

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

*"Whatever you do in word or deed, do everything in the name of the Lord Jesus,
giving thanks to God the Father through him."*

Colossians 3:17

Inspection Conversations: Context

Who are we?

The Blue School Church of England School URN: 102523, DfE number: 313/3300

UKPRN: 10073969. Current roll: 428 pupils (Primary and Nursery)

- Geographical location: Isleworth / Hounslow Borough
- Religious and cultural profile: within the Westminster Dearny
- Church school links are strong – see evidence
- Other schools in area: Strong partnerships within the local church schools at all levels – see evidence of collaboration through LDBS
- Needs and aspirations of community: Parents are involved and highly motivated for their children. Very supportive of the school and work well with staff to enable pupils to flourish. Culture of strong attendance that the majority of parents are supportive of.

	<ul style="list-style-type: none"> • Pupil profile It is situated in a diverse and culturally mixed community and draws pupils from a wide area. • This is an aspect of our vision: to prepare our pupils for life within the wider society – see SMSC evidence, OFSTED report, trips, visits, courageous advocacy work. Preparing young leaders through the Archbishop of York Programme in Year 4. • Vulnerable pupils made good progress. Vulnerable children are closely monitored by a safeguarding team. SEND and PP support is effective – see report and Ofsted report
What are we doing here?	See full SEF
<p>Inspection Questions (IQ)</p> <p>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
1. How does the school's theologically rooted Christian vision enable people to flourish?	<p><i>"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him."</i></p> <p>Colossians 3:17</p> <p>The school's vision is embedded in all that we occur at the school.</p> <p>With the Lord Jesus at the heart of all we do, as a school community, we celebrate the unique God-given gifts of every individual (<i>James 1:17</i>). Rooted in Christian hope, dignity and wisdom, supported mentally and emotionally, children flourish spiritually, excel academically and are championed to follow creative and physical pursuits. Children are equipped to lead full and happy lives knowing that God has a plan of hope and prosperity for all futures (<i>Jeremiah 29:11</i>). Through Jesus' teachings we inspire all to reach their full potential, giving thanks to God in all that they do; be courageous advocates caring for others and their world; compassionate citizens, thriving as a global Christian community.</p>

<p>2. How does the curriculum reflect the school's theologically rooted Christian vision?</p>	<ul style="list-style-type: none"> ● Opportunities for SMSC and personal development are a strength – see Ofsted report. ● High expectations for all, in all aspects of school life. As a result, behaviour for learning is excellent, disruptive behaviour is addressed promptly so learning time is not lost. ● There is a strong culture of attendance – see IDSR. Most parents support this. ● Outcomes for all pupils is consistently above local/national. ● Vulnerable pupils make good progress from their starting points. Early intervention and adaptive provision is effective in ensuring this.
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p><i>Collective worship is the heartbeat of the school. It includes, whole school, in -class, Class and Church based worship. Worship is invitational yet valued by the school and wider community.</i></p> <p><i>Worship is led by the Headship team, Class Teachers, and once a week by a member of the local Clergy. However, Collective Worship follows the same structure; opening welcome, teaching, reflection time, prayer, hymn. The Year 6 worship team plays an active role in leading and planning worship.</i></p> <p><i>All our planning includes opportunities for SMSC – see sample RE planning. Each year the group has the opportunity to visit a place of worship.</i></p> <p><i>The diverse culture of the school is celebrated through collective worship, children sharing their achievements in celebration assembly and in the school's newsletter.</i></p> <ul style="list-style-type: none"> ● Collective Worship has a high profile across the school, this is supported by parents and staff. ● Pupils experience a varied diet of worship ranging from class worship, Christian Values based worship, Celebration and church worship. ● Class workshops are attended by parents, and this allows the school to develop the spirituality of our whole community. ● Weekly updates to the school's newsletter discuss the theme of worship and the Y6 pupils have an active role in planning and delivering worship. ● Church-School links are a strength – links with 5 local churches. ● Year 6 children lead the end of term worship supported by local clergy. ● The school year comes together in All Souls Church to celebrate a new academic year.

<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"> ● Behaviour, attitudes and personal development are a strength – see Ofsted report ● Pupils are encouraged to care for our community and beyond. The Y6 Charity team is responsible for nominating the charities to support throughout the year. The team lead and organise the fundraising events and publicise these in the community. ● Safeguarding and SEND provision is a strength
<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"> ● Policies, Risk Assessments and procedures are reviewed annually to ensure they reflect updated guidance and best practice. Staff and Governors are involved in this. ● The school works hard to maintain positive links within the wider community e.g. Archbishop of York Award, The Mulberry Centre. ● The school prepares children for life in modern Britain including many opportunities throughout their school journey to develop their own views and responsibilities.
<p>6. Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</p>	<ul style="list-style-type: none"> ● The RE Lead is a member of the local SACRE. Within the role, the RE lead is actively involved in the local diocesan work. ● CPD in RE is well attended with the RE lead attending termly RE network groups. Alongside guidance from the LDBS, the RE lead has developed a Religious Literacy Curriculum which aims to and develops children's biblical knowledge and understanding. ● Governors 'attend training through the diocese and 2 link RE Governors inform and meet termly regarding the school's RE syllabus and school vision. ● The school is meeting the principles and tenets outlined in the Church of England Statement of Entitlement. ● The Senior team and RE Lead monitors the subject across the school. Assessments are in place for KS1 and KS2. Assessment data is monitored on the school's MIS (inline with expectations for English and Maths) ● The subject is well resourced and the pupils benefit from a number of trips and visits to enhance their RE learning –World faith units – places of worship visits Enrichment Opportunities Map
<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"> ● Quality of teaching of RE is good to outstanding. Teachers use a range of tools to engage learners. This includes creative activities, multimedia, trips, visits and visitors. ● Behaviour for learning is excellent in RE. Children are curious and eager to develop their own understanding of Christianity and other world faiths. ● Parents are supportive of RE events and attend class worships / church services / opportunities to share their own experiences with children.

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| | <ul style="list-style-type: none"> • Parents are kept informed and encouraged to engage in their child's learning through information on the website and Newsletters. • The RE curriculum is reviewed regularly and well sequenced. The LDBS scheme of work is followed and adapted to suit the needs of our school. Teachers know what is being taught well to ensure effective progression of skills and knowledge through the phases of learning. • Pupils make good progress in RE and the subject is given high regard. • Teachers track pupil progress with outcomes matching those of English for the majority of pupils. Assessment data is collected termly for RE and a report on RE will be formulated in the summer term. The RE lead undertakes pupil progress meetings to support and understand the areas to improve in RE. • RE Book Look in Phases - evidence- Book Look Document • Faith Ambassadors are LA/SEND and PPG have the same learning exposure/opportunities and are supported to achieve. • Staff share good practice of RL / phase leaders to feedback Book scrutiny form at SLT |
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