



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation

Sir John Cass's Foundation Primary School

Updated: October, 2017

September 2013

In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgement of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their

distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

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

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

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

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

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is

offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools in North West dioceses in a slightly different format and many schools found it helpful.

Name of school: Sir John Cass's Foundation Primary School

URN: 100000

Date of the last Section 48 inspection: 4th July, 2014

SCHOOL CONTEXT

This is an opportunity for you to provide a few bullet points to explain the context of your school.

Sir John Cass's Foundation Primary School is a one form entry school with an integrated Children's Centre on site which provides childcare and family services. Children are from a wide range of backgrounds and the school has a very high proportion of children with English as an additional language. The proportions of disadvantaged children is just above the national average. The proportions of children with special educational needs is well above what's typically found nationally.

THE VISION AND VALUES OF THE SCHOOL

At Sir John Cass's Foundation Primary School we aim to provide an exceptional education for every child in a safe, stimulating environment where everyone is valued and respected. We believe education is a partnership between home and school. We encourage the spiritual development of the children and the knowledge of God and the world.

A stimulating, broad and balanced curriculum for every child.

A religious education according to the principles and practices of the Church of England in a context where everyone is valued and respected.

Excellent teaching and carefully targeted support to ensure every child is challenged to excel and achievements are celebrated.

Staff development to ensure our staff are well trained.
 A safe, disciplined environment where all members of our school community are expected to treat each other with courtesy and respect.

SUMMARY

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

We are an inclusive Anglican community seeking to provide an exceptional education for every child. We aim for children to demonstrate in their daily life our core Christian values of wisdom, thankfulness, hope, forgiveness, service, peace, trust and friendship.

Date: Autumn 2017

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Schools may wish to add further points if required

Focus for development 1: To move pupils on more rapidly in their Religious Education (RE) learning by ensuring they know their 'next learning step' and by creating opportunities for them to reflect to and respond to the high quality marking provided.
(Relates to core question 1 2 3 4)

Action taken	Impact
<ul style="list-style-type: none"> - New RE curriculum implemented and staff have received training in it's use - New RE coordinator appointed and attending RE network meetings - Next step marking and pupil self-evaluation firmly established as a strength of the school 	<p>Next step marking is beginning to have a good impact on development in RE. Having developed our approach initially in English and Mathematics, the school is now improving the use of self-evaluative approaches in RE.</p> <p>Book reviews indicate that there are some excellent examples of good practice in RE. However, there remains some variability, especially in the opportunities for children to learn from religious practice.</p>

Focus for development 2: To sharpen the existing school aims, enabling all members of the school community to articulate a clear and explicitly Christian vision for the school
(Relates to core question 1 2 3 4)

Action taken	Impact
<ul style="list-style-type: none"> - School mission, code of conduct and values reviewed by staff, children and governors - New code of conduct established 	<p>The revised code of conduct is used well by staff and the school aims are embedded in the daily life of the school.</p> <p>Children live the values on a daily basis. The</p>

<ul style="list-style-type: none"> - Assemblies have been used to guide children through the core Christian values in school. 	<p>school has avoided artificial approaches in inculcating these values however, children could be more explicit about how our lived values are explicitly related to the life and work of Christ.</p>
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CORE QUESTION 1

How well does the school, through its distinctive Christian character, meet the needs of all learners?

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

Reasons for the grade (impact and provision)

The school is thriving- it is popular in the local community and has a very strong and inclusive ethos firmly based on the core Christian values it has selected. All member of the school community have an understanding of the importance of these values and how they impact on the daily life and decision making in school. Pupils and parents

Key Strengths

- There is a fundamental commitment to all children and doing everything possible to meet their needs.
- Behaviour and learner attitudes are exemplary in school. Children conduct themselves with courtesy and respect to each other and the adults working with them.
- Various personalized programmes are provided in school to ensure that nobody falls through the net
- Rapid progress is made in all subjects and high standards are consistently achieved- the school is consistently in the top 10% of schools nationally
- Pupil's spiritual, moral, social and cultural development is strong and pupils received lessons and enriching collective workshop
- The pupils participate in charities locally, nationally and internationally with each class maintaining support for a charity each year.
- Our new scheme for Religious Education is being embedded well with children attaining a good understanding of topics covered. Assessment for learning approaches, encouraging self reflection are becoming constant

- Leaders at all levels have a high degree of understanding about other faith communities- despite a very diverse make up all families and children actively participate in RE and collective worship.
- The commitment to every child, informed by the Christian character of the school informs our approach to attendance and pupil participation. Attendance rates are exceptional- 98%

Development points

- Be more explicit about the links of the school's core Christian values to religious practice and biblical concepts are stories so that children are able to explain how our values are rooted in the teaching of Christ.
- Improve the consistency of self-reflective and evaluative marking in RE so that it is as strong in every class of the school

CORE QUESTION 2

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

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

Comment on:

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

Reasons for the grade (impact and provision)

Collective workshops is important to all stakeholders at school and makes a very positive contribution to the sense of community and identity at school. Pupils have a strong understanding of the nature and purpose of prayers in their daily lives and are given opportunities to pray throughout the school day and at our after school clubs e.g. performing arts.

Key Strengths

- Prayer is a very natural part of the school day- it punctuates our learning and behavior at school
- Children enjoy writing their own prayers. They contribute regularly and spontaneously to class prayer books and enjoy sharing them in collective worship.
- The choir and performing arts contribute substantially to the workshop within the school and are ably led by a teacher who works closely with the leadership team to plan worship purposefully.
- Children can identify specific Anglican festivals and are knowledgeable about religious practice during these times.
- Our performing arts groups all have an active Christian focus and lead up to termly performances exploring biblical ideas e.g. Barabbas

- Pupils take responsibility planning and leading acts of worship. They assist on a daily basis with worship in school. They are also part of the evaluation process, meeting each term as a school council to reflect on what is going well and what could be further improved with collective worship.
- The Rector leads worship on a weekly basis and has a prominent role in school.
- The wider community enjoy the opportunity to participate in worship and regardless of faith, parents and carers will often join in with key services throughout the year.
- The annual worship cycle has been refreshed and enriched by the use of the Leicester Diocese scheme of work.
- Children are confident to talk about the Trinity.
- Leaders take a proactive approach to evaluate the effectiveness of collective worship. Planning takes account of evaluation and is always completed in partnership with clergy.

Development points

- Further develop the participation of Children in worship creating opportunities for leadership
- Improve the clarity and focus of worship in the classroom
- Further improve the links made to biblical materials, especially with younger children.
- Develop opportunities for other senior leaders in school to lead acts of worship

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Good

School evidence based on pupil outcomes:

Comment on:

- Progress and standards based upon the school's performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

Reasons for the grade (impact and provision)

Religious education in school is good with some outstanding features. Pupils enjoy the subject and make excellent links in it to other areas of learning. Observed lessons indicate there are many opportunities to express ideas, opinions and grow in understanding about different faiths. RE is not yet outstanding because the new curriculum framework is still being embedded in every class. Teachers are becoming more adept at using it but further work needs to be completed to ensure RE is consistently well taught across every class.

Key Strengths

- The majority of children achieve the expected level in RE. Standards achieved are in line with national expectations and in some classes are typically higher.
- Tracking in RE is much improved with key targets being used in every RE book and summative attainment recorded on an annual basis
- Pupils demonstrate secure understanding of key aspects of the Christian faith.
- Pupils show originality and creativity in RE tasks and they are beginning to apply their understanding to questions of meaning and purpose.
- Teachers subject knowledge in RE has recently been developed significantly by subject knowledge enhancement sessions at the East London Mosque and the Bevis Marks Synagogue.
- The best lessons maintain very high expectations of what should be achieved, especially in relation to what children can learn from religious practice.
- Teaching assistants and additional staff are very well deployed and make a significant contribution to learning.
- Marking and feedback in some classes is now excellent and children self-evaluate with confidence and are very clear about the next steps in their learning.

Development points

- Increase the involvement of the governing body curriculum committee in evaluating standards in RE.
- Further improve the consistency of marking and feedback in RE.
- Develop provision for Philosophy for Children, especially using these approaches to ask big questions in RE.

CORE QUESTION 4

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

SCHOOL SELF EVALUATION: Outstanding

School evidence based on pupil outcomes:

Comment on:

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

Reasons for the grade (impact and provision)

The Christian vision for the school is clearly articulated at all leadership levels. Staff are confident to talk about how the core Christian values of the school underpin their interactions with all stakeholders and inform their daily life. Leaders consistently and confidently live out and promote the Christian vision of the school.

Key Strengths

- Self-evaluation of the Christian distinctiveness and effectiveness of education is robust.
- The school has excellent partnerships with parents and parents are conversant with what the school is trying to achieve.
- Good links are maintained with the local church and Diocese. The school is actively involved with the local Deanery group.
- The Head teacher is driven to ensure that children receive the best possible education and is focused on raising standards and aspiration across the curriculum, including in RE.
- Staff and governors are regularly involved in reviewing and evaluating the mission of the school. This takes place on INSET days and other staff training.
- Leaders and managers at all levels are clear what needs to improve and develop next in order to secure and enhance further the provision.
- Governors know the school well and regularly visit and evaluate collective worship and learning in RE.
- Leadership and management of worship and RE is given a high priority and this is instrumental in securing high standards in each area.

Development points

- Ensure the Christian vision and context is included in all curriculum and policy reviews
- Better involve parents in the review of the effectiveness of RE and collective worship in school