style="list-style-type: none"> Through a variety of teaching styles, children engage and are actively involved in developing their understanding of Christianity and other faiths, at age appropriate levels. All staff are aware of the format of the new materials and are in a position to consider the different way of teaching. Further training will take place in May/June after day 2 on using the materials for teaching. 	<ul style="list-style-type: none"> Book scrutinies; photos; RE displays Training notes Staff feedback forms (Golden nuggets)

Key Strengths

- The behaviour of children is of a high standard
- The learning behaviours of the children is developing rapidly
- Staff show high levels of care and sustain positive relationships with pupils and colleagues
- School ethos based on Christian Values is developing
- The Christian character and values of the school has a greater impact on the SMSC development of the learners
- In year achievement is showing an improvement in all areas of the school

Development points

- To continue to make rapid progress using the core values as a vehicle e.g. perseverance.
- Further develop a deeper understanding of culture, difference and diversity in establishing links with other schools. Although we have

strong links locally, the Ebor Academy Trust is currently in consultation with Project Mala for this to be our charity for the next academic year. The proposal is that the school will work closely with the schools in Mala offering an opportunity for the children to broaden their horizons and to work collaboratively to share learning.

2017-18 Our core values continue to drive our learning and are an integral part of our teaching and learning. We have planned in this year training on Global Schools Quality Mark and are working closely with Riston and Skirlaugh.

Link school in Uganda - The link school is being established to strengthen our perspective of our community. The purpose of our link school is not to provide charity; it is to work collectively together as a benefice, in connection with our Hull and Uganda partner schools, to provide sustainable development for all schools and explore and learn together. We work hand in hand with our school community to greater serve and understand our global community. Our partnerships and links enable us to put our faith into action and truly live out our Christian values. Our link school provides an opportunity for our pupils to explore our diverse world and to truly show tolerance and understanding whilst learning about other cultures.

CORE QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

Comment on:

- The impact of collective worship
- The central attributes of collective worship
- The centrality of prayer and reflection
- The theological basis of collective worship
- The leadership and management of collective worship

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Worship is central to our school day and accessed by all learners on a daily basis. A wide range of staff and clergy leads it and children often assist in worship. Each class do at least one Collective Worship, planning and delivering this themselves. This is developing and will increase over time.

Worship themes are focused on Christian Values supported by stories from the Bible. Opportunities are explored linked to the lives of famous people, spiritual leaders, the teachings of Jesus and give the children opportunities for reflection. Worships helps to establish an understanding of Festivals and the Church calendar.

The response greeting engages the pupils in Collective Worship. The display board focusses on the Christian Value of the half term and provides reminders of The Trinity. Collective Worship engages both Bible stories and moral tales developing citizenship and promoting the school community.

Provision	Impact	Evidence
<ul style="list-style-type: none"> • Each half term has a core value focus. Each class has a uniformed display that the children have access to daily. • Collective worship is led by a wide range of staff and clergy • Collective Worship is engaging and inspiring, linked to the school's Christian vision • Collective Worship includes Christian teaching that provides examples of how children can relate the Bible stories and Christian values to their every-day life in school • Collective Worship is distinctively Christian, structured on the GERS model and based on a different Christian value each half term, using the resource 'Roots and Fruits' which is closely linked to the seasons of the Church's calendar • Opportunities to participate in the wider community 	<ul style="list-style-type: none"> • The children are living the values every day and these are clearly on display in every classroom. Parents have stated that the children are referring to the values at home and staff use the opportunity to discuss the value with the pupils in daily routines. • Children are keen to participate, the ethos of the school is upheld by the children's understanding of the values, which impact on behaviour, attitudes and relationships. The children contribute well to all collective worships and regularly have specific roles such as role play and reading. • Staff members attending Worship also engage by being willing to contribute, encouraging the children in talk partners, sharing a personal example/reflection linked to the Christian Value • Most of the pupils are familiar with Anglican traditions developed in school and Rev Andy led a collective worship which introduced The Trinity and the importance to the Christian faith. This 	<ul style="list-style-type: none"> • Displays, reflection books. • Children answering questions, making suggestions and through the development of talk partners contribute in sharing ideas; they demonstrate a growing understanding of diversity in their attitude and behaviour in school; • Children are aware of the structure of worship - lighting candle, greeting and response • Money raised for Children in Need, Food donations at Harvest Festival • Photographs, copy of the letter they

<ul style="list-style-type: none"> The school council led the fund raising for Children in Need. They decided what they were going to do, wrote the letter and organised the day. 	<p>has been developed through RE and further Collective Worship. (Lighting of 3 candles) The children also know that prayer is the opportunity for reflection and for the children to feel a closeness and ability to speak to God.</p> <ul style="list-style-type: none"> Children engage in charitable activities, helping people in the community e.g. Hornsea Food Bank, McMillan Charity The children enjoyed helping the wider global community e.g. Children in Need and Comic Relief. Pupils led and participated in the community Christingle Service at the local church. The parents attended to celebrate with us. £125 was raised for the Children's Society through the collection. The School Council have also recently started a tuck shop on a Friday. They are well supported by the PTFA. The profit made from this is split 50/50 with half going to the school and half to the charity choice of the pupils. 	<p>wrote.</p>
<ul style="list-style-type: none"> Collective Worship provides opportunities for prayer and reflection this is extended into the classroom through the use of the reflection book. All of the children write a prayer based on the current Christian value and these are used for the children to read from each evening as their end of the day prayer. Each class has a reflection area. Prayers are said at lunchtime to thank 	<ul style="list-style-type: none"> Pupils developing spiritual development; pupils offer suggestions to be used in prayers Pupils feel an ownership of the value and can explain how this affects their every-day life. Pupils and staff interact and respond to the prompts in the reflection area Children have access to thinking time and reflection outside of worship time and are given opportunities to write 	<ul style="list-style-type: none"> Pupils able to articulate their reflection and how they are going to respond (reflection books in classrooms) Observations made by adults of pupils responding Full Governing Body meetings start with a prayer Pupils join in simple responses/prayers Post-its, writing in reflection book/area, writing a prayer

<p>God and at the end of the day asking God to keep us safe or linking to the current value being explored.</p>	<p>and share their own prayers and reflections.</p>	
<ul style="list-style-type: none"> • Termly planning meetings are held with Skirlaugh CE Primary and Riston CE Primary represented by pupils, staff and clergy. • Clergy involved in leading worship each week. • HT leads staff meetings in preparing staff for the half termly Christian Value, also the structure and Anglican traditions to be incorporated. • An “Explore my Church” activity was arranged with the local church. (May 2017) 	<ul style="list-style-type: none"> • More stakeholders from across the community are involved in planning and this makes it more relevant to the children. • Staff leading Worship have a growing awareness of the structure of worship and the content to include. • We decided that the children often attended the church for services and celebrations but that they had never been to explore their church. The children have a sense of ownership of the church and on their next visit to the church they will be more familiar with it. 	<ul style="list-style-type: none"> • Children and other stakeholders able to explain worship and what to include • Children involved in choosing hymns • Verbal feedback from parents, pupil voice; feedback from meetings with Skirlaugh and Riston informs future planning • Monitoring of worship • Staff meeting • Our Church display.

Key Strengths

- Collective Worship is distinctively Christian and is an integral part of the school day.
- School Council contribute to Worship planning meetings– school council pupils actively involved in contributing to worship.
- Children respond positively to Collective Worship with opportunities for the school to learn, reflect, respond and pray.
- Through exploring the Christian Values children are developing their responsibility for their own behaviour.

Development points

- To further develop the understanding of The Trinity.
- To further develop a Collective worship group and children leading worship.
- To further raise awareness of the worldwide Anglican family and how Anglicans worship in different countries.

2017-18 – the vast majority of the children can identify The Trinity and the older children can explain this. The children are more involved in Collective Worship and lead the greeting and the final grace each day. During the Spring and Summer terms the School council will have the opportunity to lead Collective Worship on an aspect they would like to choose.

Governors have played an active role in our services at St Lawrence, one of our governors gave a reading at our Harvest celebration and another read out the list of the fallen at our Remembrance Service.

CORE QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

The school leadership ensures a clear and concise vision that is shared with the school and local community. Governors /Leaders take an active part in all aspects of school life. Governors support the values of the school and are becoming more active in the life of the Church School. Governing Body meetings are opened with a prayer and all business is conducted for the improvement of the children’s experience in our church school.

Provision	Impact	Evidence
<ul style="list-style-type: none"> • Following a period of turbulent staffing, Leaders have been effective in establishing a stable workforce e.g. appointment of SENDCo September 16 and permanent teachers across the 	<ul style="list-style-type: none"> • Staff morale is very positive this is a significant improvement on last year and has had a significant impact on the school. Effective working relationships developed; consistency of approach in 	<ul style="list-style-type: none"> • Cohesive working together, Diocese visit reports; staff meeting minutes. • Core group of Governors liaising with leaders re monitoring of curriculum areas, being involved in learning walks

<p>school.</p> <ul style="list-style-type: none"> • Leaders have been involved in the review of curriculum policies and key documents linked to the Christian Vision e.g. SMSC policies. 	<p>policies and procedures being implemented.</p> <ul style="list-style-type: none"> • Policies implemented with teaching and learning underpinned by Christian Values. E.g. 'Moving On' books presented to learners in Y6. 	<p>and book scrutinies – governor visit reports/minutes of meetings.</p>
<ul style="list-style-type: none"> • Governors have completed skills audit and have a good cross section of skills. • Governors are currently completing a SIAMS self-evaluation checklist. • Head of School attended induction for new Head Teachers led by the diocese. • CPD provided through the Diocese for Leaders for SIAMS training. • A good relationships exist between the school, the Church and Benefice in promoting the Christian ethos. 	<ul style="list-style-type: none"> • Governors have a developing knowledge of education, values and school ethos through their work in school. • Governor improvement plan has been developed with core roles for different governors based on their strengths. • Leaders have a raised awareness of SIAMS and the expectations re Christian distinctiveness. • Governors have a core group that are involved regularly who have a strategic overview of the school. • This has given the Head of School the tools and confidence to lead the school, review the core values and lead in valuing the Christian ethos of the school. • Governor has also attended Diocesan training for SIAMS inspections. • Opportunities for the wider community to be involved in activities e.g. Explorers club held in the Benefice. Good attendance at the activities provided with high levels of engagement. 	<ul style="list-style-type: none"> • Governors able to use skills and identify effective practice on their visits • Governor and HoS attended training from the Diocese on effective governance. • Discussions at training with Leaders, materials available from training. • HT reports to Governors, staff meeting minutes.
<ul style="list-style-type: none"> • The RE Leader has taken up training 	<ul style="list-style-type: none"> • Able to implement training resources 	<ul style="list-style-type: none"> • Training resources/Understanding

<p>opportunities.</p> <ul style="list-style-type: none"> • Staff induction process available to all new staff, with a colleague identified to provide support. • Staff receive high quality induction and able to implement the policies and procedures of the school. 	<p>and strategies in improving standards and effectiveness in Church School development.</p> <ul style="list-style-type: none"> • This has resulted in a staff that are happier and more efficient. The impact this has had on the school community is that the school is more efficient and there is a much more consistent approach to matters such as rewards and sanctions. 	<p>Christianity</p> <ul style="list-style-type: none"> • Discussions / feedback between HT and members of new staff; new staff have shared understanding of expectations
<ul style="list-style-type: none"> • Partnership with Skirlaugh and Riston CE Primary. • School maintains a close working relationship with the Diocese. • Opportunities provided for parents to engage and contribute to school life <p>A parent questionnaire is sent out half yearly to take the views of the parents.</p>	<ul style="list-style-type: none"> • Increased opportunities to share teaching and learning activities / resources. • Support provided to Leaders and sharing of resources and developmental thinking in improving the ethos. • Parents are represented on committees. A high level of attendance at Church services and events in school. • The vast majority of parents are happy with the way the school is performing and any significant negative comments are followed up. 	<ul style="list-style-type: none"> • Theme days, Advent, shared transport. Next Church Development Meeting December 2016 • SLA visits; access to SIAMS /Church School training • Parent governor vacancies are rare. Visual observations at Church services and noted by the clergy. Parents very supportive through PTFA, fundraising and participation in school activities.

Key Strengths

- Effective links and collaborative working with church schools; the local church and community
- Effective development of Church Development Group
- All staff are excellent role models and support the Christian Vision of the school
- Leaders have a good understanding of the school performance and areas for development
- School to school support has strengthened good practice
- Action planning clearly identifies next steps in all areas

- We have converted to an academy and the Head of School and staff are using the additional capacity of this to drive the school forward.

Development points

- To further develop an understanding of the wider world and our global community.
- To involve new governors more in the church distinctiveness of the school and strategic planning for moving forward.
- To ensure that the new governors are fully aware of the role they fulfill within the Church School.
- To develop children as leaders of collective worship, play leaders etc.

2017-18 Governance is more stable than it has been and we are currently looking at writing an induction pack for new governors and staff, which incorporate the school's Christian character. Again, we are looking at achieving the Global School Quality Mark. We need to work on giving the children opportunities to lead Collective Worship independently. The School Council have asked that they be the first to lead a Collective Worship.

2017-18 Areas of focus from the last SIAMS inspection –

- To create a programme of induction for all new governors, focussing particularly on the distinctive Christian nature of this setting.
- To develop an outside area within the school's attractive grounds to allow children and adults the opportunity and space for personal reflection and prayer.

The programme of induction is underway and we are working alongside the academy trust to ensure we are meeting the trust requirements whilst still identifying and celebrating our uniqueness as a church school.

The School Council have had a few meetings to discuss how they would like to develop outdoor reflection areas and are beginning to set plans in place as the weather improves and they can get out to develop these areas. Our joint RE day with Riston and Skirlaugh will be used to begin this development, beginning with an outdoor Collective Worship.