

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): Vision Provision Impact

Vision

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

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

URN: 100000

Date and grade of last SIAMS inspection: 4th July 2014 Outstanding

Date and grade of last Ofsted Inspection: 18th April 2013 Outstanding

School context

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 48 weeks of the year. We have 284 children on roll, with additional children using our stay and play as well as holiday childcare facilities.

We have a bulge class in Year 2, which caters for additional children in the local area.

Children are from a wide range of religious and cultural backgrounds (75% minority ethnic groups) and many children speak English as an additional language (55%). The religious background of the majority of children is Muslim, with Christian being the next largest proportion.

The economic background of our families is diverse, with children coming from both the top and bottom 10% of deprivation in the country. The overall proportion of disadvantaged children is just above the national average. Although the proportion of children receiving FSM is declining year on year, a significant number of our families incomes hover around the threshold and they, continue to need the school's support to access services and additional educational opportunities.

The proportions of children with special educational needs is well above typical national percentages at around 20-22% on SEN Support and 2% with EHC Plans.

The Headteacher took on the role in September 2018 and is supported by an interim Deputy Head.

Some additional information

Local church/parish involvement: Involvement of clergy	<ul style="list-style-type: none"> • Weekly visits to St Botolph's Church for Assembly/worship • Ex-officio (Vice Chair) of governing body is Rector of St Botolph's
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	<ul style="list-style-type: none"> • Other active governors are members of the PCC. We currently have 4 Church appointees on the governing body. • Church supports school with delivery of Christian aspects of RE. • Church supports SLT with development of Collective Worship programme
What charities does the school currently support?	<p><u>Pre 2019</u> Foundation Stage: NSPCC (Pedal Push) Class 1: Jump Rope for Heart Class 2: WWF Class 3: Global Campaign for Education Class4: VisionAid / Whitechapel Mission Class 5: WaterAid Class 6: Amnesty International Royal British Legion Poppy Appeal First Love Foundation -Tower Hamlets Foodbank Comic Relief</p> <p><u>New charities from 2019</u> EYFS: Spitalfields City Farm KS1: Toilet twinning (Tearfund) Y3/4: St Mungos Homeless charity Y5/6: Amnesty International Royal British Legion Poppy Appeal First Love Foundation -Tower Hamlets Foodbank Comic Relief</p>
Do you have links with other schools e.g. abroad?	Dean Hole Church of England Primary School, Caunton, Nottinghamshire. Tower Hamlets Deanery Cluster City of London family of schools Tower Hamlets Schools - sports Hackney Schools - Wellbeing and Mental Health CoLPAI
What RE syllabus do you use? Key support resources used, for example Understanding Christianity	LDBS Scheme of Work RE Quest RE Start RE Online the place for excellence RE Today
Accreditation, awards and quality marks?	SSAT Educational Outcomes Award, 2017 for top 20% of schools attainment and progress. Baby Friendly environment (breastfeeding friendly) Healthy Early Years London Healthy Schools Bronze Active School Hero winner
Links with diocese, for example service level agreements, secondments	Service level agreement highest support level package School improvement partner support LDBS SCITT Diocese courses / training opportunities Tower Hamlets Deanery - headteachers meetings and staff training

Faith, hope and love abide, these three: and the greatest of these is love. 1 Corinthians 13:13

The vision of the school

Every member of our school community will develop a questioning approach to faith, grounded in the principles of Christian hope, which prompts everyone to seize every opportunity for growth, to look beyond themselves and lovingly serve their community and the wider world.

Faith, hope and love abide, these three: and the greatest of these is love. 1 Corinthians 13:13

Data box:

Headline data for all key stages.

KS2: Writing and maths progress are well above and above national respectively, with reading progress being in line with national.

Our combined RWM score for 2017-18 was 72%, compared with the national combined score of 64%.

Our percentage of pupils achieving the higher standard in RWM was 21%, compared to the national combined score of 10%.

Average progress for disadvantaged groups is above national average for non-disadvantaged pupils for writing (2.91/0.24) and maths (1.44/0.31) and roughly in line for reading (0.27/0.31).

Strengths for the KS2 data were progress from low starting points and an increase in the proportion of pupils achieving higher standards.

KS1: Phonics Phonics is a strength of the school, with 92% of children achieving a pass grade in the Y1 phonics assessment (83% nationally). The average score for our cohort was 36.6.

50% of our 4 children in Year 2 who re took the phonics assessment achieved the pass mark. The 2 children who did not achieve the pass mark have SEND - 1 with an EHCP and another who is still undergoing full assessment.

KS1: Reading was a strength in KS1 with 90% of children reaching at least the expected standard and 33% of children reaching the higher standard. For writing, 90% achieved at least the expected standard and 27% of children were assessed as achieving the higher standard. Maths was a particular strength with 90% of children achieving at least the expected standard and 40% achieving the higher standard. These results are significantly above national averages. Disadvantaged groups compared favourably with national benchmarks.

EYFS: 77% of our pupils achieved a Good Level of development at the end of the EYFS compared with 72% nationally. This is an increase on the 2016/17 data. The particular area of strength is PD.

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?

Significant vulnerable groups at SJC

- SEND
- PP
- Pupils living in 1 and 2 bedroom flats with multiple siblings, extended families and only 1 working parent (not eligible for FSM/PP)

We work to diminish the gaps between outcomes of vulnerable pupils and their peers through intervention and support from the very earliest stages, within our children's centre. We ensure that whole family support is offered to raise aspirations so all families can fulfil their God-given potential and live life in all its fullness. Vulnerable pupils and their families are supported in a number of ways throughout their time with us:

- Quality First Teaching
- High staff to pupil ratios
- Parent workshops and information sessions
- Tutoring, interventions and group sessions
- Homework club
- Pastoral support including play therapy and counselling
- Extension programmes such as G&T writing and pythagoras maths
- Family learning

Additional support for pupils is identified termly and monitored. Family support is identified on an ongoing basis.

In EYFS, the Launchpad and Welcomm support ensured that 70% of the children identified in October had caught up and were discontinued in the Spring term. We are now also undertaking the Healthy Early Years London programme and COLTALE (City of London Talks and Listens Enthusiastically)

In Year 6, of 8 children (all from vulnerable groups) identified in the autumn term as not reading to the expected standard, only 1 is not yet at the expected standard in the spring term.

In year 3 in the autumn term, a group of 6 children (all SEND plus other vulnerabilities) could not access the maths curriculum. In the spring term, these children have all returned to class and are able to access differentiated work.

Provision and Impact

How then do we live?

<p>Provision: What do you do because of your Christian vision? (Actions taken)</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 stem from your Christian vision.</i></p>	<p>Impact: How do you know it is working?</p> <p><i>This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.</i></p>
<p>Strand 1: Vision and Leadership</p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <ol style="list-style-type: none"> 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? 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)? 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. 	

<p>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?</p> <p>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?</p> <p>f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?</p>	
<p>Actions taken</p>	<p>Impact</p>
<p>A.</p> <p>The vision and values have been worked through with key stakeholders including the church and our diocesan partners, staff pupils and parents. Leadership understand the theological roots of the vision and values.</p> <p>Leaders at all levels actively engage with professional development through Anglican structures at a local and national level</p> <p>All leaders have engaged in workshops and discussions around the current thinking in Christian school education (including reading the CEFEL Equipping school leaders to deliver the CofE vision for education documents).</p>	<p>The inclusive Christian Vision is embedded throughout the school. The environment and the behaviour of the children demonstrates the way the vision is embedded as does the way that all children strive to be the best version of themselves they can be (behaviour records, data outcomes, engagement in activities).</p> <p>Spirituality can be observed throughout the curriculum and staff make the most of children's questioning to explore big ideas (learning walks, SMSC review).</p> <p>Children understand the vision and values of the school and can link their conduct with each value (learning walks). Children and staff are able to discuss ways in which they uphold the school vision (Christian tea party, worship, reflection times).</p>
<p>B.</p> <p>Religious education is a core subject. Regular monitoring and evaluation is carried out on the subject and a substantial amount of professional development training time is provided making use of LDBS advisers.</p> <p>The SDP contains RE and Collective worship as priority areas and as such are monitored termly by the governors.</p> <p>Collective worship is integral to the life of the school. It is planned and evaluated each year with clergy, making purposeful use of the Leicester/Rochester scheme – tailored to the needs of the school.</p> <p>All members of the SLT lead collective worship.</p> <p>Pupils participate actively in collective worship, leading prayer and key messages.</p>	<p>Pupils engage with RE <u>lessons</u> deeply and with enjoyment. RE is now reported to be the favourite subject of a large proportion of our pupils across the year groups. The rich curriculum allows for a lot of discussion and questioning. Children report that they particularly enjoy being able to see how different religions have similarities to their own - regarding beliefs, practices and festivals. Children embrace religion and are interested to learn independently.</p> <p>Pupils are able to discuss their opinions and thoughts about key Christian narratives, concepts and festivals - on a small and whole school scale. They are able to engage in conversations about meanings of stories with the clergy.</p> <p>Rapidly improved practice of all teachers of RE. Lesson observations over the last 2 years noted great gains in the teaching, subject knowledge and outputs of the children.</p>

RE and Collective worship are a key feedback point at Governing body - curriculum meetings.

Collective worship is undertaken daily and given priority by all. Governing body reports include feedback about RE and collective worship. Children are active participants in worship and are able to make links between worship themes throughout the year as well as in lesson and with the school vision and values. Every child attends collective worship, no child is withdrawn. School council reports that Collective worship is a positive of their day.

Collective worship overviews are created by the Headteacher, RE lead and the clergy.

Policies in school complement the school vision.

C.

Regular contact is kept with the local diocese through various initiatives. At key points in the year the Head attends St Botolph's Church and staff participate in special events and services at the church. There is active involvement in our Deanery Group in Tower Hamlets with the associated Church schools. The Synod has met at the school in the last few years and have been addressed by the Head about the work of the school. School staff regularly attend local diocese training sessions.

School buys into the LDBS support package and engages with an LDBS improvement partner frequently.

Through regular staff meetings, teachers continually have the school vision and values at the forefront of their mind when making decisions about community partnerships and participation. Middle and senior leaders have performance management targets regarding the development and sustainability of the school vision and values.

The Head and Deputy have attended events at St Paul's Cathedral.

Year 6 children attend a deanery church service annually in the summer term.

The School Council attends a London wide church service at St Paul's Cathedral annually in the spring term.

D.

Senior staff attend regular updates at the LDBS. Staff meetings are frequently dedicated to RE and the understanding of the school as a church school. Middle management meetings in the 2018/19 school year have supported staff to develop their understanding of the school as a Church school.

Training has been provided for governors on the understanding of the school's Christian vision and designation.

Future and existing leaders are supported through a range of professional development activities. Senior leaders have been an active part of the aspiring leaders programme led by Swiss Cottage Training school.

Excellent relationships between school and parish church.

The partnership with the diocesan schools ensures that work is all done within the context of the Church of England's Vision.

Participation with the local church supports the development of links with the community and the fulfilling of the school vision.

Professional development in the context of the school's vision is a priority. This ensures that staff are supported to take every opportunity and are supported to strive to be the best they can be and give the best they can to the pupils.

Feedback and school improvement targets are framed within the context of The CofE vision for education and that of the school.

The whole school community is a part of a greater Christian community. Children are enabled to celebrate and develop links with peers across London - supporting their personal growth. Children have the confidence to discuss their experiences.

The middle leadership are now confident to talk about the school vision and support new staff in their induction into our setting. Middle leadership are now confident to be able to lead Collective Worship. They have a firm understanding of how our setting differs to our local non faith based schools and are able to articulate this to children and visitors.

The School Business manager is now meeting with the office staff to support the strengthening of the school community and the Christian vision is now evident through every interaction.

~~starting at the welcome on the phone.~~ The vision of the school applies to staff as well as pupils. Staff are encouraged to seize every opportunity and they proactively choose CPD that will be of benefit to themselves and the school.

<p>Our Headteacher is currently on the National Professional Qualification for Church Schools Headship (CofEPQH). We actively take part in the LDBS SCITT scheme and our newly qualified teachers are often inducted into the profession through the LDBS induction programme. Senior leaders work collaboratively with other Deanery Heads on joint professional development and active professional debate including a recent Deanery Headteacher's conference on data.</p>	<p>The wellbeing of staff is a priority – WAMHS, OH, Assist programme.</p> <p>Restructuring of the leadership team to support growth of staff, retention of staff, to enable fulfilling of vision and ensure that children can be supported in the best way possible.</p> <p>Staff turnover is generally low and there is no turnover forecast at the end of the academic year.</p>
<p>E.</p> <p>Governors regularly conduct visits to evaluate the provision for collective worship. RE and collective worship are a regular item on our governing body meetings. Annual surveys include questions about collective worship in school. Governors actively review and update the SIAMS self-evaluation and the single and long term plan of the school.</p> <p>SIAMS section on head's report to governors termly.</p>	<p>Governors are now fully aware of and aligned with the school's direction of travel and meetings have begun to directly refer to the vision and how they are fulfilling it and supporting children and other community members to fulfil it.</p> <p>Governors are well informed of the school's priorities and how well we are succeeding in fulfilling our vision.</p> <p>Surveys from children show that collective worship is important to them and enjoyed.</p> <p>The fact that no child is withdrawn from any aspect of collective worship demonstrates parent support for the vision of the school - 70% Muslim children.</p>
<p>F.</p> <p>Recommendations from the previous SIAMs report have been relentlessly followed up with a core focus on the quality of work in RE and the way in which children learn from religious and develop their spirituality.</p> <p>School has created a Spirituality policy, in line with that of the LDBS and in consultation with our local clergy.</p>	<p>There is a clarity of what our school's understanding of spirituality is.</p>

Next steps:

- Ensure that all staff and children fully understand the theological roots of the vision and values and know Christian narrative to accompany it.
- Embed school understanding of the principles of Christian hope.
- Broaden the understanding of the parents of the school's vision and values.
- As school policies are updated, ensure that they are brought into line with the Church's and the school's vision and values - policy writing to be shared out amongst leadership team.
- Embed and formalise roles of the worship leaders
- Middle leaders engagement with delivering collective worship
- In the summer term, work with the clergy on creating a new 2 year cycle of worship.

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>A.</p> <p>Academic performance at the school is very strong. For many years school attainment and progress has been in the top 10-20% of schools nationally.</p> <p>Children leave the school with a broad knowledge and skills base and a rich range of experiences.</p> <p>The school is very popular with parents who have children with special educational needs.</p> <p>Teachers and senior leaders know children incredibly well.</p> <p>Our Children's Centre on site means that some children have had contact with the school from birth.</p> <p>The school identifies vulnerable children early and through the 2 year old offer seeks to get children into school early. This has a very positive impact on their attainment in later years.</p> <p>Vulnerable children are supported in a number of ways including through the provision, at low cost or free of charge, of many extra-curricular activities e.g. residential visits and stringed instrument tuition.</p> <p>Identification of children with SEND is swift, informed and led by well trained professionals. We have a very active involvement with our local authority who have recently undergone a joint inspection from Ofsted and the CQC and found to be good with outstanding</p>	<p>Up to date knowledge and awareness of national policy context</p> <p>School remains oversubscribed.</p> <p>Children are keen to get into school. Attendance is excellent.</p> <p>Pupils experiences of a broad and balanced curriculum mean that they develop into confident and risk taking individuals. They are confident and well prepared for Secondary school.</p> <p>4 school residentials impact positively on the physical and social and emotional development as well as offering multiple opportunities for spiritual development and experiencing the wonders of nature.</p> <p>A large number of school events and trips offer experiences that pupils would not otherwise have, giving rise to alternative views and opportunities to wonder and ask big questions.</p> <p>Children are able reflectors - opportunities in lessons and collective worship are given to children to reflect on their learning and their thoughts. Philosophy for children is building on this existing skill, ensuring that every child is able to develop a questioning approach to faith, values and the world around them.</p> <p>Music tuition - drumming, strings and vocal enables children to express themselves creating positive impacts on their wellbeing and spiritual growth.</p>

<p>features. As the only school and Children’s Centre we were commended for our partnership work. We invest heavily in Speech and Language screening and communication work in the early years to ensure that children with difficulties catch up quickly.</p> <p>Our SENCo sits on the local authority targeted educational resources panel and the City of London SEND board, working with our CCG partners and local authority professionals to ensure that the highest standards of education and provision can be delivered to children with SEND.</p> <p>Our SENCo consults at a new London Academy school and supports staff there in developing their skills.</p> <p>We recognise mental health and support children who have developing emotional and wellbeing needs. As a school we have been recognised as having exemplary practice in supporting these needs and are currently undertaking a pilot project with CAMHS. We employ a play therapist and counsellor each for 1 day per week and have an SLA with tier 3 CAMHS who work with parents fortnightly.</p> <p>2 members of staff are trained in Mental Health First Aid.</p> <p>Children at risk from harm are incredibly well supported in school with appropriate levels of referral and purposeful action if needs are identified with the family. Our senior leaders actively take part in the work of the local safeguarding children’s board and other local authority committees.</p> <p>Children’s needs meetings take place at least termly, alongside teacher pupil progress meetings. Provisions are put in place swiftly in order to support arising academic or personal needs.</p> <p>Curriculum is continually shaped and developed in line with children’s needs.</p> <p>B.</p> <p>Since 2017 the school has actively promoted children’s development of spirituality through revised approaches to teaching and learning in RE, prompting the use in class of big questions and the purposeful self-evaluation of learning, prompting spiritual growth.</p>	<p>Children enjoy performing for people such as the Lord Mayor and in venues such as the Royal Albert Hall.</p> <p>Specialist sports teaching enables pupils to develop a love of activity. Many pupils are now engaged in out of school sports clubs and have the opportunity to engage and interact with mixed ages. Our PE teacher has recently won an Active Hero award for supporting children to get active.</p> <p>Art teaching throughout the school has impacted on children’s willingness and ability to persevere, leading to solid outcomes and opportunities for children to exhibit their work in locations such as the Guildhall Art Gallery and the Whitechapel Art Gallery.</p> <p>Additional counselling in school has meant that a bigger emphasis can be put on tackling pupils mental health needs. Children are reported to be making progress in their sessions and early identified children have been seen quickly.</p> <p>Children enjoy engaging with religion and exploring faith and concepts related to faith. Children are extremely respectful of different views and opinions. Behaviour and interactions between peers is excellent.</p> <p>Opportunities for awe and wonder are embedded throughout the curriculum, leading to high levels of engagement in learning.</p>
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	Through development of self-evaluation, children have been able to develop resilience and work towards challenging personal targets.
<p>Next steps:</p> <ul style="list-style-type: none"> ● P4C training for all staff to be completed ● Continue WAMHS project ● Monitoring of attendance of groups at clubs ● RE to be included in termly PP and Children’s needs meetings ● Religious textual analysis to be embedded into Reciprocal reading ● Ensure all staff (including EYFS) have a secure understanding of religious literacy 	
<p>Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy</p> <p>In developing character, the school must evaluate:</p> <ol style="list-style-type: none"> a) 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? b) 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? How effectively has the school explored and engaged in diocesan and other global companion/world church links? c) 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? 	
<p>Actions taken</p>	<p>Impact</p>
<p>A.</p> <p>We have a determined aspirational vision for every child to experience an exceptional education. We talk to our children regularly about our logo which features a hand grasping a fish. This was Sir John Cass’s coat of arms- symbolising seizing every opportunity.</p> <p>We have a range of activities to promote prayer and personal reflection, including recently conducting a prayer spaces week where children were provided activities to prompt prayer. Every classroom has a Christian reflection table and the school has set up a permanent prayer space.</p> <p>The school behaviour policy links closely to the vision and values of the school. It supports children to aspire to stay on green, set their own targets and reflect on their actions in the light of the school values.</p> <p>The WAMHS project that the school is currently undertaking is focussed on enabling children to be resilient and persevere - this is in line with the needs of the pupils and the school vision and values.</p>	<p>Our school council recently identified that there was an apparent increase in homelessness in the local area and arranged to meet with the Local Authority representative to find out about the local approach to this issue. Following this they discussed altering the school charities to include a homeless charity.</p> <p>Our school charities have been altered to include St Mungo’s a homeless charity.</p> <p>The children are very active and proud members of the local community</p> <p>The children often independently undertake charitable activities in their own time - eg selling cakes after church for their class charity.</p> <p>Children are eager to undertake projects within the community to raise awareness or promote cohesion - Art club recently created poppies to attach to the railings outside the church as part of an installation. The lantern parades of 2017 and 2018 were incredibly successful in bringing different community groups and schools together. This project has been led with the school playing a key role as organiser and host.</p>

<p>Children have the opportunity to attend a half termly Christian Values tea party.</p> <p>The school encourages children to set their own personal targets for learning and gives the opportunity to reflect on areas of strength and growth. This is both on a lesson by lesson basis and termly.</p> <p>B.</p> <p>The school curriculum is designed to prompt children to develop their thinking skills. Classroom and homework tasks encourage children to think beyond themselves. In September 2018, the school introduced Reciprocal Reading, one aspect of which is asking the big questions.</p> <p>Classroom environments are being developed to reflect children's wonder, particularly in RE and science.</p> <p>The history and geography curriculum is being re developed to make sure that it has a significant impact on children's understanding of life globally and the natural world. Effective links are being recognised between history, geography and RE.</p> <p>The marking policy in school is designed so that teaching staff pose big questions to move on children's thinking and outputs.</p> <p>The school has links with diocesan schools, particularly those in the deanery. Staff undertake joined training and moderation, pupils undertake joined worship and participate in joined events such as the Bible Bee. In the 2017/18 year, 4 diocesan schools worked together as part of the SSAT peer review project - we are now working together independently to carry out a programme of peer review, led by the Tower Hamlets deanery advisor.</p> <p>C.</p> <p>For many years we have had Class charities which children have activity research, raised money and supported. These cover a range of different services.</p> <p>We actively support the Food Bank in Tower Hamlets with food at Harvest time and children are prompted through collective worship to think about food poverty. As well as having members of the food bank foundation in to school to talk about the work they do, the School Council have the opportunity to visit the</p>	<p>Children are excited to be invited to attend the tea party and always know why they have been chosen and which part of the vision or school/Christian value this relates to. Children's engagement with the vision and values of school in daily life is high.</p> <p>Children's feedback on lessons where they get to ask and discuss the big questions in highly positive and lesson observation outcomes and workbook scrutiny demonstrates the progress that children make in these subjects.</p> <p>Parents and the community recognise the support that the vision and values gives to the children. It is an oversubscribed school where the majority of families, regardless of faith, choose the school for the strength and prominence given to promoting aspiration and hope in all pupils.</p> <p>Excellent behaviour and attendance records within the school demonstrate children's resilience and perseverance as well as their ability to make good choices. The half termly Christian values tea party recognises children's good choices and development of character.</p> <p>Sustained progress and development can be made against within the context of the Church of England's vision for education. The outcome of the programme has been to embed and drive forward standards and offer support and advice in developing new in school strategies.</p> <p>Social action of the pupils and school is now clearly focussed on outcomes for others.</p> <p>A group of parents has formed an organisation to deliver food to homeless and deprived families and individuals in the community - this was inspired by children's passion for the new charities.</p> <p>Children recognise that helping others begins within the community and doesn't just take place abroad. Children have the knowledge that support doesn't just take the form of raising money, but also through inclusive events to prevent social isolation.</p>
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<p>food bank distribution centre and find out more about the impact of their work.</p> <p>School staff have active links with ACE - a local community cohesion project and children contribute to community projects.</p>	<p>The children are becoming courageous advocates for local and global issues, having the confidence to share their thoughts and suggestions with the leadership team within school.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> ● P4C – training completion and formal delivery from September 2019 ● WAMHS project completion (Wellbeing and mental health in schools) ● Embed new class charities ● Continue to develop the full curriculum - ensuring the links with RE are explicit on the curriculum map. ● Further develop children and staff courageous advocacy 	
<p>Strand 4: Community and Living Well Together</p> <p>In creating a community where all live well together, the school must evaluate:</p> <ol style="list-style-type: none"> a) 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? b) 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? 	
<p>Actions taken</p>	<p>Impact</p>
<p>A.</p> <p>The school works to build positive relationships with its whole community from the time that families are visited by our family support worker or EY key workers.</p> <p>PSED in the Early years is given a prime focus and a specific programme (Jigsaw) has been put in place to ensure children are explicitly taught how to disagree well, forgive and accept other points of view.</p> <p>In the early years, play and exploration are encouraged and cherished. Children have the opportunity to develop their own sense of identity.</p> <p>Children’s behaviour is typically excellent both in and outside of lessons and they are thoughtful and respectful of each other. Exclusions are low and children attend school exceptionally well.</p> <p>B.</p> <p>If children disagree or problems occur, reflection time is provided where they write about their behaviour. The language of forgiveness is used when children disagree enabling them to reconcile differences. We promote the use of guided discussion with children to</p>	<p>The school is oversubscribed and well known for supporting and including all of its children and families.</p> <p>Behaviour of children is typically excellent.</p> <p>Relationships between parents and school are typically excellent.</p> <p>Attendance at school is above national average.</p> <p>Children are able to articulate their thoughts and with support work through most disagreements with peers. They are able to relate their behaviours to the school vision and values.</p> <p>There were no reported incidents of prejudicial behaviour during the 2017/18 academic year.</p> <p>Pupil surveys reveal that children feel safe in their environment and discussions with children about their responses reveals that they feel any behaviour incidents are well dealt with.</p> <p>Worry boxes and prayer books are effectively used by pupils and demonstrate their understanding of acceptance and embracing diversity.</p> <p>Children feel able to express their identity through their choice of school uniform without fear of reprisal</p>

<p>help them overcome difficulties with each other and mend friendships.</p> <p>We have an active and comprehensive approach to supporting children’s mental health. We are participating in the WAHMS pilot this year and our practices have been used as a model for others. We have two trained counsellors working in school which take on casework each year supporting children and families individually or in small groups. The mental health of staff is supported by our counsellors and a Clinical Psychologist who is on site regularly offering supervision and drop in to leaders in school. Two senior members of staff have been trained in Mental Health 1st Aid. The school has paid into the employee assistance programme and makes use of occupational health to support staff with any mental health issues.</p> <p>The majority of staff have engaged productively with Solihull training and have learnt about containment, reciprocity and behaviour management. Further training has been bought in for new staff this academic year. Supervision is used with all colleagues in the early years.</p> <p>The school community includes staff, parents and children of different needs, backgrounds, abilities. All are treated equally, with respect and care. The Children’s Centre within the school has a history of supporting families with needs and encouraging them to become a part of the school community.</p>	<p>or comment from staff, children or the parent/carer community.</p> <p>The stigma related to mental health amongst certain sections of the parent community is reducing through the raised profile of support that we are offering.</p> <p>Children are willing to approach staff to discuss their worries and concerns and are confident that they will be listened to and supported.</p> <p>Staff are willing to approach the leadership team if they have concerns about themselves, a colleague, a parent or pupil confident that the information will be treated sensitively and acted upon in a supportive and timely fashion.</p> <p>Wellbeing of staff is high.</p> <p>Parents feel well supported.</p> <p>Staff are confident to engage in a supportive way with parents.</p> <p>The turnover of staff is low.</p> <p>Wellbeing of staff and pupils is high</p> <p>The school is oversubscribed</p> <p>There is a high level of trust and confidence in the school from parents and carers.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> ● Embed the use of termly analysis of attendance at clubs / extra curricular activities, ● P4C training to be completed (June) ● Develop monitoring for blue and yellow cards - reasons for incidences and children involved (both sides). 	
<p>Strand 5: Dignity and Respect</p> <p>In creating a school environment built on dignity and respect, the school must evaluate:</p> <ol style="list-style-type: none"> a) 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? b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? c) 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) 	
<p>Actions taken</p>	<p>Impact</p>

<p>A.</p> <p>Behaviour and equality policies are in place and reflect the principles of Valuing all God's Children. Staff and governors are updated annually on the principles and changes to the policy. Workshops and training sessions carried out as necessary.</p> <p>The school and local church has a long history of being actively inclusive and we have for many years actively celebrated diversity and difference – including different faith perspectives.</p> <p>The school conducted a major project on Sex and Relationship education over the last few years hearing the views of the various stakeholders in school about our approach. We have adopted the PSHE association scheme of work which promotes children's understanding and skills in relation to sustaining healthy relationships. We uphold the values with All God's Children.</p> <p>Language and language diversity are celebrated through a programme of activities. We also mark significant moments within the calendar of other world faiths represented at the school e.g. welcoming in parents for our annual Eid and Diwali lunch. We also actively promote staff and children to visit places of worship in the local area. Recent trips have included a visit to the East London Mosque, Bevis Marks Synagogue, Neasden Temple and NAME CHECK Gurdwara.</p>	<p>All of our children attend Christian worship and take part in the full range of activities provided.</p> <p>No child is withdrawn from RE to study the LA scheme.</p> <p>The SRE policy was written in consultation with parents, governors and the local church. In 2017/18 only 1 child withdrawn from 1 lesson of SRE. In 2018/19, 0 children withdrawn from SRE. This demonstrates the trust of the community in the school and the support for every child to seize every opportunity to enable personal growth.</p> <p>Staff knowledge and understanding RE</p> <p>Children's awareness of world faiths</p> <p>Children challenge perceived prejudicial language of others.</p> <p>Children know that everyone is important and begin to look beyond themselves, recognising what creates a community.</p> <p>Children have regular opportunities to ask big questions.</p> <p>Children are encouraged to explore faith and religion from different perspectives.</p>
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Next Steps

- Ensure policies include safety and wellbeing of staff and parents.
- Work on the curriculum with governors – appointing new AHT to take a lead on curriculum overviews.

Strand 6: The impact of collective worship

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- 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.
- 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.
- 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.

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

Actions taken	Impact
<p>A.</p> <p>Whole teaching and support staff and pupil attendance at whole school collective worship. Every act of worship includes moments for stillness, reflection and prayer.</p> <p>Areas for stillness and prayer set aside in school for access during break times.</p> <p>Easter 2018 - Act of washing pupils feet</p> <p>Summer 2018 - the school gym was taken over for a week for children to engage with different prayer spaces at lunch times.</p> <p>B.</p> <p>Different ways of worship throughout the week through collective worship programme. Song, prayer, celebration and drama used weekly.</p> <p>School choirs provide song and engage in other large scale acts of worship for example via Proms Praise, Young Voices, creation of backing tracks for other schools.</p> <p>Performing arts religious link at Christmas and Easter.</p> <p>9 Lessons and Carols at Christmas in church</p> <p>Whole school focus for lent</p> <p>Washing of the feet during Holy Week</p> <p>Easter celebrations - religious and cultural</p> <p>Pentecost service in church</p> <p>Parental invitation to these events.</p> <p>Opportunities for pupils and staff to participate in Christian worship and celebration on a diocesan and community scale at least annually.</p> <p>C.</p>	<p>Children are able to articulate what they have learned in each act of worship.</p> <p>Children are able and eager to lead aspects of worship each time.</p> <p>Children are able to make links between their learning in RE and other lessons and those in collective worship.</p> <p>Children are also able to recall previous collective worship and talk about emerging themes.</p> <p>Behaviour in collective worship is typically excellent with children engaged and offering thoughts and reflections during worship.</p> <p>Children are confident to read, write and create their own prayers on the spot or during reflection times to share with the school on a given topic during collective worship.</p> <p>Children's talents are recognised by being the choir chosen to sing on stage and perform solos at the 2019 Proms Praise at the Royal Albert Hall.</p> <p>Children develop religious literacy</p> <p>Children develop understanding of how a church service runs and the expectations - behaviour, involvement etc.</p> <p>Whole community encouraged to engage - families like the inclusion and attendance in church of families of all faiths is observed and welcomed.</p>

<p>LDBS RE syllabus supports understanding of Christian faith in today's world.</p> <p>Collective worship links events in the world to school vision and values, enabling opportunities for children to make relevant links with their own experiences and develop understanding of the world.</p> <p>D.</p> <p>Barnabas in schools training for senior leaders taken place and all senior leaders deliver collective worship weekly.</p> <p>Support for middle leaders in planning leading and evaluating collective worship.</p> <p>Attendance of clergy at LDBS CPD for leading collective worship.</p> <p>E.</p> <p>Annual quiz night with the local church</p> <p>Community church service (Portsoken) held at least annually, including members of staff and pupils.</p> <p>Collective worship is led by clergy in the church every Wednesday and on special occasions.</p> <p>Regular meetings about collective worship held with the clergy. Collective worship programme taken from Rochester (formerly Leicester) and amended to fit the school's needs, vision and values.</p> <p>Prayer Spaces week in 2018 was developed and led in partnership with the parish clergy. School now has a designated prayer space.</p>	<p>Pupil voice indicates that the messages delivered in worship impact on their decision making outside of worship.</p> <p>Collective worship is viewed as something for everyone and given a priority in the school.</p> <p>Collective worship is consistently linked back to the school vision and values and put into the context of the local community.</p> <p>Children receive a richness of experience from the clergy leading worship and enjoyment in the local church. They recognise that they are a part of something bigger than just themselves and that they all belong to the Christian community.</p> <p>Children of all backgrounds use the designated prayer space in school as a place to reflect and pray.</p>
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Next Steps:

- Middle Leaders regularly delivering collective worship
- Eucharist - explore the option of a regular service for the children.
- Develop the roof garden with a reflective space for staff and children
- Develop staff evaluations of collective worship and increase frequency / method of collecting pupil feedback on collective worship

Strand 7: The effectiveness of religious education

In developing effective religious education, a school must evaluate the extent to which:

- 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.
 - i. 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?

- ii. 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?
- iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?

b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Actions taken	Impact
<p>A.</p> <ul style="list-style-type: none"> i) LDBS syllabus implemented in school and training given to all staff delivering it 2/3 Christianity and 1/3 other world faiths and views. ii) All pupils have a knowledge of major world faiths. Through following the LDBS curriculum, trips to places of worship and meeting different religious leaders or experts, children are taught about and exposed to different religions. <p>Parent visitors are welcomed in to talk about their own experiences of faith.</p> <p>Celebrations of different faiths take place throughout the school year - parents are invited and encouraged to attend.</p> <ul style="list-style-type: none"> iii) RE lessons offer the opportunity to compare and contrast different religions. Children are regularly asked questions about the meanings of different religious artefacts / beliefs and encouraged to link them to important aspects of their own lives. Development of wonder walls in classrooms and dialogic feedback within RE books actively encourages children to critically reflect on their own convictions. <p>Through PSHE lessons, the school policy on effective questioning/AFL, the big question aspect of reciprocal reading and the development of P4C in school, children continue to have a safe space to explore and reflect on their own convictions.</p> <p>B.</p> <p>RE lead attends LDBS subject leader courses and network meetings at least termly.</p>	<p>Quality of RE teaching in school has improved over the last 2 years. Quality of learning is consistently good or better across year groups.</p> <p>Marking and feedback supports children to engage with key Christian concepts and big questions.</p> <p>Children report that they enjoy RE.</p> <p>Staff engage with key concepts and are proactive to improve their own practice.</p> <p>RE is a core subject within the school.</p> <p>School library with rich range of books on RE and theological concepts is well utilised by staff and pupils.</p> <p>RE is reported on to parents.</p> <p>Children are confident to explore the big questions related to life and to reflect on their spiritual and philosophical responses. Pupil voice suggests that this is a strength of the teaching and learning in the school.</p> <p>RE remains a focus for school improvement and is a core subject, given high status.</p> <p>Teachers report that they have increased levels of confidence to deliver RE lessons after having received LDBS training,</p>

<p>Teachers are encouraged to attend LDBS RE courses.</p> <p>New teachers to the school engage in peer teaching and planning to support professional development in RE.</p> <p>Moderation of RE takes place across the deanery.</p> <p>Headteachers within the deanery meet at least half termly to share practice and engage in professional development.</p> <p>Senior leaders within the deanery meet at least annually to share practice and engage in professional development.</p> <p>SSAT schools peer review triad of 2017/18 comprised of 4 deanery schools. For 2018/19 the triad will work together to engage in peer review independently of SSAT.</p> <p>HT engaging in the CofEPQH.</p> <p>Assessment of RE is done through the use of targets in books and an assessment system based around learning about religion and learning from religion. An assessment system for supporting and acknowledging children at Greater Depth has been put in place for the 2018/19 academic year.</p> <p>Assessment system of RE has been shared with the LDBS.</p> <p>Assessment data for RE is collected termly, monitored as part of pupil review and progress meetings as well as reported to parents.</p>	<p>School is able to observe other practice, therefore enabling best practice to be shared.</p> <p>Moderation of RE gives it the status of a core subject.</p> <p>The Church of England and it's vision for Education is at the heart of professional standards and development of staff at all levels.</p> <p>Progression of children's learning and understanding of religion and faith can be measured and supported by staff and realistic expectations put in place. Reporting on outcomes in RE to parents ensure that the whole community can support children's religious literacy.</p> <p>Children are able to identify the areas of RE where they may need further support and take control of their own learning. Children often choose to complete independent home based projects on the RE they are learning in school.</p>
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How effective is RE teaching and learning in the school? (In VA and former VA schools only)

Subject Strengths

- Excellent subject overviews and content
- Links between different religions
- Opportunities for discussion
- Trips / visits - for staff as well as pupils
- Children's enthusiasm
- Feedback in books
- Assessment system
- High expectations
- Skilled and experienced RE lead
- Quality of lessons delivered

- Given core subject status
- Textual analysis in Year 6

Next Steps

- Religious texts to be introduced to Reciprocal reading throughout KS2 in order for exploration and critical reflections.
- Embed tracking of vulnerable pupils and share at Deanery away day in June
- Further develop links with geography and history as well as PSHE
- RE timeline - to be standardised across year groups
- Wonder walls - to be embedded
- Concepts - to be embedded in explicit delivery of curriculum

Why we are excellent (see also within main sections)

- The school's vision has a direct impact on every aspect of school life. From the tangible such as being a standing item in governor and staff meetings to being the basis of policies and subject development strategies. The vision directly impacts the school in almost imperceptible ways and can be felt through the core of the building and children's learning.
- Pupils and parents are given every opportunity to transform their lives from the moment they enter the Children's Centre to the time they leave for secondary school and beyond. Outreach, family support and adult education support in the very first instance and an enhanced curriculum with innovative opportunities ensures that every child is given continued support to achieve their full potential. All aspects of the school's work are aspirational. In order to succeed, staff are supported in developing their excellent practice through effective and tailored CPD, both in school and through national opportunities.
- Links with local business ensure that children start to develop their career aspirations from an early age. Weekly opportunities for children in Key Stage 2 to interact with professionals from different backgrounds support children's understanding of the wider world beyond school.
- Recent changes to the school's admissions procedures ensure that it is brought back into line with the original trust deeds, which were written 300 years ago. The school is dedicated to supporting the most disadvantaged children in the locality - from birth to leaving and beyond.
- The school is proud of its inclusivity, with a consistent population of around 20% SEND pupils of which 2- 3% typically have EHCPs, pupils come from a number of ethnic and religious backgrounds with around 60% EAL and 70% Muslim backgrounds. Pupils in the school typically come from the top 10% and bottom 10% of income earners in the country. All pupils are afforded the same opportunities and we are proud of our 100% attendance rate for school residential each year. At 96% for 2017/18, school attendance is higher than the national average with no persistent absence. The school continues to be oversubscribed.
- Relationships between the school and the deanery are excellent, sustainability strategies are developed and staff / resource sharing agreements are in place. The Headteacher's mentor comes from the Deanery cluster of schools. Learning is supported within the Deanery through Peer reviews, school to school moderation, joint CPD opportunities and opportunities such as the Bible Bee, formed in 2018.
- Relationships between the school and the community are strong and continually developing. Examples of some community involvement include a Remembrance Day art installation by the children on the church railings, the organisation of and hosting the Aldgate Community Lantern Parade - joined by two additional schools and the whole community. The Headteacher is a company

director of the Aldgate Community Events community interest company, representing the school and supporting community cohesion.

- Relationships with the local church are excellent. Curriculum, concepts, prayer spaces the vision and teaching in the class is all created in conjunction with the church. Definitions of concepts are worked through and shared prior to staff training and lesson delivery.
- The school is recognised as a centre for excellence and sharing good practice. This takes place through secondments - in 2017/18 there were 2 staff secondments, aimed at improving practice in other schools. In 2018/19 the school has a CLPE trainer and an SEND adviser on its team. The school has been recognised as a trailblazer for mental health practices and has been invited to develop a programme of excellent practice for wellbeing and mental health in schools alongside CAMHS and the Anna Freud Centre. SJC has also been recognised for its efforts to improve the health of our children through an innovative air quality initiative.
- The school puts an emphasis on CPD for all staff and ensures that staff are developed according to their interests, the school needs and individual's potentials. The school has a history of training up leaders who have gone on to be Headteachers including executive heads, deputies, curriculum specialists and school advisers.
- Staff are working with the City of London Corporation to develop exemplar programmes to support career aspirations and exposure to culture.
- Through the development of an innovative curriculum based on the emerging needs of the school, examined through data and soft outcomes, all are supported to flourish and reach their God-given potential. Implementation of Inspire maths in Key Stage 1 has had the impact of embedding children's number skills and knowledge, this has meant that the Key Stage 2 curriculum has also been enhanced to embed these skills and ensure all areas of the subject have equally high outcomes. Other innovations include the implementation of Growth Mindset, Philosophy for Children and Reciprocal Reading as well as ongoing development of each individual curriculum area and enrichment. Children who are not fulfilling their potential in an area may be given additional support before, during or after the school day.
- Enrichment opportunities for the children include approximately 100 school trips / educational visits per year. These continue in holiday time for the pupils and community members taking advantage of the summer schemes we offer.
- Reports from external advisers record that spirituality is embedded throughout the curriculum and that all members of the school community are committed to making the most of every moment in the school day.
- Children are actively encouraged to ask questions in their learning and through dialogic marking are supported in developing a greater depth of understanding than the surface of the subject being covered.
- Pupils in our school are given regular opportunities to explore and question injustice. The school council is a voice for the rest of the school and an advocate of change. On recognising an issue with local homelessness, the school council invited a member of the City of London homeless and housing team to the school to discuss the problem and share what is being done to support individuals. Children were informed how they could support individuals.
- Staff are highly valued members of our school community. Without them, our children and families wouldn't flourish to the extent they do. In order to support their wellbeing, school ensures that support is in place in a variety of ways, beyond that of giving time out of class. An SLA with Occupational Health, regular support by CAMHS professionals and supervision opportunities are just some of the ways that staff are supported.