

## 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.

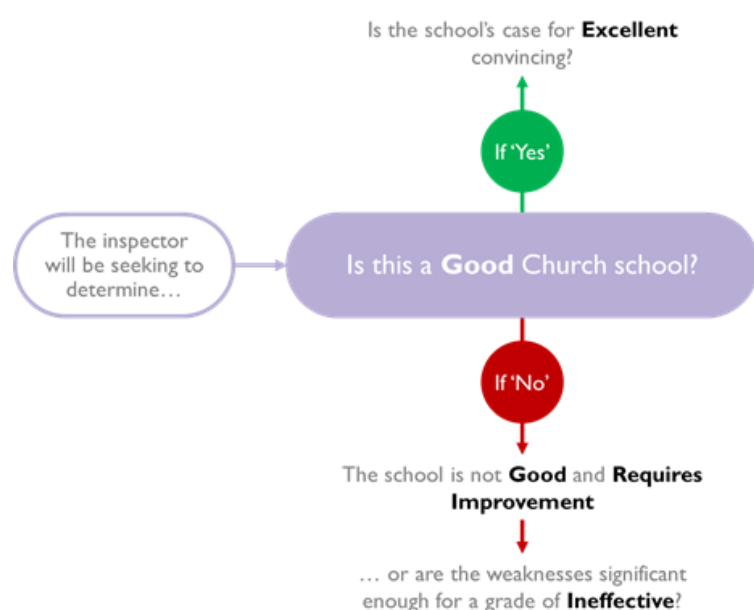
In whatever way it is approached, self-evaluation should have in mind the following three questions:

- 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 school the 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\*](#)
- [\*SIAMS Methodist Appendix\*](#)
- [\*Religious Education in Church of England Schools: A Statement of Entitlement\*](#)
- [\*Church of England Vision for Education: Deeply Christian, Serving the Common Good\*](#)
- [\*Mental Health and Wellbeing: Towards a Whole School Approach\*](#)
- [\*Valuing All God's Children\*](#)

## Vision

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

Name of School: St. Peter's Academy

URN: 865/3319

Date and grade of last SIAMS inspection: 14.10.15 Outstanding

Date and grade of last Ofsted Inspection: 9.5.17 - Good

#### 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.]*

St. Peter's is an average sized primary (6 classes with 172 pupils) serving the community on the west side of Chippenham. It has strong links with the adjoined St. Peter's Church and its vicar. It maintained its good OFSTED rating in 2017 and was judged to be 'Outstanding' in its last SIAMS inspection (2015). The school provides a good quality of education with a broad and balanced curriculum. Pupil outcomes across the school are in line with national levels. The school has a greater than average number of SEN pupils and a lower level of pupil premium children.

#### Some additional information

Local church/parish involvement: Involvement of clergy	St Peter's Church Vicar (Andrew Gubbins) is very involved in the life of the school and the local board of governors.
What charities does the school currently support?	Salvation Army Food Bank Christian Aid
Do you have links with other schools e.g. abroad?	SMRC / Easton Academy - Bristol
What RE syllabus do you use? Key support resources used, for example Understanding Christianity	Understanding Christianity Discovery RE (Non Christianity units)
Accreditation, awards and quality marks?	Healthy Schools – Silver Award
Links with diocese, for example service level agreements, secondments	Part of Diocese Bristol Academy Trust

#### The vision of the school

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

**'Giving children the keys to unlock their future'**

As a church school, we believe that '**Giving children the keys to unlock their future**' will enable all pupils to flourish within our care and achieve their full potential. This is underpinned by the words of Jesus:

*"I will give you the keys to the kingdom of heaven." (Matthew 16:19)*  
*"I have come that they may have life, and have it to the full." (John 10:10)*

Max 50 words

## 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.

<p>Outline <b>briefly</b> headline data for all key stages.</p> <ul style="list-style-type: none"><li>• Data for KS2 and Early Years is in line with national levels (2019)</li><li>• In 2019 we had a weaker cohort in KSI, who performed below national expectations.</li><li>• Year 1 phonics was above national levels.</li></ul>
<p>It would be helpful if you could attach your IDSR</p>
<p>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?</p> <ul style="list-style-type: none"><li>• SEND pupils</li><li>• FSM pupils</li><li>• Pupils without access to digital devices</li></ul>
<p>It would be helpful if you could attach your School Development Plan.</p>

## 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?

<p><b>Provision: What do you do because of your Christian vision? (Actions taken)</b></p> <p><i>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.</i></p>	<p><b>Impact: How do you know it is working?</b></p> <p><i>This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.</i></p>
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<p><b>Strand 1: Vision and Leadership</b></p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <ul style="list-style-type: none"> <li>a) 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?</li> <li>b) 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)?</li> <li>c) 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.</li> <li>d) 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?</li> <li>e) 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?</li> </ul>	
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<b>Actions taken</b>	<b>Impact</b>
<p>a) The school has developed our clear Christian vision in conjunction with all stakeholders including pupils, parents and staff. Leaders engage with regular training through diocese and church multi-academy trust. (Conferences, courses, Headteacher training, TD days) A safeguarding governor has been appointed. The Academy Council (school governors) holds leaders to account for priorities, actions, decisions and spending. Leaders use assessment well and do not use it to create an unnecessary burden on staff. We identify barriers to learning as part of maximizing learning and unlocking their future.</p> <p>Leaders prioritize mental health and wellbeing for adults and children.</p>	<p>Clear theological vision based on 2 key Bible verses (Mathew 16:19, John 10:10), unlocking children’s futures that they might have life in all its fullness - through sharing our values and gifts with others. Leaders are clear on church priorities through ‘Called, Connected, Committed’ approach on educating for life in all its fullness offering an invitational and inclusive approach to collective worship. (ongoing DBAT training for senior leaders) Ensures a culture of safeguarding through the school. School leaders act as good stewards, making brave ethical decisions. Resources are managed well and additional funding is accessed. Teaching and learning has an impact on each child, enabling all to flourish and unlock their futures through high quality inclusive education (School data) Staff wellbeing is good. Pupils needs are well met. ( Staff and pupils surveys)</p>

<p>b) Policies and school development plan are reviewed in the light of the school vision.</p> <p>Priority is given to daily acts of collective worship (Headteacher oversees the planning) and RE is treated as a core educational subject.</p> <p>Behaviour rules and policy have been reviewed in light of school vision.</p>	<p>School community can articulate our distinctive Christian vision.</p> <p>All policies reflect the character of our vision. (Policies)</p> <p>School development plans reflect the priority of ensuring children are equipped to experience life in all its fullness through our vision of ‘giving children the keys to unlock their future.’ (SDP)</p> <p>Pupils and staff value and prioritize daily collective worship. RE is high on the school’s priority and is regularly focussed on by the RE leader through regular contact with link governor and joint book scrutinies. (RE continues is taught as a weekly lesson in school and set for home learning during Lockdown.)</p> <p>Pupils know how to behave well and generally do! (Behaviour logs/exclusion file)</p>
<p>c) We prioritize visits from local church leaders. We are in regular contact with the church MAT and diocese, including participating and contributing to training.</p>	<p>Local Anglican, Methodist and Baptist groups regularly lead worship at school. (Trevor Ranger) (Worship Rota)</p> <p>Good relationships with the parish church, MAT and Diocese. We attend diocesan conferences, training courses. DBAT TD Days always focus on development of spirituality.</p> <p>Staff contribute to conferences/training. (E.g. Headteacher leading seminars for new church leaders and wellbeing, PE lead on ‘Hope through high quality PE provision)</p> <p>Diocesan advisor reviews progress annually. (Notes of visit)</p>
<p>d) Leaders focus on improving staff’s subject and pedagogical knowledge. Provide an extensive CPD offer to staff, including middle leader development and RE leadership.</p>	<p>Staff confident delivering theologically based RE lessons through the use and training in ‘Understanding Christianity’ and ‘Discovery RE). Staff regularly consult RE co-ordinator to seek clarification on points in the unit they are teaching and to ask about further resources. (Training)</p>
<p>e) The governors ensure the school has a clear vision and strategy through focus in Academy Council meetings and setting up of an ethos committee.</p> <p>Continuous review of provision through planned self-evaluation by governors and staff.</p>	<p>Self-evaluation of SIAMS framework regularly revisited by the teachers (staff meetings)</p> <p>Self-evaluation is monitored and reviewed by governors regularly and systematically, through the Ethos committee and Academy Council meetings. Areas for development reviewed and evaluated. (Academy Council minutes)</p> <p>The budget is healthy with reserves in place. (DBAT finance notes)</p> <p>The school is well resourced with very good outdoor provision. (The outdoors!)</p>

	<p>The use of surveys informs the governors and leads to school improvement. (E.g. Parent / pupil surveys, remote learning, home learning, Year 6 feedback.)</p>
<p>f) Previous inspection priorities have been addressed and are reviewed periodically.</p> <ul style="list-style-type: none"> <li>• Governor Ethos committee formed out of foundation governors.</li> <li>• Children’s worship council setup, representing children from year 1-6.</li> <li>• Training and sharing of good practice of assessment practices across the school.</li> </ul>	<p>Governors are now more involved in monitoring and review through the RE/Collective worship governor, ethos committee and academy council. The RE link governor participates in regular scrutinies of:</p> <ul style="list-style-type: none"> <li>• RE books together with RE coordinator.</li> <li>• Class worship books together with worship coordinator.</li> </ul> <p>Children enjoy reviewing and leading the direction of collective worship through the school worship council and regularly direct class collective worship. They lead the direction of whole term themes through ‘Big Questions’. (Class collective worship books, Big Questions)</p> <p>Assessment in RE is embedded through the school. (Pupil books, teaching files)</p>
<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Take part in Mental health pilot (September 2022)</li> </ul>	



## Strand 2: Wisdom, Knowledge and Skills

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) 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?
- b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

Actions taken	Impact
<p>Teachers research areas before each unit of learning then use a progression of skills to ensure that the learning is well-pitched to engage, inform and interest the children. Topics are chosen carefully to meet the needs and interests of pupils. During learning, teachers and teaching assistants work with groups of children to ensure that all children have the opportunity to be supported and challenged in their learning as well as giving children opportunities to work independently. We use different styles of learning to meet the needs of all learners.</p> <p>We have developed the use of knowledge organisers (containing key facts and vocabulary) which is shown to the children at the beginning of the unit. We construct an end of unit, low threat, high challenge quiz to assess learning and provide opportunities for pupils to reflect on their learning.</p> <p>We have developed our school grounds to provide lots of opportunities to be physically active, including a running track, lots of large play and gym equipment. We use our outdoor environment including our woodland area within our wider curriculum and to explore thinking and creativity. Early Years children have access to free-flow outdoor provision, scooters and balance bikes.</p> <p>We have visiting PE experts that provide after school and lunchtime clubs, and PE sessions within school time.</p> <p>Children are encouraged to extend and develop their learning through weekly home learning and targeted</p>	<p>Children make good progress because the teachers know the pupils as individual learners. Making links through topics helps to consolidate learning and apply skills to a range of real-life situations. Pupils learn to become independent learners. They are motivated to learn and are enthusiastic learners. (Pupil books)</p> <p>The needs and interests of children are met. For example, in English we use a wide range of texts that challenge and engage the children often linked to our topic. Pupils receive good feedback and make good progress in lessons.</p> <p>Knowledge organisers prepare children for the learning and can be used to support less able pupils to help them access the learning. The use of quizzes enables children to reflect on what they have learnt and allow teachers to identify gaps in pupils' understanding. Common misconceptions and gaps in the children's learning are used to inform planning of the next step in the children's learning journey. (This has been disrupted during COVID times due to lockdowns and recovery curriculums). (Pupils books)</p> <p>Children enjoy learning outside and have good mental health generally. Pupils are physically active and generally fit. The use of the outside spaces contributes to pupils' positive attitudes and enthusiasm generally and creates long-lasting good memories for the children. Pupils' behaviour at lunchtimes is very good. (Behaviour logs, pupil conferencing)</p> <p>Broad and balanced wider curriculum provided for the children, including the use of outdoor provision. (website curriculum offer, KS2 enrichment afternoon)</p>

<p>family learning during maths/reading weeks and Courageous Advocacy learning.</p> <p>Learning is differentiated for all abilities, whether more-able or those working below national expectations. Adults identify pupils who are vulnerable or who have additional needs. The SENCo is involved at an early stage.</p> <p>Regular pupil progress meetings are held, involving the SENCo and senior leaders. The SENCo secures additional funding to support SEND pupils in school. Transition meetings are held to pass on information from one teacher to the next. Safeguarding information is shared as needed.</p> <p>SEN and Pupil Premium governors provide support and challenge to the school.</p> <p>A trained Emotional Literacy Support Assistant (ELSA) is available to work with individuals and groups of pupils who need support with social, communication, anxiety and emotional issues.</p> <p>Support and training is available for teachers through the work of the SENCo, external agencies and DBAT central team.</p> <p>During times of lockdown, teachers meet with their classes daily on Zoom and set daily learning. Teachers are released for half of each day to support pupils who are learning remotely, by providing assistance and feedback on their work.</p>	<p>Children see their learning as wider than just at school and are motivated to do extra learning at home. Families are involved in the children’s learning for example whole school focus of Courageous Advocacy inspired and guided by the children and families.</p> <p>Often these pupils have personalised plans to meet their education, health or behavioural needs. (SEND paperwork – MSP, CP, EHCP)</p> <p>Progress meetings ensure that pupils needs are met or further advice is given through surgeries and external agencies. Needs of vulnerable pupils are met through identification of needs and barriers to learning. (Pupil progress meeting notes)</p> <p>Governors retain good overview of SEN and Pupil Premium activities and spending. (SEN governor, PP governor)</p> <p>Individual pupils’ emotional and social needs are well met through experienced teaching assistants and the work of the ELSA. ELSA interventions have measurable goals that are teacher led and impact is reviewed following the intervention. (ELSA file)</p> <p>Teachers are able to meet the needs of children well.</p> <p>Vast majority of pupils are engaged with remote learning and continue to make progress. Parents are very supportive of the way this works. (parents’ survey)</p>
<p>b) Each class has a ‘Reflection corner’ with a cloth that links with the church calendar. This reflects the worship theme and may include children’s learning and inspirational quotes. The area contains a children’s Bible, a cross, a point of focus and prayers. Class worship books record the collective worship activities.</p> <p>Pupils are supported to develop spiritually through opportunities to explore their thinking about what God is like and reaching out to God through prayer.</p>	<p>Children value the learning they do in times of collective worship. They are able to articulate the different values that they have learnt and give examples of characters that show those values. (RE subject leader/governor monitoring)</p> <p>Children have opportunities to access the reflection areas if they want to be still and think, look at the class assembly book or maybe add a post-it prayer to the display. Pupils value the opportunity to pray and are increasingly able to express their spirituality through prayer; they read and say their own prayers at these times.</p>

<p>The schemes of work in RE contribute to the children’s spiritual development: ‘Understanding Christianity’ provides a strong biblical overview of the Christian narrative and ‘Discovery RE’ explores what faith looks like for others and the opportunities to ask ‘big questions’ of life.</p> <p>During times of lockdown, children at home are provided with opportunities for collective worship, including weekly video recordings from the Headteacher and the church vicar.</p>	<p>Children gain a firm grounding in the Christian narrative through carefully planned collective worship by the worship leader. This solid biblical background provides an exploration of Biblical values and provides a strong moral foundation for the children’s character development.</p> <p>Pupils of all faiths and none of given the opportunity to explore spirituality in times of collective worship, RE lessons and in the wider curriculum. They are encouraged to ask and consider some of the important ‘big questions’ of life. We link this learning to our school rule of ‘Being respectful.’ To develop pupils’ awareness and attitudes to others. (Worship books)</p> <p>All children have the opportunity to participate in collective worship and to develop their spirituality during times of lockdown. (Class Worship books)</p>
<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Develop pupils’ language of spirituality and provide opportunities to discuss spiritual development.</li> </ul>	
<p><b>Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy</b></p> <p>In developing character, the school must evaluate:</p> <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>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?</li> </ol>	
<p><b>Actions taken</b></p>	<p><b>Impact</b></p>
<p>a) At St Peter’s our vision is ‘Giving children the keys to unlock their future.’ The keys are the knowledge, skills and values to allow them to flourish now and in the future.</p> <p>When pupils have had a disagreement with other pupils or have not behaved appropriately, we use a thinking script of ‘I-statements.’</p> <p>We have introduced growth mind-sets, emotion coaching, self-regulation/self-sooth strategies to the children and staff.</p> <p>Collective worship focusses on key values. It provides biblical and other examples to explore these values,</p>	<p>Using the metaphor of keys enables pupils to realise that the teachers give the keys but it is their responsibility to take them and use them in order to unlock their own futures. (See recorded assemblies)</p> <p>Through the use of the ‘I-statements’ children have the opportunity to reflect on their behaviour and actions. They recognise that they have responsibility for their own actions. Through discussions and support from adults, pupils make increasingly positive choices. (Behaviour logs show a reduction in the number of incidents)</p>

<p>allows space for reflection and opportunities for applying these values. We teach the children that they are valuable and valued by God and this gives them the confidence to be outward looking to the needs of others. Values are taught and applied across the curriculum.</p> <p>After times of lockdown, we have implemented recovery curriculums to support children, improve their wellbeing and develop their resilience.</p> <p>Provision of a wide-range of outside activities in our grounds.</p>	<p>Pupils grow to be responsible, respectful citizens who contribute positively to society. The curriculum supports learners to develop their character, resilience, confidence and independence. (E.g. <a href="#">verbal positive comments from visiting adults – Bike-ability and secondary school teachers and record of fundraising efforts - See file of positive comments / certificates of fundraising.</a>)</p> <p>All pupils at St Peter’s know that they are important and valued, this is a real strength of our school. The children know that their concerns are important and that if they talk to an adult we will take their needs seriously and help them to reach their potential. (<a href="#">Pupil questionnaire 2019</a>)</p> <p>Pupils show good behaviour as a result of the opportunity to be physically active and have an enjoyable breaktimes outside. (E.g. <a href="#">behaviour logs, reduction in exclusions</a>)</p>
<p>b) We use the Understanding Christianity (UC) curriculum in RE. this uses deep questions that are introduced and revisited throughout the unit.</p> <p>Provide opportunities to teach young people about creating positive choices &amp; engage young people in social action locally, nationally and globally.</p> <p>We teach children about courageous advocacy and encourage them to get involved themselves.</p>	<p>A recent RE book scrutiny showed that the children are showing good thinking with learning from the concepts that they had studied and how these can be applied to their everyday lives. In class they show how their thinking and understanding of the question is developing. (<a href="#">RE record of monitoring – Spring 2020</a>)</p> <p>They are able to put the school values into action as part of their character development. E.g. through a unit of learning on Fairtrade, and respect of all people. (<a href="#">Evidence from work on in Class collective worship books on Respect/ BLM</a>)</p>
<p>c) We use our school vision to encourage the children to understand and help unlock the future of other people locally, nationally and globally.</p> <p>We provide opportunities to raise money, donate money and be advocates for others.</p> <p>We have an annual focus on a specific area for courageous advocacy. For example, climate change and Black Lives Matter. We use our school vision imagery of ‘unlocking the future for others’ to work as advocates on behalf of others.</p>	<p>Pupils are motivated to support local, national and global needs; they have supported charities such as Water Aid, Comic Relief, Samaritan’s Purse (Shoebox project), Doorway Homeless project and The Food Box. (<a href="#">See file of certificates of fundraising.</a>)</p> <p>Following our whole school unit on courageous advocacy focussing on climate change, children agreed small steps that they could personally take to help prevent climate change. The children continue to collect used crisp packets to ensure they don’t go to landfill and to raise funds for the Wiltshire Air Ambulance.</p> <p>During a topic on Freedom, children were encouraged to think about the freedom they have to</p>

	<p>make choices that will impact their lives and those around them. Each week we looked at a different aspect of freedom that the children have as a focus, such as the freedom to care, share, respect, forgive and question. KS2 children also looked at inspirational people that had made choices that resulted in a positive impact for others, such as Mother Theresa and Corrie Ten Boom. (Class collective worship books)</p> <p>Last year, our courageous advocacy work focussed on learning about and supporting the Black Lives Matter agenda. (Class collective worship books)</p>
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Allow further opportunities for the pupils to be courageous advocates, linked to Mental Health</li> <li>• Continue developing links between our vision to charitable giving and courageous advocacy.</li> </ul>	
<p><b>Strand 4: Community and Living Well Together</b></p> <p>In creating a community where all live well together, the school must evaluate:</p> <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> </ol>	
<p><b>Actions taken</b></p>	<p><b>Impact</b></p>
<p>a) Clear, concise school rules which are common throughout the school: Ready, respectful, safe. (New for 2020-21)</p> <p>Teachers' meet and greet' each child in the mornings.</p> <p>Adults in the school model positive and respectful relationships in their interactions with the children and each other (including apologising to children when required)</p> <p>Children are praised for following school rules &amp; showing polite and considerate behaviour (both to adults and each other). This is reinforced through the use of class-based rewards.</p> <p>When a child is found to have moved outside of the boundaries, they are encouraged to think about which of the rules they have broken. When children have a disagreement with another child at school they are supported to write '- statements. '</p>	<p>High expectations of behaviour and conduct. Good attendance and punctuality of pupils with low persistent absence. (Attendance data)</p> <p>Learners' attitudes to education are positive: Pupil survey indicates that most children are very positive about learning and feel they learn lots in lessons. High pupil engagement in lessons. (Pupil survey)</p> <p>Relationships amongst staff and learners are positive and respectful. (DBAT SIO Reviews/ governor moitoring)</p> <p>Pupils have the opportunities to seek forgiveness and reconciliation and learn to disagree well; Using 'I-statements', the child writes about the incident from the point of view of how their actions impacted what happened to help them to think about their part in the incident. An adult will draw together all of the statements to ensure each child's voice is heard and work together with the children to agree how to move forward agreeably and to help them reflect on how a different outcome could be achieved next time. (Behaviour file)</p>

<p>Learning about British values during a dedicated week and when opportunities arise.</p> <p>We seek to maintain a positive community through good communication with parents, including regular class updates, class curriculum meetings, personal correspondence from the class teachers and whole school newsletters. Photos and videos are shared with parents online (E.g. Harvest Festival assemblies, class learning).</p> <p>The Headteacher is available to speak with parents and is regularly at the school gates at drop-off/pick-up times. He responds to emails promptly.</p> <p>Parents are encouraged to read with their children 3 times a week (Read, Read, Read project). Whole family learning is through family activities (maths week, reading week, courageous advocacy termly home-learning projects.) Parents are invited to attend class assemblies, sports days, theatrical performances and church worship assemblies. (Pre-COVID) Face-to-face parent meetings 3 times per year (Individual Zoom meetings / phone calls during COVID).</p>	<p>Appreciation of diversity and celebration of what we have in common including British Values. During a recent RE book scrutiny the attending worship governor noticed how the children show good engagement and understanding of other world faiths as well as Christianity. (RE leader file)</p> <p>Parents are well-informed about what is happening in school and how they can become involved. (Newsletters)</p> <p>Parents concerns are addressed at an early stage and parents are happy with the level of care and support for their children (Parent survey / messages of support).</p> <p>Parents are involved with learning at home and within school. Pupils make good progress because of the support they receive at school and at home. (school data)</p> <p>Most parents engage with their child’s learning (Class Dojo / Tapestry), sharing activities and home-learning with the class teacher.</p>
<p>b) Good mental health is taught through a carefully planned curriculum (Coram) and assemblies.</p> <p>Mental Health and Wellbeing Week used to focus on relevant issues.</p> <p>Mental health for pupils, parents and staff is prioritized through staff meetings, training and the provision of resources. This included a mental health first aid course, attachment awareness and emotion coaching.</p> <p>Staff are asked about wellbeing and their workload is monitored. Staff meetings look at ways of reducing workload and working smarter.</p> <p>Through a year of inclusion (2019) we focused on including all members of our community and society.</p>	<p>St Peter’s is a happy place to learn and work; staff are supportive of each other. (Staff survey)</p> <p>Staff are supported when life is challenging. E.g. At times of bereavement, Covid. (Staff survey)</p> <p>Staff and parents are well-informed on issues of mental health. (Newsletters/staff updates /website) Staff use an approach of ‘Emotion Coaching’ when children are upset or are not coping, based on attachment awareness theory. (Staff training/CPD)</p> <p>Our Marking and Feedback policy was changed to reduce the burden on teachers. Some staff meetings are held using Zoom to allow the teachers to go home. Meetings are kept as short as possible. Teachers can work at home for PPA time to allow uninterrupted focussed working. (Staff survey)</p> <p>The children embraced the learning about ability / disabilities. They learnt about differences in ways of learning such as dyslexia and autism and explored famous people and positive role models who were dyslexic, autistic or who overcame disability. (Evidence of learning)</p>

<p>Our governors are pro-active in enquiring about wellbeing and workload. They support staff in practical ways (E.g. Opportunities to talk, messages of appreciation and support, chocolate and cakes)</p> <p>DBAT prioritize the wellbeing of their employees. E.g. They provide additional staff benefits (Salary extras) DBAT central staff team are friendly, approachable and supportive.</p>	<p>Staff feel valued and supported by the governors. (Staff)</p> <p>Staff have access to discounts and counselling services.</p> <p>The school is well supported by their multi-academy trust. (Staff benefits package)</p>
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Courageous Advocacy work on noticing and celebrating differences, linked to dignity and mental health.</li> </ul>	
<p><b>Strand 5: Dignity and Respect</b></p> <p>In creating a school environment built on dignity and respect, the school must evaluate:</p> <ol style="list-style-type: none"> <li>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?</li> <li>How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?</li> <li>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)</li> </ol> <p>* See <a href="#">Valuing All God’s Children</a>.</p>	
<p><b>Actions taken</b></p>	<p><b>Impact</b></p>
<p>a) A child-centred approach is taken to inclusion for all children. Children and their needs are treated on an individual basis. Where needed individual support plans are produced and achievable, realistic outcomes are identified.</p> <p>The school has clear policies that outline the need for the respect of others including the different characteristics as defined by law. We value all children as part of God’s creation. There are robust systems for dealing with incidents where the protected characteristics are not respected appropriately. This includes informing the governing body.</p> <p>Governors keep wellbeing and workload high on their agenda. Leaders routinely ask about wellbeing and workload. Our marking scheme has been developed and streamlined.</p>	<p>Pupils and their families are well-supported as a result of good relationships with families, teachers’ care and knowing the children as individuals. (See <a href="#">inclusion review 2019, parent surveys</a>)</p> <p>The school promotes respect for all groups, as defined by law. Where incidents do occur (E.g. racist/homophobic/SEND related), these are recorded and followed up with the individuals and their families. Patterns of behaviour are tracked and additional work is undertaken with individuals and groups when required; stereotypes are challenged and pupils’ awareness raised where required. Where we have had a transgender child we used the guidelines in ‘Valuing All God’s Children’ successfully. The school is held to account for its actions relating to such incidents by the governors. (<a href="#">Academy Council minutes/ behaviour/bullying records</a>)</p> <p>Governors and leaders are in a good position to support staff. (<a href="#">Staff surveys/ AC minutes</a>)</p>

<p>Senior leaders protect staff by supporting colleagues when meeting potentially aggressive parents.</p> <p>Dealing with underperforming staff is done with dignity and respect;</p> <p>Our behaviour policy for children is clear and is based on three simple rules. We link behaviour to our school vision.</p> <p>All members of staff sign a Code of Conduct which is based on a Christian foundation of ethos, values and relationships.</p>	<p>Feedback that is given to the children is concise, often verbal and targeted. This ensures maximum benefit and understanding by the children of what their next steps in their learning should be. But it also means that unnecessarily lengthy writing in books is reduced hence cutting down the amount of work that teachers have to do. (Feedback &amp; marking policy)</p> <p>Staff are supported from bullying and harassment.</p> <p>Underperformance is dealt with sensitively and confidentially to provide an opportunity to improve performance/behaviour with their dignity intact. (Staff records)</p> <p>Children are clear about behaviour expectations. Class reward systems are linked to our school vision/keys theme. Where children do not follow our rules, they are encouraged to think through their actions with the support of staff using 'I-statements'. Exclusion is seen as a last result and the time out of school is kept to a minimum. When something has gone wrong, it is made clear to the pupils that they can make a fresh start – we talk about starting with a 'clean slate'. (Behaviour policy/ pupil conferencing)</p> <p>Staff are clear that they are expected to demonstrate the highest standards of conduct and must act with integrity, honesty, impartiality and objectivity. (DBAT code of conduct)</p>
<p>b) Pupils are praised for achieving well and by recognising individual strengths (E.g. in celebration assemblies). Pupils are also praised for their effort.</p> <p>Assemblies focus on raising awareness and reinforcing strategies for tackling bullying together.</p> <p>The library has a range of multicultural books. Texts and topics are carefully chosen to give the pupils a wide perspective.</p>	<p>All pupils' skills and talents are valued and celebrated, no matter what level they are performing at. Pupils learn to value and respect others for who they are, rather than what they look like or what they can do. (Collective worship planning/newsletter/assemblies)</p> <p>Pupils are empowered to recognise and tackle all forms of bullying through an anti-bullying week. We use the acronym 'STOP, STOP' (Several Times On Purpose, Start Telling Other People) (– Anti-bullying week/poster around school.)</p> <p>By giving the children a wide exposure to different texts and through different topics, they are able to understand, respect and celebrate diversity (E.g.</p>




<p>We participate in the 'Building Bridges' project working with a school in a contrasting environment in the UK.</p> <p>The governing body lead the direction on diversity and enquire about progress regularly.</p>	<p>topics on Chinese New Year, Other faiths, contrasting country studies). (Curriculum planning)</p> <p>Through our work with inner-city schools in Bristol, the children in Year 5/6 have an appreciation of what life in a contrasting environment is like. This has included our children visiting the Bristol school and their children coming to Chippenham. (Bridge Project – GN/KM/VIA)</p> <p>The school governors suggested that we ensure we cover the Black Lives Matter agenda in school. (Academy Council minutes)</p>
<p>c) We teach that children are unique and loved by God. We teach Relation and Sex Education within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation.</p> <p>We follow the SCARF/Coram scheme of work that includes units on Relationships Education at an age appropriate level. Biological aspects of sex are covered as part of the science curriculum.</p> <p>In Year 5 and 6, children are taught about areas that are or will soon be important to their development. Care is taken to approach this area sensitively. Parents are shown the learning material in advance and have a meeting with staff to discuss concerns and questions.</p>	<p>The children are valued as individuals, loved by God. RSE allows children to cherish who they are and know that they are personally known and cared for. (Worship rota)</p> <p>The vast majority of children develop as confident young people, forming positive relationships with others. (Behaviour logs)</p> <p>Older children learn about the body and how hygiene needs change as we become adults. During this unit the children are encouraged to write questions anonymously that they want answered on post-it notes. These are answered in single-sex sessions. Children report back to us that they are ready for the challenge of secondary school. (RSE curriculum)</p>
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Courageous Advocacy work on noticing and celebrating differences, linked to Mental health.</li> </ul>	
<p><b>Strand 6: The impact of collective worship</b></p> <p>In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:</p> <ol style="list-style-type: none"> <li>Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	

e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Actions taken	Impact
<p>a) Daily act of collective worship - either as a whole school, key stage or as a class.</p> <p>During Covid periods when we cannot gather together in one space, assemblies are pre-recorded by the head teacher, the vicar of St Peter's Church or another local Christian leader which each class will listen to on the same day.</p> <p>Each class has a reflection area linked to the termly school worship/values. They include: A Bible, cross, a point of, inspirational quotes/children's learning and thoughts, a drape linked to the church liturgical calendar. Some classes also have a book of prayers that children have written during class assembly. These are used by some classes for their prayer before lunch.</p> <p>Worship is recorded in a 'class collective worship book.' Sometimes contributions recorded in the class worship book and sometimes classes have a linked activity for the children to extend their thinking. At times, the children compose personal or class prayers based on the themes that they had been exploring.</p> <p>Children have access to our reflection garden.</p>	<p>Collective Worship is central to our school day</p> <p>Even though we cannot meet together at the moment there is still a feeling of community in worship. E.g. There was a very powerful and moving moment that gave an incredible feeling of community where all the school listened to a Remembrance Day worship that had been designed and recorded by the Year 6 children. All the school listened to it at the same time to correspond with the 2 minutes' silence coming at 11am. As we listened to our viewing of the video you could hear the same video being played in the other classes so that the children knew that we were all participating in this act of Remembrance together.</p> <p>The children learn to reflect on times of worship and apply the learning to their own lives.</p> <p>There is space to reflect, think and the opportunity to ask big questions. Worship celebrates difference, and encourages respect and diversity for others. (Class collective worship books)</p> <p>The reflection garden give children space and an opportunity to reflect with gratitude.</p>
<p>b) We use the 'Roots and Shoots' (Imaginer) which uses the four elements of welcoming, learning, reflecting and responding to explore a termly value. We celebrate the major Christians festivals in St. Peter's Church that is physically joined to the school.</p> <p>Time is given during worship to reflect on what is being discussed. Often this includes the opportunity for prayer, sometimes led by the children.</p>	<p>The resource includes opportunities to worship in different ways, using music, drama, poetry, story, prayer, silence and reflection.</p> <p>Prayer is inclusive and invitational; the children experience prayer and always have the opportunity to 'make it their own prayer.' (Worship rota)</p>
<p>c) We always ask questions and give pupils opportunities to share ideas, either with a partner or with the whole class/school. Times of worship are linked to current events and real-life situations.</p> <p>Pupils are taught about the Trinitarian nature of God.</p>	<p>Pupils and adults link the teachings of the Bible and faith to modern day situations and life.</p> <p>Pupils learn about the persons and roles of God the Father, Son and Holy Spirit.</p>

<p>We use iSingPop resources that present Biblical truths in a fun and informative way. Presenters are young people from a variety of backgrounds.</p>	<p>Pupils engage well with the TV style presentation of values and themes. The children get to see Christians from a variety of ethnic backgrounds and ages.</p>
<p>d) School worship is monitored, evaluated and guided by the school worship council, made up from children across the school. (SIAMS Target)</p> <p>Children are often involved in class worship (SIAMS target), whole-school worship and video messages.</p> <p>School leaders and clergy attend diocesan training.</p>	<p>Children engage well and feel involved in collective worship. (Worship Council notes)</p>
<p>e) We have weekly collective worship led by the Anglican vicar in church or video assembly (currently). The church assemblies are either whole school or key-stage assemblies.</p> <p>We have regular visits from a the Methodist (Trevor Ranger) and Baptist (Open the Book team) Churches.</p>	<p>Children value going to the adjoining church for times of worship. It allows them to experience this sacred space on a regular basis. Key-stage worship allows the children to hear material more tailored to their specific age group.</p> <p>Children enjoy the variety of worship. Trevor Ranger is particularly good at interactive assemblies that link the learning to the pupils' lives. The Open the Book team are great at involving the children through drama and song. (Worship council notes)</p>
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Have interactive prayer day to allow further exploration of prayer, stillness, worship and reflection to further develop spiritually (Partnership with Open the Book).</li> <li>• Once Covid restrictions allow, restart the use of the reflection garden/courtyard.</li> <li>• Revisit the Eucharist (after Corpus Christi in June?)</li> </ul>	
<p><b>Strand 7: The effectiveness of religious education</b></p> <p>In developing effective religious education, a school must evaluate the extent to which:</p> <p>a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.</p> <ol style="list-style-type: none"> <li>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?</li> <li>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?</li> <li>How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?</li> </ol> <p>b) Do teachers share effective practice locally and regionally and engage in professional development? Are there rigorous and effective system that enable teachers to know and understand what pupils are learning in RE?</p>	

Actions taken	Impact
<p>Ai) RE is treated as a core subject in St Peter's school. Each unit is introduced with a learning journey (KS2).</p> <p>We use the Understanding Christianity (UC) scheme of work for the majority of the Christianity units.</p> <p>We make links between the RE and the current collective worship theme.</p> <p>Regular book scrutinies are done by the RE lead/ head-teacher / RE link governor (SIAMS target)</p> <p>Governor learning walks observe the teaching of RE. (Pre-COVID)</p> <p>Children were first introduced to the concept of courageous advocacy at an appropriate level and then, after a family home-learning challenge, the staff met to discuss what the children would most like to focus on.</p>	<p>High quality RE provision: There are high expectations in terms of planning, learning, class discussion and presentation of work. Clear progression of skills through the school lead to learners studying the full curriculum and building on previous knowledge and concepts. RE is valued by pupils and staff. (pupil books) also pupil conferencing</p> <p>The RE leader gives individual and whole-school feedback to teachers after book scrutinies. A recent book scrutiny showed good consistency across the school, including: all annual assessments grids in books; learning journeys in all books (KS2 only); the learning journeys match the learning in books well; clear progression through the school; good progression of learning through the units; good level of engagement with Christianity and with other world faiths noted by the link governor; range of different ways to explore the key concepts. (Pupil books)</p> <p>The themes studied in RE are sometimes integrated into other subjects. For example, in Year 2/3, persuasive writing looked at the options we could take to tackle climate change (the theme in our Courageous Advocacy unit). Links were made with the creation story and that it is our responsibility to look after God's world. (Pupil books)</p>
<p>Aii) We use Discovery RE which covers the other religions and belief systems. A 2 year rolling scheme of work is used to ensure that all of the Christianity and other principal religions are covered as the children move through the school.</p>	<p>This knowledge of other religions is important in the understanding of shared British values.</p> <p>Children show good engagement and understanding of other world faiths as well as Christianity. (Link governor comments on an RE book scrutiny)</p>
<p>Aiii) Teachers give the pupils opportunities to reflect on what they think and believe.</p>	<p>The RE teaching develops pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and beliefs (particularly Christianity), of themselves, the world and human experience. (RE books)</p>
<p>B) Assessment is timely and purposeful: At the end of termly units, teachers assess each child against the objectives for that unit. This informs the teachers' planning for subsequent units.</p>	<p>Accurate assessment enables suitable challenge and support for all pupils. Teaching is consistently good or better and teachers have good subject knowledge.</p>

<p>Assessment strengthened since last SIAMS (Target): Unit assessments are completed / learning journeys used (KS2).</p> <p>RE leader completed training over the course of several months on how to introduce Understanding Christianity. She provides on-going training and support or guidance on where to find information about a particular area.</p> <p>At the beginning of each UC unit teachers read the 'background information'.</p>	<p>Teachers offer differing levels of challenge for children ('core learning' and the 'digging deeper' sections allow the teacher, knowing their own class and their understanding, to choose appropriate levels of challenge.)</p> <p>The RE leader was able to cascade how to use the Understanding Christianity scheme to the wider teaching staff, including how to plan and deliver specific units of work. Teachers continually increase their subject knowledge by reading the biblical background of each unit.</p>
<p> <b>How well do pupils make progress in RE as a result of a rich and engaging curriculum?</b></p> <p>As a result of the rich and engaging curriculum, which reflects and takes account of up-to-date thinking and developments in the subject, teaching and learning is consistently graded good through regular school monitoring. As a result, pupils respond keenly, learning and progressing well.</p>	
<p><b>Subject Strengths</b></p> <ul style="list-style-type: none"> <li>• Strong teaching across RE and other subject areas.</li> <li>• All teachers have worked in church schools for a considerable time and so are familiar with this environment.</li> <li>• The staff work well as a team to introduce new aspects, for example, Understanding Christianity, Courageous Advocacy.</li> </ul>	
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Build in more opportunities for children to critically reflect and record their own religious/spiritual convictions.</li> </ul>	

Measure impact – Especially pupil conferencing / work scrutinies

How did our **vision** help us through **COVID?**