



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Document

This document should be read in conjunction with our Powerpoint presentation which provides a wealth of pictorial evidence to support our outstanding self-evaluation in response to all of the core questions.

Name of school: Parrett and Axe CEVA Primary

URN: 113807

Date of the last Section 48 inspection: 02.03.11

SCHOOL CONTEXT

Parrett and Axe CEVA Primary School is a small rural primary school, operating in a mixed catchment area. We have 119 children on roll in December 2015. Indices of social deprivation are comparatively low but there are pockets of significant deprivation. We have an excellent reputation within the local community and have four cohorts over our previous Admission Number of 15 which increased to 20 from September 2013. 11% of the pupils are in receipt of FSM. 20% of the school is on the SEND register many of whom have been formally assessed and identified as having specific needs.

Attainment on entry tends to be broadly average with the majority of children joining us from the successful village pre-school. There are a low percentage of pupils from minority ethnic groups but this is steadily increasing. Foundation Stage places were in demand with 23 families placing us as first choice for 2015-16 before the official closing date. This confirms that the school is becoming increasingly popular with parents from within and outside catchment due to its reputation. There is a relatively low mobility rate.

We have been an extended school for a number of years and pride ourselves on the efforts we make to engage and reach all parents to enable them to support learning as effectively as possible. The school, as a Voluntary Aided Church of England school, has excellent and active links with the local churches in Beaminster, Mosterton and South Perrott.

We have an excellent reputation for the quality of our work with children with specific learning needs and were very proud to be one of the first schools to be awarded the Dorset Inclusion Quality Mark. This does attract children who require a high degree of emotional and behaviour support to ensure that they achieve their full potential.

Since the last inspection in March 2011 some of the key changes have been:

- Awarded Dorset Inclusion Quality Mark-certificate in entrance hall
- Appointed an excellent teacher in Foundation Stage KS1 class-completed NQT year March 2012. She successfully took on the role of NQT Mentor in September 2014
- Foundation Stage/ Year 1 classroom and KS1 classroom swapped September 2013 to maximize learning opportunities for all pupils.
- Experienced Key Stage 1 teacher left the school for family reasons in July 2014. NQT appointed and made very positive start to her career. She is English Subject Leader from September 2015
- Successful journey towards Rights Respecting School Level 1 status
- Retirement of experienced RE and Worship co-ordinator in April 2011. Responsibilities shared between Upper Pay Scale teacher and the head teacher with support from the staff team, Salisbury Diocese, the R.E. Link Governor, the Foundation Governors and the Beaminster Team.
- Beaminster Team has worked closely with school to increase range of opportunities to encourage regular Worship attendance by our families. Initiatives have included Mother's Day Services in school, Sunday Harvest Services led by our children in the local Churches, traditional Carol Services followed by community events in the village, a Team Pilgrimage and a school based club run by the Beaminster Team alongside one of our Cover Supervisors
- Our Friday afternoon Celebration Worship continue to be extremely popular and are very well attended by parents, grandparents and ex-pupils.
- We have re-organised our "seating plan" for Collective Worship into a horseshoe shape to fully engage the whole school in all aspects of each Worship

The school was graded as Good with Outstanding features in our last OFSTED inspection with the

extent of our pupils' spiritual, moral, social and cultural development highlighted as one of several outstanding elements. We have been consistently graded as at least Good in all areas by our LA SEPs, we received a very positive OFSTED interim assessment in March 2014 and the September 2015 review undertaken by the L.A. Challenge and Improvement team confirmed that we "perform consistently well and that we deliver a high standard of education to our pupils."

SIAS Inspection Feb 2011 Key Action resulted in more active participation in acts of Worship by our pupils-candle lighting, guiding our youngest pupils, leading responses and managing ICT. The School Council monitored Worship evaluation in the past but from September 2015 this responsibility was taken on by small groups of Year 5 and 6 pupils who meet after the Wednesday Worship each week with Reverend Daniel and then lead part of each Thursday Worship. The Foundation Governors led by Reverend Daniel plan to explore how we can most effectively make use of the reflective quiet areas in school particularly in light of the proposed re-developments outside and the introduction of universal hot school meals for Corfe and Chesil children.

THE VISION AND VALUES OF THE SCHOOL

The aims for our school are:-

- It is a place where the Christian faith is at the centre of everything and encompasses all aspects of school life.
- It is a place where a school community is established based on faith and trust.
- It is a place where all people are equally valued, where everyone is kind, considerate and caring.
- It is a place where children are happy to come to school to learn and reach their full potential.
- It is a place where children and adults work together in mutual respect.
- It is a place where children respect their own and others' property.
- It is a place where children are encouraged to have pride in themselves, their work, their school and their local community.
- It is a place where children are encouraged to establish links with the wider community.
- It is a place where good relations between home and school are encouraged and appreciated.

Our Mission Statement reads

" To pursue excellence in learning and teaching encouraging every child to seek and achieve their potential within a balanced and engaging curriculum. We provide high quality care and support and promote well-being with individual rights and responsibilities at the centre of our school ethos. "

Both the aims and the Mission Statement are reviewed on an annual basis. We use a prominent focal area in the Hall as a stimulus for reflection and quiet prayer and our Quiet Garden offers a wonderful opportunity for calm reflection in our busy learning environment.

Inspired by and embedded in Christian values and teachings, we provide a caring learning environment which affirms the unique importance of every individual in our school family. We strive to enable everyone to develop their individual talents so that we are all fully prepared to be responsible global citizens.

SUMMARY

Our school provides a very engaging and inclusive education for all of the children in our care. In our supportive and nurturing environment, children make social and academic progress whilst developing their spiritual confidence and maturity.

The quality of collective worship and the quality of the teaching of R.E alongside all the other strands of our broad, balanced and exciting curriculum ensures that the children are fully immersed in a culture that encourages a love of learning and a continual growth in a wide range of knowledge and skills. This is all underpinned by Christian values. The outstanding work of the Beaminster Team ensures effective and memorable links with the local churches which undoubtedly adds to the quality of the distinctive Christian education that we offer.

PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

Focus for development Continue to develop learners' involvement in planning and leading worship

Action taken

More active participation in acts of Worship by our pupils through candle lighting, guiding our youngest pupils, leading responses and managing ICT.
September 2015-groups of older pupils lead reflective elements of Thursday Worship each week.

Impact

Worship evaluations and questionnaires confirm a positive experience for the vast majority of pupils including those with specific responsibilities.

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:

Distinctively Christian values are made explicit and are deeply embedded in the daily life of the school. All members of the school community articulate the distinctively Christian characteristics of the school's values and the significant impact they have on the daily lives and achievements of learners.

The school's commitment to developing 'the whole child' is rooted in the belief that each person is created in God's image and likeness.

The school promotes the achievement of all groups through first planning well considered and well-pitched learning taking into consideration prior learning and desired outcome. Daily learning is planned and enriched by a range of opportunities that engage and bring the learning to life. Regular formative and summative assessment, planning for different needs, analysis of performance that identifies pupil outcomes for specific pupil groups and individuals and action planning and intervention when necessary, ensures that every child has the chance to succeed.

The school's policies on personal development such as SRE, inclusion and equality are all rooted in Christian values. The school provides extremely well for the differing needs, abilities and interests of pupils. Data indicates that the children with special educational needs and other vulnerable groups such as the Pupil Premium children perform well. Our wide range of intervention sessions ensures that the children are able to access the curriculum and succeed academically as well as allowing them to grow and develop greater emotional resilience.

Pupils and parents speak of the school as being welcoming and secure with a very Christian ethos. Our pupils feel that their views are listened to, that they are cared for and that their contributions are valued. A recent Speech and Language visit report stated that "The school has a warm and positive atmosphere and it was a pleasure to visit."

The school's Christian character has a high profile and clearly shapes its approach to issues of attendance

and pupil exclusion for all groups of learners.

The head teacher and governors deal compassionately with all attendance issues and pride themselves on maintaining a positive and trusting relationship with all families even in exceptional circumstances. This approach is replicated when working with behavior related concerns and we are very proud once again of our relationships with our more troubled families who know that they will be treated with fairness and respect in all situations.

There is a highly developed interpretation of spirituality shared across the school community. Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media.

Subject policies and schemes of work identify opportunities for pupils to explore other cultures, beliefs and practices and they are given many opportunities to appreciate and respond to the wonder and beauty of God's creation, including the natural world and the arts especially during Art Days, R.E themed Find out Fridays, residential journeys and numerous visits and visitors to school. Reverend Jo from the Beaminster Team focussed on this area with the staff team in October and they are experimenting with her ideas and strategies.

The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners.

Our pupils speak positively about their achievements, their personal strengths and the way that the school supports them through regular celebration, affirmation and provision of opportunities to develop skills and talents across all areas of the curriculum and beyond. Formal questionnaires as well as informal discussions with pupils by teachers, TAs, visitors and governors provide clear evidence of a positive pupil voice on what Parrett and Axe offers them.

The school promotes health and well-being through teaching about relationships, safe practice, healthy eating and spiritual health resulting in pupils speaking maturely about these areas and their importance.

It is clear that our pupils believe that our school is very good at nurturing their spiritual, moral, social and cultural development which features within the aims of the school and is explicitly related to Christian values. The school promotes clearly defined Christian, spiritual, moral and social values both within the curriculum, collective worship and other activities such as extensive community involvement and charity work in the local area and beyond. Pupils certainly show concern for local, national and global issues and are proactive in supporting numerous charities and community projects including the local food bank and Children in Need.

Our most recent questionnaire confirmed that **89%** of the Lower Juniors use Christian values in school to get on well with other people.

The behaviour of learners is of the highest standard and relationships between all members of the school community are consistently attributed to the Christian character and values of the school.

The school values achievement across all areas of the curriculum and school life supports this constantly through a positive approach to behaviour management including reward systems and weekly celebration worships which are very well attended by parents.

Our pupils are able to explain notions of right and wrong and discuss reasons for and consequences of behaviour, individually or in contexts such as shared moments in collective worship, peer mediation sessions and RE. The children's thought-provoking responses and reasoning are regularly based upon Christian teaching. **100%** of our Lower Juniors confirmed that they learn about what is right and what is wrong.

Pupils and staff speak of disagreement and conflict being dealt with fairly and compassionately based on Christian principles of forgiveness, reconciliation and a fresh start. Our peer mediation scheme certainly reflects this aim.

Learners are fully aware that Christianity is a multi-cultural world faith. They have a high degree of understanding and respect for diversity and difference both within the church and in other faith communities.

We are extremely proud of the behaviour of the vast majority of our pupils. Our children work collaboratively and co-operatively in learning situations on a daily basis. They consistently show sympathy and support for those in difficulty. The pupils understand the school's process for raising issues through the School Council and they know that the pupil voice can make a positive contribution to change. Our minority culture groups know that they can talk about their experiences and indeed these experiences are used to support and strengthen learning about different cultures to excellent effect in our Find out Friday sessions.

Learners are excited and challenged by R.E. It makes a significant contribution to learners' spiritual, moral, social and cultural development and plays a major role in determining the Christian character of the school.

The school proclaims its Christian status visually through displays and symbols throughout the school. Work done in RE is given prominence in displays both in the classroom and in the main hall. All Key Stage 2 classrooms focus on R.E. on the same afternoon each week as part of our revised curriculum planning from September 2015. Our pupils can explain and discuss their work and the displays in the context of what is distinctive about belonging to Parrett and Axe as a Church of England school.

Key Strengths

- Progress and achievement across the curriculum and in personal, social and spiritual development

- Distinctive Christian values which are explicit and embedded in the daily life of the school
- The school ethos and nurture of all
- A curriculum that is planned and enriched to allow for the development and exploration of Christian values
- The celebration of Christian distinctiveness throughout the school
- The level of trust and willingness to share feelings, even in an exploratory way in whole school collective worship, in groups or on a one to one basis
- The respect demonstrated by pupils for each other
- The mutual care and support demonstrated by children and adults towards each other and towards those who find learning more challenging
- The links with the local churches and the school's desire to contribute to Church life
- The strength of support from Reverend David, Reverend Daniel and Reverend Jo
- The children's understanding of their rights and responsibilities in a multi-faith global society

Development points

- Continue to explore the development of the distinctive Christian character of Parrett and Axe CEVA Primary School

CORE QUESTION 2

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

SCHOOL SELF EVALUATION: Outstanding

Across the school community great value is placed on collective worship, its place in school life and its impact on individuals is readily and clearly articulated.

Children respond to collective worship by listening, willingly responding and participating enthusiastically in song, prayer and reflection showing enjoyment and due reverence. They contribute to worship through readings, drama, prayers, music and pupil led worship. Adults attend and participate in collective worship and speak positively about the experience understanding its value and encouraging pupils to appreciate its value too. We have many parents, grandparents and ex-pupils who join us on a Friday afternoon for our weekly celebration workshops which are a really positive end to a busy school week.

The school documentation including the prospectus, mission statement and collective worship file, indicates the centrality of worship in the life of our school. There is a daily act of worship for all children and this is overtly Christian through the use of Christian symbols, themes, music, prayer and bible readings

Collective worship is inspirational and inclusive. It engages all learners and its impact can be clearly discerned in all aspects of relationships and school life.

Our pupils and staff team members will talk openly about how worship has raised fundamental issues, has helped them to reflect on issues and has met their needs at important times in their own lives through the different worship themes such as Respect, Thankfulness and Friendship.

"It is good to have time to think and to have things explained"

Learners can identify clearly the distinctive features of different Christian traditions in worship particularly local Anglican practice, the seasons of the Church's year and Christian festivals.

Nativities, Christmas carols, Harvests, Easters, Mothering Sundays and Leavers Services regularly involve children leading parts of the worship in our local churches. Such services often follow a whole school focus on these aspects of the church and the school year and evidence has shown that following such focused work, most pupils are then able to explain the significance of each event.

"I loved the Liquid Church for Easter as it was really interesting and different."

Themes raise aspirations, inspire a high level of spiritual and moral reflection and challenge learners to take responsibility for their own conduct and charitable social actions expressed in Christian terms.

Learners understand the value of personal prayer and reflection as part of their own spiritual journey. They seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship.

The school provides opportunity for prayer and reflection in collective worship and at other times. Our pupils engage in prayer in collective worship, before lunch and at other points in the day. We plan to develop our regular use of prayers written by children in collective worship to reflect their genuine concern for individuals and for wider local, national and global situations.

"I really enjoyed painting our prayer pebbles and can't wait until they are placed outside in the flower border."

"I liked the prayer writing morning, it was much better than I expected!"

"I like the way our prayers will be used in Worship and it was me who wrote them."

Our pupils are introduced to, use and understand a variety of prayers including The Lord's Prayer, the School Creed and Christian affirmations.

Opportunities are provided for prayer during almost all worships. Prayers are also said before each lunch sitting and at the start of all governors' meetings

100% of our Lower Juniors confirmed that they pray in school

Collective worship has a strong focus on the person of Jesus Christ and learners understand the central position he occupies in the Christian faith.

Collective worship has a strong focus on God as Father, Son and Holy Spirit. Learners recognize this and talk about it with an impressive degree of understanding.

Learners are confident in planning and leading acts of worship, whether prepared beforehand or spontaneous, and have frequent opportunities to do so.

Having been involved in collective worship in different ways the next step for our pupils is for them to be supported in planning and leading effective whole school and class based collective worship. From September 2015 the Beaminster Team have worked with groups of Year 5 and 6 children to enable them to lead elements of whole school collective worship based on the ongoing cycle of themes.

A range of leaders, including staff, clergy and representatives from different Christian traditions, together with a variety of settings for acts of worship, offer learners a rich experience of worship.

The involvement of reverends David, Daniel and Jo in leading collective worship on a weekly basis is critical to the success of our church school distinctiveness. Staff and pupils use their expertise to enrich learning and to bring it to life.

Teaching and support staff are involved in all acts of worship, Daily worship is very well planned across the year using a collective worship cycle of themes. A summary of the elements of gathering, engaging, responding and sending are evidenced in a hall based collective worship file and each class also keeps a record of children's class based collective worship experiences and responses

The planning cycle used for worship is high quality and it enables those leading worship to have the opportunity to extend and strengthen their personal approaches

"I like Thursday singing. It is jolly and we learn lovely songs."

"I love taking part in Worship when Revd Daniel chooses volunteers."

"Revd Daniel makes Worship interesting and fun."

89% of our Lower Juniors confirmed that they enjoy Collective Worship.

Monitoring and evaluation have a clear purpose and are managed effectively. Feedback gathered from a range of stakeholders provides insight into how worship influences the life of the community and leads directly to significant improvement.

There are planned opportunities for evaluating the quality and impact of worship including through the School Council and the Foundation Governors.

"I like the hymns in Worship and it's nice to have a quiet time with everyone. The prayers make me think what the Lord has done for everyone"

"I like how it's very casual and quiet. It's a good time to reflect and pray and think about your troubles and achievements"

"I also like and am surprised about how many different songs there are about Jesus.

"I like the songs, the stories, the prayers".

"I like doing little plays, especially when we use props."

Importance is always given to collective worship and RE in the **School Development Plan**. In 2015-16 these areas of school life are one of our **Key Priorities** supported by two distinct Action Plans dedicated to RE & collective worship. Improvements are made as a result of the feedback and monitoring undertaken by the pupils, staff and foundation governors.

Key Strengths

- Children are positive about collective worship, respond in a reflective way and take ideas and thoughts from it into their wider life. **October 2015 questionnaires**
- Where appropriate reflection time allows follow up from content of acts of collective worship and allows children to consider how the theme impacts on their lives and the lives of others
- Distinctly Christian aspects of worship evident in whole school worships, class worships and services in the local churches
- Leadership of collective worship is strong with staff feeling supported by high quality planning in leading effective collective worship
- Involvement of our team rector as collective worship governor working with the collective worship leader to develop excellent practice.

- Exciting and engaging ways into collective worship demonstrated each week in school
- When planning and leading collective worship the planning regularly includes references to God and always concludes with reflective and appropriate prayer.
- Collective worship leads to children's independent reflection and prayer

Points for development

- Aim to involve children more regularly in planning and leading worship
- Ensure that aspects of gathering, engaging, responding and sending are evident in class based worship and reflected in class worship evaluations
- Evaluations to have a particular focus on evidence of impact during acts of worship and following them.
- Foundation Governors to attend more collective worships if possible
- Some class based reflection areas to be developed with the support of Foundation Governors alongside the development of a new outside area

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Outstanding

Standards of attainment of learners are at least in line with national expectations with a significant number attaining higher than the national expectations.

The majority of pupils make at least good progress across the year based on work scrutiny and ongoing assessment. This applies to learners of all abilities and backgrounds. Standards of attainment and achievement in RE are at least as high as in other core subjects evidenced by pupils' religious knowledge of areas taught, by their ability to use religious vocabulary well and to express and explain their own beliefs and understanding. The progress the children make in their religious knowledge and application is evident, with children starting in the Foundation Stage at nationally expected levels but demonstrating an excellent knowledge base by the time they leave year 6.

Attainment is high and progress is rapid in developing an understanding of Christianity and a broad range of religious beliefs. In exceptional circumstances, where groups of learners attain below those nationally, the gap is narrowing dramatically over a period of time shown by attainment data.

Lessons are well-planned with clear learning outcomes related to RE attainment targets and reference to steps of progress from the Dorset Agreed Syllabus. The approach to the teaching and learning of RE promotes an enquiry focused approach that allows extension of thinking and learning.

Learners are inspired by the subject and learn exceptionally well. They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection of their understanding of the impact of religion on believers.

Learners are impressive in the way that they use originality and creativity to apply their knowledge and skills in religious education to their own personal reflections on questions of meaning and purpose.

Pupils speak of enjoying RE and finding it relevant to their lives demonstrated in pupil discussion, good behaviour and their positive attitude to learning on their own and in different groupings.

"Mrs Gillis makes R.E. interesting and fun."

100% of our Lower Juniors enjoy their R.E. lessons.

83% of our Lower Juniors confirmed that they think that what they say in R.E. and Worship is listened to.

The vast majority of our children are proud of their work, always do their best, contribute readily to discussions, listen to the views of others and speak confidently about their own beliefs. Opportunity to apply and put into practice their values is provided in a meaningful way through a range of charitable projects also ensuring that learning is put into practice.

The majority of teaching is outstanding and it is never less than consistently good.

Parrett and Axe CEVA Primary School demonstrates the ability to provide and deliver elements of outstanding religious education throughout the school

Highly effective use of assessment informs teaching and learning in religious education and exemplar evidence demonstrates progress made by learners.

Work and lesson observations show differentiated activities, good openings that make links with prior learning, plenaries that help our pupils see what they have learnt and a variety of thought provoking activities, creating a balance between teacher input and pupil led activity. A range of learning strategies and recording strategies including ICT, display and performance are used so that all pupils are included and all outcomes of learning can be assessed and recorded for reference.

All adults are aware of their pupils' capabilities and of their prior learning and understanding, and plan effectively to build on these. Marking and dialogue between teachers, adults and pupils is consistently of a high quality. Pupils understand how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene in order to enhance and develop the quality of learning further. They ensure that pupils are very actively involved in a clear process of learning which secures a progressive, structured development of high level skills of enquiry and reflection.

Teachers plan for a range of ongoing assessment of learning opportunities in R.E. A range of formative assessment strategies allow the teacher the opportunity to review learning and adapt planning accordingly.

Summative assessment activities are planned at the end of each learning topic and these provide an indication of outcomes of learning for each child. The staff team is working on a consistent method across the school to demonstrate progress as part of our transition to assessment without levels

Religious education has a very high profile within the school curriculum and learning activities provide fully for the needs of all learners.

Teachers give sufficient challenge and support to promote high standards as evidenced in ongoing work, children's responses, planning and outcomes. Teachers' questioning skills are good and pupils are given time to reflect and discuss and their ideas are valued. Sensitivity is shown to the individual needs of the pupils. Resources are used well to promote learning in creative, practical and imaginative ways. Reports to parents include a specific section on RE and there is a focused R.E. afternoon in Key Stage 2 each Thursday,

The religious education curriculum is rich and varied enabling learners to acquire a thorough knowledge and understanding of the Christian faith through a wide range of learning opportunities.

Evidence from lesson observations, scrutiny of lesson plans and pupils work, plus discussions with pupils confirms that teachers are well-prepared, have good subject knowledge, and successfully utilize well-organized resources with focused learning outcomes.

The religious education curriculum provides opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied.

Teachers deliver a syllabus that is fully compliant with the Dorset Agreed Syllabus, Christianity is predominant and the balance of the RE syllabus also reflects the opportunity to learn about religions other than Christianity, such as Judaism, Islam and Hinduism. Pupils listen to each other and respect beliefs different from their own.

*"I enjoy learning about the Five Pillars of Islam, so different to our religion!"
"I loved seeing how Hindus worship and celebrate."*

91% of our Lower Juniors confirmed that they learn about other religions

Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the religious education curriculum and they have a significant impact on learners.

Rigorous and extensive monitoring and evaluation results in well focused action plans that demonstrably lead to improvement.

RE is monitored throughout the school by the subject leader and R.E. Governor and the outcomes are reflected in annual subject action plans which are kept under review in the School Development Plan.

Subject leadership has the highest level of subject expertise and the vision to realize ambitious expectations and improvement.

The Prospectus promotes the importance of RE in a Church School. RE is well-resourced in terms of equipment and has a specific budget for resources which is managed effectively by the subject leader and the head teacher. Spiritual development is effectively promoted in the Foundation Stage in readiness for RE at KS1. The governing body monitor RE through regular review of the policy and the action plan in the school development plan.

.Key Strengths

- Subject profile across the school
- Standard and quality of teaching and learning
- Enrichment of R.E teaching and learning
- Curriculum coverage
- Big questions used as a way of exploring R.E learning objectives

Development points

- Explore and develop further the whole school approach to assessing progress in RE without levels
- Develop an understanding of Christian concepts with staff and ensure that they are able to discuss progress through conceptual understanding as well as knowledge and skills with support from the Diocese

CORE QUESTION 4

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

SCHOOL SELF EVALUATION: Outstanding

Leaders consistently and confidently articulate, live out and promote a vision rooted in distinctively Christian values.

The governors and school leaderships' vision for the school, based on distinctive Christian values, is outstanding. The school promotes its Christian foundation through its mission statement, its aims, and its policies. The admission criteria are consistent with the school's mission statement and the Christian foundation of the school is made clear through its public documentation and through the school website. RE displays are prominent in every classroom and the hall.

The head teacher effectively articulates a personal vision for the school which appropriately reflects its Christian foundation.

Leaders readily articulate the impact of explicit Christian values on the lives of learners and on the whole life of the school.

All leaders consistently and successfully promote the positive impact of these values on the day to day life of our school community. This over-arching commitment to a truly Christian ethos leads to visitors regularly reflecting on "such a small and caring school environment."

Leaders have a thorough understanding of the school's performance and distinctiveness based on effective and insightful self-evaluation.

The head teacher regularly updates the self-evaluation paperwork and attends training sessions offered by the Diocese, the Local Authority and external consultants. Subject Leaders maintain an effective overview of whole school performance in their areas including the performance of our more vulnerable children.

Self-evaluation involves all groups in the school community. It leads directly and convincingly to effective strategies for improvement and maintains a strong focus on meeting the needs of all learners.

The self-evaluation documents are regularly monitored by the governors and are always available on the school website for parents and other members of the local community to refer to.

Leaders ensure that the whole curriculum is informed by a distinctive Christian vision that contributes well to pupil behaviour and attitudes as well as their spiritual, moral, social and cultural development.

The staff team strives to ensure the consistent application of the behaviour policy in a way that reflects the Christian foundation of the school. They regularly review the impact of the policy itself and the support offered to our more vulnerable pupils and their families. This outstanding focus on nurture is consistent with the Christian ethos of the school and is a distinctive feature of the school.

Parents, the local church, the diocese and the wider community contribute fully to school life so that there is mutual and substantial benefit for all groups including their understanding of local, national and global communities.

The contribution of the Beaminster Team to school life is very effective due to the relationship between the head teacher and the church being mutually supportive. In addition the support of parents for religious celebrations in school and at Church is excellent

The contribution of the church members to school life is highly effective as demonstrated by their involvement in collective worship, governors meetings and in joint strategic support for families when appropriate. Consequently the relationship between the school and church is mutually supportive. The school and the church give practical support to each other particularly over significant events such as appointments, inspections, celebrations and numerous church services throughout the year.

The support of parents for religious events is growing with many parents attending the weekly Friday celebration workshops and the celebrations in church.

The development of all staff and governors as leaders in church schools is planned strategically with substantial benefits for the current leadership of the school.

The foundation governors are very active in supporting the Christian status of the school. They are supported in their role through governor training and active involvement with the PCCs. The school hosted a joint PCC Meeting in February 2015 which was a very successful forum for debating mutual support throughout the local community. All members of the school community are aware of the Christian aims and ethos of the school and what this means in practice. Opportunities are created for all staff and governors to explore the nature of a church school through policy and training. A combination of staff and Foundation Governors joined in recent training session led by the Diocesan Adviser, Mr Holloway, which was also attended by other local schools.

The head teacher is well supported in his role by the diocese, the governors and the Beaminster Team. In September 2015 he was fortunate enough to attend a Diocese led conference on transformational change-a truly inspirational session.

New staff members are supported appropriately to fully understand both the distinctiveness and the inclusivity of a church school.

All adults in school provide positive role models upholding Christian moral values for pupils in their behaviour and their relationships. The governors and the Head teacher are committed to training Christian Head teachers for the future and offer a range of opportunities for career development and mentoring including the NPQH and the NQT Induction programmes. The effectiveness of the partnership between the school, the church and the wider community, including the parents is outstanding

The leadership of RE and worship is given a high priority and this leads to highly effective practice in both areas.

Most pupils are effectively able to explain what it means to belong to a church school and are given opportunities to communicate their views via pupil surveys conducted by the school council and the staff.

The School Development Plan promotes the strengthening of the Christian foundation through discrete RE and Worship action plans that are included in it. In 2015-16 these areas form one of our three Key Priorities

The head teacher and governors promote the RE and collective worship of the school through ensuring that staff attend worship and by accessing support from the diocese through the Pyramid PSA when appropriate, for example, the "Making The Most Of Discovery" training in December 2015.

The Beaminster School R.E. Subject leader attended the October 2015 Beaminster Head Teachers Meeting to start to explore the creation of a more active transition between Key Stage 2 and Key Stage 3. This was a really positive move which will now be built upon by all 7 schools.

Key strengths

- The vision of the head teacher and the Beaminster Team in continuing to develop Parrett and Axe as a Church school
- The support of all staff in ensuring the 'mission statement' is achieved on a daily basis
- The involvement of the head teacher in S.E.P. and L.L.E. consultancy work which strengthens his own practice and adds to opportunities for the school
- The quality of our governors including our foundation governors and their contributions to the life of the school

Development points

- Continue to develop and support foundation governors to inform their roles.
- Explore delegating the subject leadership of R.E to different staff members to extend, distribute and strengthen leadership of R.E. as a core subject and to professionally develop the subject leadership role.
- Explore the transition process from Year 6 to Year 7 and beyond