

# Summary SIAMS Self-Evaluation Template

## Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

## School's theologically-rooted Christian Vision

“Set children off on the way that they should go, and even when they are old they will not turn from it.” Proverbs 22:6 We wanted it to show that our school is welcoming and inclusive. We take children from a wide catchment area. It is important for them to know they are welcomed and valued and as they start their life journey with us they are guided to make good choices.

Through the delivery of a broad and challenging curriculum, our children are able to seek wisdom and knowledge and develop their talents in all areas of life. Through our expectations of conduct, we teach our children to cope wisely when things go wrong.

The underpinning ethos of “set children off on the way that they should go”, guides them to flourish and reach their full potential.

Sitting underneath our visions are our core Christian values. These underpin everything we do and try to achieve, they support children to be the best version of themselves. Our half termly focus on one value enables the teaching and modelling of that value. This always comes from a Bible story. For example, friendship is the story of Ruth and Naomi (Ruth and Naomi 11-13 and 14-22) we consider what can we learnt from Ruth response? What should we do for our friends in the face of uncertainty? We educate the children to respect the value and preciousness of each person as a unique individual of inherent worth.

We educated and guide our children to be a positive part of their wider communities and live well together. The children have opportunities to participate in our community and to help the community flourish with the school at its heart.

### Inspection Conversations: Context

<p>Who are we?</p>	<p>Higham-on-the-Hill C of E Primary School (URN 304141) currently has 76 pupils on role and is a village primary school made up of three mixed age classes. Its last SIAMS inspection took place in January 2020 and was graded “good”.</p> <p>Higham-on-the-Hill is part of the Diocese of Leicester and the RISE multi academy trust which they joined in 2014.</p>
<p>What are we doing here?</p>	<p>At our school we have high aspirations for all our community to grow, be well-rounded and confident with a strong sense of self-worth. We teach children to love to learn and learn to love respectfully and inclusively. The school’s Christian vision was developed with staff, children, governors and families in line with the Church of England’s vision for education in 2021.</p> <p>Christian values of friendship, hope, respect, forgiveness, truthfulness and wisdom underpin everything that we do.</p> <p>Growing faith; challenging minds; discovering talents</p> <p>“Set children off on the way that they should go, and even when they are old they will not turn from it. Proverbs 22:6</p> <p>Our aspiration, through this bible verse recognises that our school community is drawn from wide and varied backgrounds. The skills and values that we teach our children will allow them to thrive and flourish in their future lives. We recognise that the community we serve may be their starting point, but as they move through their education and into their adult lives, the values and skills we teach them here will serve them well.</p> <p>Our bible passage, taken from Proverbs, will serve to guide our school community to make the right choices, to value doing the right thing, and to go through life as a humble person.</p>

## Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p>1. How does the school’s theologically rooted Christian vision enable people to flourish?</p>	<p>At our school, we have high aspirations for all our community to grow, to be well rounded and confident with a strong sense of self-worth. We teach children to love to learn and learn to love, respectfully and inclusively. We have six core Christian values: friendship, respect, truthfulness, wisdom, hope and forgiveness. Each of these values is taught through bible stories and are referred to throughout the year: Ruth and Naomi; the Good Samaritan; The Prodigal Son; The Unforgiving Servant; Zacchaeus and The Parable of the Wise and Foolish Builder.</p> <p>Our vision is expressed and lived out throughout the school year; our routines throughout school are driven by our Christian vision. In addition to daily Collective Worships, there are reflection areas in each classroom and throughout the school. There are opportunities to join in regular and spontaneous prayer throughout the day. A child-led collective worship team guides the children in prayer and reflection. Children are able to flourish in their own right and celebrate their successes.</p> <p>The children are able to talk about why the vision is important to them and how they live our values out. The children talk about feeling safe and cared for in our school.</p>
<p>2. How does the curriculum reflect the school’s theologically-rooted Christian vision?</p>	<p>The school revised and reviewed its curriculum offer in 2019-20 to ensure that pupils knew and remembered more. This was revisited further in 2022-2023, and continues to be developed and improved through close work with colleagues across the school. This enables all pupils to flourish and succeed through a shared vision. By rigorous assessment and discussion with pupils, leaders ensure pupils remember and build on learning.</p> <p>The school’s vision links to the high expectations for all pupils and the support and inclusivity it provides. The school is agreeing a definition of spirituality that is understood by all and this means opportunities for spiritual development will be created and explored.</p> <p>Spiritual, Moral, Social and Cultural Development is crucial for individual pupils and important for society as a whole. It is the heart of what education is all about – helping pupils grow and develop as people and effective participants in modern Britain. Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for, Religious Education, Collective Worship, PSHE, Relationships and Sex Education, and Equal Opportunities.</p> <p>It is an expectation that all staff, in all subjects, contribute to the Spiritual, Moral, Social and Cultural Development of all pupils through the curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation and also through their own conduct.</p>

	<p>We love and learn together by following our school values: friendship, hope, respect, forgiveness, truthfulness and wisdom.</p>
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Following the Anglican calendar, we work with our Anglican and Methodists community ministers to jointly plan our collective worship. Our displays in school relate to our Christian Vision. The local parish are involved in the delivery of “Open the Book” worships which help the children reflect on learning through the Bible. Once per term, Collective Worship takes place in our local parish church and is led by the Reverend. Good practice shared through the DBE Network meetings and annual conference is filtered through to our school community. All of our collective worship involves all of our children- regardless of their faith. We always root our collective worship in verse and encourage an outcome as a result. We involve children in planning and delivering our collective worship both within school and within our local churches. In our school, we developed a shared vision of Spirituality: Spirituality means different things to different people. It involves the recognition of a feeling, sense, or belief, that there is something greater than oneself; something more to being human than just a sensory experience. An idea, that the greater whole of which we are part, is something bigger than ourselves. Something that we cannot always explain and sometimes there are no answers to the questions asked. In our school, we invite our community to develop a sense of spirituality, awe and wonder when thinking about the world around us.</p>
<p>4. How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>Our values of friendship, hope, respect, forgiveness, truthfulness and wisdom underpin our Christian vision which is to ‘Grow faith, challenge minds, discover talents: enabling children to flourish and succeed.’ All members of the school community demonstrate these values in the way that we interact with each other. In school this means that children are kind to each other and show each other respect. The older children care for and support younger children and they know that derogatory language and bullying are not acceptable. These values are used in a positive way and are also used to reinforce the ways that we deal with situations where our values might not have been fully lived. Adults are treated fairly, with respect and supported to model our values to children and to each other. We have a culture of recognition, appreciation and acceptance. We look for ways to share wide views and opinions respectfully and inclusively. Children know that their voice is valued and respected through our embedded routines. The children form a school council at the beginning of each academic year: this group of children then discuss and influence what</p>

	<p>happens in school through discussions with an adult leader. They regularly update the school through presentations, information on the school’s newsletter and poster around school.</p>
<p>5. How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>The school’s Christian vision and values enables the children to create an active culture of justice and responsibility.</p> <p>Children develop emotional literacy and the ability to make informed and appropriate choices which are rooted in their personal and religious beliefs.</p> <p>Pupils are encouraged to care for others: the school regularly raises money for charities either collectively or for individual projects. Children understand that the reason they raise money for charity because this is the way we show love to others following the examples of Jesus’ teaching.</p> <p>Pupils make cards for neighbours. We have had lovely feedback from the community saying they felt connected with school and thanking the children.</p> <p>The school has a school council and anti – bullying team. The anti- bullying team have gained the respect badge.</p> <p>Behaviour is good in school children feel safe and enjoy being part of the Higham community. There is an ELSA, we conduct termly well-being surveys and attendance is good.</p>
<p>6. Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England’s Statement of Entitlement for Religious Education</a>)?</p>	<p>Through the use of progressive, robust and sequential schemes (Leicestershire Scheme and Understanding Christianity), our school provides an accessible and engaging curriculum which encourages children to think deeply and discuss big questions; pupils know and remember more of the curriculum because of this.</p> <p>Included in their learning are visits to churches and other places of worship.</p> <p>Our curriculum readies the children to live life in all its fullness and helps them to prepare for the opportunities, responsibilities and experiences of a multi-cultural modern Britain.</p> <p>Pupils know and remember more of their learning in RE due to the accessible and engaging RE curriculum which challenges them through an exploration of core concepts and questions.</p> <p>Pupils speak positively about their learning to senior leaders and enjoy sharing their books. The school collaborates with others in the Trust to share good practice in RE.</p>

<p>7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?</p>	
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