

# Summary SIAMS Self-Evaluation Template

## Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school’s ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

### School’s theologically-rooted Christian Vision

The aim of our Church school is to develop the full potential of each child, spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian faith.  
 Psalm 147:4 God counts the stars and calls them all by name.

### Inspection Conversations: Context

#### Who are we?

St. Michaels is an Aided school built in 1872 situated in the small village of Rearsby. The majority of the pupils reside in the village. In April 2021 the school became part of Rise multi-academy trust. The school has approximately 80 pupils on role and children are taught in mixed aged classes. Since the last inspection there have been several staff changes. Caz Mc Millan is both the RE and Collective Worship subject leader. The headteacher is a member of the Diocesan Board of Education. XX% of the children class themselves as white British. The school has 6% of pupils who are entitled to receive Pupil Premium funding and 20% of pupils on the Special Educational Needs (SEN) register, three of whom have EHCPs.

#### What are we doing here?

Our core belief is that God knows each and everyone of us individually - Psalm 147:4 God counts the stars and calls them all by name. We understand that everyone is an individual and worth and that it is important that we discover and learn from each other, both from the school community and from other cultures, beliefs and communities. As a small school community, we pride ourselves on knowing each and every child as an individual in order to be able to meet their spiritual,

	<p>social and academic needs. We also know our parents needs and the needs of the local community. Our Bible verse underpins the learning and environment in school and ties together our core Christian values.</p> <p>The Governing Body decided to join Rise multi-academy trust so that we can work with like-minded schools who all share the same vision – “Enabling children to flourish and succeed” – taken from Genesis 39:3.</p> <p>Rise Trust board oversee all the schools in the trust and each school has a local governing committee.</p> <p>The school develops each child spiritually by having daily whole school Collective Worship. Each member of teaching staff leads Collective Worship and children are also involved in taking an active role.</p> <p>RE is taught by teaching staff every week using the Locally Agreed Syllabus.</p> <p>Despite the village having a vacancy for a local vicar, the school has strong links with the Church mainly through Rita Meade who is a Church warden and the Ex-Officio of the local governing committee.</p>
<p>Inspection Questions (IQ) How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
Inspection Question (IQ)	Impact of provision and sources of evidence
<p>1. How does the school’s theologically rooted Christian vision enable people to flourish?</p>	<ul style="list-style-type: none"> <li>• Psalm 147v4 He counts the stars and knows them each by name has been chosen as we are an inclusive school and know each child individually in all aspects of their lives. As a result children know that they are cared, listened to and feel safe at school – enabling them to flourish.</li> <li>• The school has a curriculum which allows us to meet the needs of individual learners. Each child is seen as an individual with the belief that they made in the image of God with their own individual strengths and talents. These talents and achievements are celebrated as part of our Collective Worship each Friday.</li> <li>• Because our agreed school values stem from Christian beliefs, of forgiveness and redemption, behaviour is outstanding (Governor monitoring, behaviour logs, anti-bullying team). The children take great care of each other and respect for their property. Relationships between all members of the school community are consistently attributed to the Christian distinctiveness of the school. Governor monitoring of behaviour by our Foundation Governors is shown to be very good.</li> <li>• Staff also live and breath the school’s values by being a role model to the children. An example of this is, all members of staff offer a counseling/listening time (Talk time), each lunchtime, for children who have worries or problems. This again demonstrates our Christian community and allows for people to flourish.</li> <li>• The school is split into four houses. Each house has a House Captain. House Captains have key responsibilities in school from organising lining up at the end of breaks and lunchtimes to leading house meetings. Each year the children in each house decide a charity they would like to support The children also decide how they would like</li> </ul>

	<p>to organise and raise the money for their chosen charity. Collections taken from four of our Church services also contribute to the house charities.</p> <ul style="list-style-type: none"> <li>• Through our Collective Worship (eg the work of Christain Aid), RE teaching (visits to places of worship), work towards Global Neighbours and BIG RE days, the children have a high degree of understanding and respect for diversity in a multi-cultural world.</li> <li>• Through RE days, spirituality staff meetings etc staff report that they have a better understanding of eg spirituality and asking deeper questions, which then enhance and relate to our school's vision.</li> </ul>
<p>2. How does the curriculum reflect the school's theologically rooted Christian vision?</p>	<ul style="list-style-type: none"> <li>• Vulnerable children make good progress.</li> <li>• Attendance is above average indicating that children feel safe and want to attend school.</li> <li>• Vulnerable children make good or better progress from their starting points.</li> <li>• Observations show children demonstrate Christian values of compassion and tolerance.</li> <li>• Governors monitoring report indicate that children are respectful and helpful to each other and show a caring attitude.</li> <li>• Through reflective activities (eg Reflective walk) evidence shows that the children are able to express their thoughts and feelings and feel better prepared for the next stage in education.</li> <li>• Broad and balanced curriculum which is inclusive and adapted to children's needs.</li> <li>• Inclusion/intervention groups</li> <li>• Inclusion of SEN children with complex issues and children with attachment issues.</li> <li>• Close working relationships with Virtual School, Oakfield, Social workers. PEP and LAC meetings.</li> <li>• Vulnerable children identified in a variety of ways – data, SEN need, mental health need eg through Talk time and talking to parents on the door each morning. Open door policy.</li> <li>• Interventions for both PP children (after school homework club) and within school e.g. more able groups – split classes.</li> <li>• Pupil Premium spending – variety of ways of spending from school trips, mental health assessments, private medical care, dance classes, Brownie subscription.</li> <li>• SEND policy</li> <li>• Extra-curricular opportunities eg Art club, Choir (singing at De Montford hall) to develop God given talent.</li> <li>• Trips to enhance the curriculum and residential trips which focus heavily upon our Christian values and vision. Eg Dukes Barn – abseiling – safe and inclusive and very supportive.</li> <li>• Year 6 Reflective walk from Watermead Country park to the Cathedral. Spiritual stones.</li> <li>• Taking an active part in preparing and leading Church services – making each Church service link to an action eg Harvest – linked to Project 5000 and Toilet Twinning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Through allowing time for spiritual development eg RE day – all children took part in several reflective/spiritual activities which allowed the children space to be reflective, creative and meditative.</li> </ul>
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Collective Worship is the focal point in the daily life of St Michaels. It is a time when the whole school comes together to worship God and celebrate achievements. There are many prayer opportunities throughout the day both formal eg lunchtime prayers and informal eg prayer requests on a prayer tree. Older children find reflection times and prayers useful as it gives them opportunities to reflect on themselves and others. Both staff and children have an active role in leading prayer and children often offer ideas for the prayer board.</p> <p>The opportunity to be able to be still and reflect is not confined to just indoors: At Forest school children are able to be still and reflect on the nature around them – enabling the youngest children to grow spiritually. Every alternate year the Year 5/6 children go on a Pilgrimage from Watermead Country Park to Leicester Cathedral to reflect on their time at the school and to think about how God has always been there, and will continue to be there for the next part of their journey.</p> <p>The school follows the Anglican tradition through both the structure of the Collective Worship ( Gathering, Engaging, Responding and Sending) and through Christian symbols and the seasons of the Church. The school uses the Leicester Diocesan Board of Education Collective Worship programme. Alongside this we also use the Open the Book resources and The Lion Storyteller Bible. All teaching staff lead Collective Worship. Collective Worship is carried out daily and no children abstain.</p> <p>Collective Worship is Anglican and follows Anglican traditions. As a result the children (and staff) know and understand why we use different coloured cloths on the altar- Liturgical calendar. Learners are aware of the Trinity and children have a good understanding of this.</p> <p>Reflective music is chosen each week by a member of staff for when the children enter and depart. A candle is also lit which gives a focus for the children. We appreciate that Christians worship in different ways and therefore the community experiences a variety of worship styles – from the music – being quiet and reflective( Taize style) to loud, praise worship (eg Rend Collective songs).</p> <p>The whole community use the Church for services throughout the year. Child led services include Harvest, Christmas, Easter and the Year 6 Leaver service. Other services led by the church warden include Remembrance Day and Ash Wednesday.</p> <p>All members of the community are invited and welcomed to our Church services, the community is able to see the importance of worship in the life of the school. Foundation Governors regularly attend our services. Staff also appreciate Collective Worship. Many staff comment positively about our services in Church as they feel part of a wider community.</p>

	<p>The Bible is central to Collective Worship. We have a variety of Bible's which ensure access for all children. Bible stories and Jesus teaching are explored through a wide range of media (You Tube, puppets, Lion Storyteller Bible) on a regular (almost daily) basis. These teachings of Jesus are put into context and related to the children's daily lives. The children are often given a "life challenge" to try beyond the 20 minutes of Collective Worship eg to demonstrate forgiveness and friendship in the playground after reading about Jesus and Zacchaeus.</p>
<p>4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<ul style="list-style-type: none"> <li>• Safeguarding policy, Equality policy, SEN policy underpin school's Christian vision of a safe inclusive environment.</li> <li>• Prevent training</li> <li>• Disability- SEN complex need – child is included in all aspects of school life.</li> <li>• Pupils showing respect for all</li> <li>• Anti bullying policy – Beyond Bullying accreditation.</li> <li>• The actual display of our school vision using the pride colours in the word inclusive</li> <li>• Admissions policy</li> <li>• Valuing All God's Children document shared with all staff and is now part of our induction.</li> <li>• Diversity in families and ways of living</li> <li>• Anti-bullying policy</li> <li>• Fiction books</li> <li>• SRE education</li> <li>• Respecting and celebrating difference across the curriculum eg RE – Understanding Christianity , RE days, History- eg The Greeks – Socrates debates, PHSE curriculum, RE visits to different places of worship, Festival days, Year 5/6 watching Newsround</li> <li>• Fiction books in school which show/mention same sex relationships and diversity and difference.</li> <li>• Books which have been used so that children know that they are wonderfully made.</li> <li>•</li> </ul>
<p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<ul style="list-style-type: none"> <li>• School vision played out in real life – having an impact on others both locally and globally.</li> <li>• Pupils able to talk about injustice an inequality and know how they can impact the lives of others, both nationally and globally.</li> <li>• Children's interviews /questionnaire evidences that they now feel more confident /resilient as a result of Character work carried out throughout year.</li> <li>• Christian values allow children to make positive choices eg focus on forgiveness.</li> <li>• As a result of the friendship bench/buddy bench children report that they feel safe in school – pupil questionnaire.</li> </ul> <ul style="list-style-type: none"> <li>• Christian Aid Global Neighbours – Bronze accreditation the first school in Leicestershire –Courageous advocacy.</li> <li>• Route to Resilience – character development – teaching children to overcome barriers and persevere.</li> </ul>

	<ul style="list-style-type: none"> <li>• Characteristics of learning</li> <li>• Year 6 responsibilities – lunchtime, helping younger children, collective worship set up etc...</li> <li>• Dojo and House points – collaboration and community to earn a reward.</li> <li>• Nurture groups</li> <li>• Friendship bench</li> <li>• Buddy system for new children</li> <li>• Achievement assembly to celebrate character</li> <li>• Steve Harris – visitor – training for all staff and children on developing character.</li> <li>• Visitors to talk to children regarding moral development eg local police officer, e-safety talks</li> <li>• Warning Zone Year 6 - safety</li> <li>• Making positive choices</li> <li>• Christian values are highlighted in the curriculum.</li> <li>•</li> </ul>
<p>6. Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England’s Statement of Entitlement for Religious Education</a>)?</p>	
<p>7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?</p>	<ul style="list-style-type: none"> <li>• The head ensures that the Statement of Entitlement is upheld.</li> <li>• Understanding Christianity embedded throughout school as well as Leicestershire Agreed Syllabus</li> <li>• Training/CPD for all staff inc intensive UC training for the head.</li> <li>• Observations of RE</li> <li>• Attainment of RE monitored</li> <li>• New unit on Social Injustice – to link in with Global community and Strand 3</li> <li>• Debate</li> <li>• Famous Christians – eg Martin Luther King Jr</li> <li>• RE days/Big questions</li> <li>• RE Trips</li> <li>• Visitors – eg Keith Munroe</li> <li>• Christian Festivals</li> <li>• Developing pupils confidence to express their own views</li> </ul>