



SIAMS

Self-Evaluation Form

2022 - 2023

Christ Church CoE (VA) Primary School and Nursery

Unique Reference Number: 117473

OUR VISION

And now these three remain: faith, hope and love. But the greatest of these is love.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

1 Corinthians 13:4-7, 13

And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith.

Hebrews 12:1-2

Aiming High in Faith, Love and Learning

We believe a Church School should be a place where dedicated staff provide a stimulating Christian environment where children of all abilities achieve their full academic, physical, spiritual and social potential.

- ☐ We believe in promoting a positive learning environment embracing Christian values with an emphasis on tolerance and an acceptance of diversity.
- ☐ We believe in the importance of strong relationships between children, parents, staff and the Church.
- ☐ We recognise and support the vitally important role parents play in a child's development and the cultivation of a positive and enthusiastic attitude to learning.
- ☐ We believe that social skills and personal qualities such as honesty, kindness and self-discipline provide a sound basis for the future success and happiness of our pupils.
- ☐ We believe we develop children to become respectful people who embrace Christian values and engage with and contribute to the wider community.

Children's Views: what we like about Christ Church

- ☐ Playtimes are fun because we play with friends.
- ☐ We have great teachers who are always enthusiastic. Our teachers make lessons fun.
- ☐ We have lots of good food, including specials dinners like Christmas lunch.
- ☐ Children are never left out because they always get help, from other children or adults.
- ☐ When we fall out, we try to solve our own problems.
- ☐ We are enthusiastic learners; we enjoy learning.
- ☐ We have all got at least one friend.
- ☐ We do different sports, Sports Day is fun.
- ☐ We learn a lot every day.
- ☐ Children and adults always have fun in our school.

SCHOOL BACKGROUND

Context and location:

Christ Church School is situated in Ware town centre. The majority of pupils come from the immediate area with low level of deprivation. However, a quarter of pupils come from Ware Trinity which has a more mixed social and economic background.

Christ Church is a Voluntary Aided Church of England primary school with a strong Christian ethos and a close partnership with the neighbouring church.

The intake to the Nursery and reception is from a wide variety of settings and reflects the varied socio-economic backgrounds of our pupils. Children join the school in the Nursery and Reception classes with levels of skills and knowledge which are broadly in line with expectations for their age. As we strongly believe in inclusion, we continue to admit children with significant SEND and EAL needs.

Key information about groups of vulnerable children/learners at Christ Church:

Specific groups	Key information
SEND	35 children, including five EHCPs (out of 340)- the number has been increasing every year for the last three years
EAL	36 children - the number has been increasing every year for the last three years
Pupil Premium	Excellent results in Reading in July 2019 (100% expected outcomes)
Travellers	Very good attendance, good progress in key subjects
CLA	Very strong progress across the subjects

Attendance: 97% overall

End of KS results:

Current Ofsted (January 2018) and SIAM (June 2015) reports are available from our website. All outcomes and required actions are included in this year's School Improvement Plan (school website).

Some additional information

- We have very strong links with our local church – Christ Church. Reverend John Hookway and his team is part of our @Church Link group, overseeing Collective Worship, Religious Education and pastoral care of the children and staff.
- We support the following charities regularly: Children in Need, Ware/Herftord Food bank and our linked school in The Gambia. At times, the children and staff choose additional charities, for example we raised money for our local hospice and Cancer Research in the Summer Term 2019.
- We have a very close link to our Diocese of St. Alban's. The children and the staff often participate in a range of events and training organised by the Diocese.
- We have a strong partnership with our local schools, we work particularly closely with the local Christian schools (e.g. Sacred Heart, Wareside and St. John The Baptist).

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Strand	Actions	Impact	Next-steps/future opportunities for support
Vision and Leadership	Considerable change in the socio economic context of the school in recent years. Significantly larger groups of SEND/EAL children. PPG is also increasing, particularly in the lower years. Secure leadership team has been in place for a number of years. Very close connections with the local parish church. All actions on the SIAMS reported addressed. Financial decisions are taken with the flourishing of all stakeholders at heart School self evaluates as Good with some aspects of excellence, but not yet 'fully bursting into life'. The vision has been recently reconsidered; a clear theological basis has been strengthened.	Leadership has Christian ethos at its heart. 8 of the governors are active members of the Church. Christianity as a world faith now taught. RE monitoring is developed to RE leadership team and the assessment is in place. Pupils now provide feedback on collective worship 3 times per year. When restructuring happens, there is an open process so that staff know what is happening and why. Staff choose to stay at the school and there are examples of staff taking a pay cut in order to work at Christchurch. Clear self- evaluation based on honest assessment of where the school is and where they want to be. New policies such as Behaviour and Anti-bullying reviewed and updated following the school's new vision.	
Wisdom, Knowledge and Skills	Progress is measured in many ways, and the academic results (that are strong) are also supported by steps of individual progress for those with SEND.	Pupil progress meetings examine the overall progress of each child. Progress and outcomes are strong over	Curriculum review in light of Ofsted changes. Half termly review of the subject

	Mastery Maths has been introduced to strengthen progress across KS 2. Mindfulness is practiced each day to support spiritual development and there is a culture of prayer within the school day. The use of the daily mile is seen as significant in supporting all children to grow and develop. Grill the Vicar sessions in Year 5 are used to allow children to ask 'Big Questions' in an open forum.	time. Pupil forums suggest that children enjoy learning. Children are more able to reason and explain; they have greater understanding of number sense, including the EYFS. All children taking part. Big questions are seen as key to development of understanding. Book scrutinies show that the school is following the NC requirements. There are many opportunities for curriculum enrichment.	across key stages: this is ongoing To monitor progress: Summer 1: Book scrutiny will be carried out by J.M. and S.P. Family Forum addressing R.E.: Summer term
Character Development: Hope, Aspiration and Courageous Advocacy	The leaders at the school are confident that the values education programme promotes the idea that anyone can achieve because of hard work, e.g: engineering week; visits to GSK; construction site visits. Strong links with the parish church supports those whose families are encountering difficulties e.g Food bank, CAP, bereavement. HT offers weekly 'drop in' sessions. The Therapeutic Behaviour policy is based upon the principle of forgiveness and trust and mentors are provided for key children. Throughout the year there are a range of activities to support charities. These are largely child led. Links with local 'Special' provision and the dementia café.	A culture of 'hope' is key part of the school culture, Opportunities are available for all to be supported All stakeholders are valued in the school and wider community. Children lead their projects – this year we have particularly focussed on climate change and the environment.	Greater strategic organization of courageous advocacy. Review the impact of activities. Charity events were not possible due to Covid. However, in November 2021 a Charity event was held to support Children in Need (National Charity). Wore a Hat Day in February (charity closing increase profile of toilet twinning or a local charityLocal Charity), Comic

			Relief(National) and non-uniform for the Ukraine(Global). Toilet twinning (Global Charity) dates to be agreed.
Community and Living Well Together	Trust and truthfulness are key to the leadership style within the school. The Ladder of trust is used as a means to resolve disputes. A large involvement of the church members in the school in a range of practical ways. Mental health is explicitly focussed on within the school and ways of supporting the good mental health of all stakeholders.	Values are applied to all stakeholders. Community is strongly linked.	As the school community changes over time are there different cohorts needs to consider? What is the impact of the increasing number of children with SEND? How do all children understand the development of Trust? How do parents and carers? Class Dojo and Tapestry encourages successful communication with parents including the delivery of prayer ideas. Prayer activity included in newsletter. Further develop the skills of conflict resolution, children and adults. Introduction of Peer Mediation (January 2020). Covid restrictions
Dignity and Respect	Linking with the above; the school is clear that everybody is special and is treated as such. During challenges last year, the focus was maintained. Documents and policies are led by this idea. Prejudicial language and behaviour are challenged. The curriculum encourages respect and celebration of difference, diversity and ways of living.	Children expect to be shown and show respect and a 'no shouting culture' so when a supply teacher does not follow these expectations they are surprised. Four Part apology is being used (forgiveness).	Develop more ways of showing children that they are being listened to. Daily 'check-in sessions take place during or after mindfulness. Zones of regulation followed across the school to enable children to express their feelings and emotions. Family forum and story times to include diversity. Increase the modelling of adults apologizing when things go

	The school teaches and supports development of healthy relationships. Children and adults are encouraged to express views and have open discussions, including sensitive or difficult subjects.		wrong. This occurs routinely in class where teachers and LSA's accept responsibility for their mistakes to show that it is ok to make mistakes. Develop this culture in the wider community. Four part apology, modelling, social stories Introduction of Restorative Justice - January 2020. This is followed across the school. New HRSE policy is being developed, ready for September 2020. The Jigsaw scheme is followed.
The impact of collective worship	Family Forum meets 3 times per year to give feedback on collective worship. Values are used as the focus per half term. Questionnaire from staff indicates that this is seen as a key part of the life. Roots and Fruits programme has been used very effectively.	All stakeholders have a voice in review. Biblical literacy has been developed.	Develop more pupil led worship groups. This has been developed as far as possible, Covid restrictions allowing. Develop understanding of the importance of the Eucharist. Inline with the Year 3/4 curriculum for Spring 2, (Easter) a Church visit has been arranged during which the vicar will provide learning opportunities to develop children's understanding of

			Eucharist/Communion. Taize worship group created, recording of Lent podcast. Children have had opportunities to lead Collective Worship (see Collective Worship Folder for evidence). Children have led Collective Worship but with limitations due to Covid restrictions. Mrs Vaughan may be able to present a Taize prayer lesson to classes.
The effectiveness of religious education	UC is used throughout the school and the statement of entitlement is met. Assessment is clear and specific. The subject is led by a team. And there are termly staff meeting with an RE focus (Church Link meetings). There are some visits to places of worship.	All children are taught in sequential way. This allows for a team approval and more regular monitoring of the subject and pupil work.	Consider 'faith safari'. The 'Faith Safari' trip booked for Spring term 2021. Could not go ahead in 2021 due to Covid restrictions. Review Spring 23 Review the curriculum plan following full implementation of UC and the assessment system. Subject leaders :on-going review and monitoring. Developing best practise: Subject leaders belong to W.A.R.E. group. Regular Church link meetings and Church visits /Church leaders coming into school to meet Curriculum needs. Prayer across the school: class prayer books, school prayer board, weekly prayer activities posted on School Dojo and put in Newsletter. A prayer gazebo to be made available in the school grounds at points during the year.

			Spirituality: following a successful Spirituality Day pre-Covid, we propose to hold a second one in Summer 2022. A Spirituality area is to be developed in school grounds to which children can contribute items created during the Spirituality Day. Benches and gazebo have been purchased and vicar lined up to dedicate area. Spirituality day planned to create
--	--	--	---