Statutory Inspection of Anglican & Methodist Schools

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.
- 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.

Our school's Theologically Rooted Christian Vision



Our school vision was thoughtfully developed through collaboration among staff, governors, senior leaders, the Diocese, and our church. Together, we chose the following passage: **Let us run the race before us and never give up (Hebrews 12:1).**

Our school's theologically rooted Christian vision calls us to embrace the race of life with determination, supported by our faith and one another. Through our aim of achieving **through kindness, compassion and perseverance,** we aim to nurture and educate all our children, staff and community at St Giles so they may thrive, flourish, and make a positive impact on the world as God intended.

Guided by Hebrews 12:1, we are committed to running this race with kindness, compassion, and perseverance, always supported by God's unending love.

Inspection Conversations: Context	
Context 1: Who are we? • Is the school a Church of England, Methodist or joint denomination school?	• St. Giles CE Primary is a Church of England school which serves the county town of Matlock. It is a smaller than average school, with 78 Primary aged children on roll and 16 nursery children. The number

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• Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation? • If a former voluntary controlled school does it, as an academy, provide denominational religious education? • What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll? • Is the school an academy or a maintained school? Is the school part of a federation? • How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally? • What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils? • What church and DBE/MAST partnerships does the school have? • Does the school have any other links or partnerships?	within each year group varies requiring teaching in four, established mixed aged classes. • We have recently (November 2024) opened a teacher led nursery, which enables us to extend a welcome to younger members of our community. Our warm welcome and strong, inclusive offer has resulted in the nursery becoming full within 5 months. • Our school is set in an area of little deprivation, although our children travel to school from contrasting home circumstances. As a result, the number of children at St. Giles with SEND and Pupil Premium funding is above average. • The children that attend St Giles are majority of White British Heritage. • On entry, most children start St Giles with the fundamental skills needed. **However, oracy and early language are the areas which we have identified as being key areas to further support.** • St. Giles joined Derby Diocesan Academy Trust on 1st September 2015. It was formerly VA and converted due to being placed in a category. We continue to be rated as Ofsted 'good' with our most recent inspection in July 2024. • Since September 2022, St. Giles has formally worked within a partnership of 5 local schools, who are all part of Derby Diocesan Academy Trust (*All Saints' CE Infant; All Saints' CE Junior, Bakewell CE Infant and Darley Churchtown CE Primary*). There is an Executive Headteacher across the Matlock and Dales Primary partnership and a Head of School in each setting. • St Giles has rekindled and established very close links with both our local church (St Giles) and our vicar: Rev. Katrina. The incumbent

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	regularly leads worship, attends school events. And is an engaged member of governing body (known as a Local Academy Committee). • We also have close connections with both the MAST team and Open the Book. Both plan and lead regular worships which link with our termly 'Values for Life' which are rooted in Christian text. • Our Head of School has close and established links with the DBE and attends training, such as the Heads Briefings. Most recently, we have engaged with the Collect Worship training and we are and are booked onto training to further support SIAMS. • Head of School has recently attended a network meeting with colleagues across the DDAT trust, creating supportive links with other schools and colleagues. This has been used to further strengthen our school's practice.
Context 2: What are we doing here? *(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)* a. Considering the answers under 'Who are we?', what is the vision of the school and of the trust? b. How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?	• Our vision is directly rooted in scripture (Hebrew 12:1) and reminds us that all (children, parents, staff and the community) can flourish. • Our vision dovetails with the schools within the Matlock and Dales Primary Partnership so that all the children and families in all 5 schools flourish as church schools, working to enact both the Church of England and the Trust's vision (of *life in all its fullness*). Staff across the schools work for the benefit of all: CW, SEND, inclusion and curriculum. 1. Our School Improvement Plan is driven by our Christian vision; it focuses on ensuring all children, parents and staff can be a light for others, to flourish and have the opportunity to shine no matter what their background. By working in tandem with partners, we

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c. How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?	ensure all of our children have access to a wide range of carefully chosen and considered activities. • Staff have worked with the local community to revisit our Christian foundation. We all understand that our school was created following the closure of two local schools with the land being a gift from the church. • Our foundation and vision remind us that that we enable our children to learn, grow and be educated so that they are able to flourish as morally developed young people ready for the challenges in the next stage of life. We shape our provision so that all barriers (such as our small size, our higher than average levels of disadvantage and SEND) are diminished or removed whilst our opportunities are maximized (such as our understanding of every child and family, our staff and our centrally to the town). • Consequently, the children, families and staff at St. Giles CE Primary and Nursery shine: attendance, attainment across all aspects of the curriculum, behaviour, staff development and retention and family support have grown in strength within the school and continue to do so.

Inspection Questions (IQ) :

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

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INSPECTION QUESTION (IQ)	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish? a. How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school? b. What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish? c. How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d. How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?	2. Our vision is clearly rooted within Biblical text and shared with our school community. Our vision is something that we are currently embedding within our school. • This work has been further strengthened with staff exploring our original foundation as a Church school. This has further helped all staff (including those newly appointed), volunteers and students better understand our original founding purpose. • The vision underpins all of our own policies (such as our behaviour policy) and shapes the way that we operate and practice. It also acts as a source of aspiration and guidance, reminding us that our aim to enable all to flourish. • Our vision ensures that we are wholly inclusive: welcoming those in catchment and those who choose us for our vision and provision. We work with those in need, providing strong and effective support for both children and their family. This as noted in our latest Ofsted report which states "This is a small and inclusive school, with a strong determination for all pupils to do well". 10313293-st-giles-church-of-england-primary-school-141674-final-pdf.pdf 3. We are seeing the impact of our vision: it is enabling all children, families and staff to flourish in a range of areas: 4. attendance, 5. attainment, 6. behaviour 7. positive attitudes 8. contribution to school and the wider community. 9. staff wellbeing and retention;

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	10. Our vision extends to those yet to join school: parents and guardians attend our weekly Parent & Toddler group (Little Smiles at St Giles). This has resulted in increased pupil numbers for both our nursery and Reception • • As a partnership of schools: we are wholly inclusive, welcoming those in catchment and those who choose us for our vision and provision. • RE holds equal priority to all subjects. Prominence is given to the resourcing and development of RE and collective worship. • The RE/Collective Worship lead and Senior leaders provide staff training enabling our staff to provide an effective quality of education. • School actively engages with the DBE and local church priorities and initiatives. • St Giles now enables all children, families and staff to flourish attendance is stronger than ever, which has seen many days this year with 100% attendance from children and staff. Attainment is still an area for improvement for KS2 however plans are in place and have bee addressed. Positive attitudes are being to show from staff and children as they are now aware of a clear vision, values and school rules. • Strong outcomes in Early years, KS1 phonics and MTC – see attainment data. • Further support and development in place for outcomes in KS2 – see attainment data.

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	• The overwhelming majority of children leave are best placed for KS3 and relationships between secondary schools are beginning to develop and strengthen. • Pupil survey/voice reports all children feel that they are supported, safe and enjoy coming into school (Sharepoint/pupil voice Nov 2024 Pupil Voice November 2024 for St. Giles CE Primary). • Our School Improvement plan is driven by our Christian vision; it focuses on ensuring that our children achieve through kindness, compassion and perseverance. Enabling all to flourish, using all of their God given talents • Staff welfare and development remains a priority. Ofsted 2024 reported that "Staff are proud and happy to work at the school. Leaders are considerate of their well-being." 10313293-st-giles-church-of-england-primary-school-141674-final-pdf.pdf • We have a wellbeing champion where staff feel they can have open conversations. Regular meetings are in place for all staff of all levels to meet. • Our latest staff survey (Sharepoint/staff survey Nov 2024 St. Giles Staff survey) continues to evidence this. • Children, staff and LAC members benefit from an ever-widening offer. Staff and leaders use training and CPD to enhance our worship, teaching and leadership. This enables us to effectively provide support for all schools in our partnership. • Our vision aligns with DDAT's Trust vision of: wanting all our children and young people to be able to *'experience life in all its fullness'.* This phrase is rooted in a Christian narrative (taken from John 10:10), it irrespective of a faith perspective, as that is what all of us want for our pupils.

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IQ2 How does the curriculum reflect the school's theologically rooted Christian vision? a. In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b. How is spiritual development an intrinsic part of the curriculum? c. How do leaders know that the curriculum is having the intended effect for pupils? d. How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? e. How does being part of the trust enhance the school's curriculum?	• St Giles pupils receive a broad and engaging curriculum. (as noted by Ofsted 2024: " The strengthened leadership has developed an ambitious curriculum and is driving improvements." 10313293-st-giles-church-of-england-primary-school-141674-final-pdf.pdf • Our offer includes progressive: forest schools, a wide range of sports, whole class (and peripatetic music classes) and bespoke RSE. Extra-curricular provision includes Breakfast Club, after school club, swimming, church and school choir, sports clubs, gymnastics club and music partnership. Our disadvantaged children are prioritised and funded for these. All clubs are highly attended by our vulnerable children. • Our children have started to develop their spirituality through taking an active role in the life of the school through being apart of the Worship Team, the school council, the Eco Team, or by our weekly Circle Times which link themes from our value for life, behaviour curriculum and PSHE. This enables them to help shape and develop the curriculum; impact positively upon the contribution that school makes in the community and on the lives of the children; enables them to consider what it means to be a good citizen and approach the future with hope and aspiration. As notes by Ofsted 2024, "There are opportunities for pupils to contribute to the life of the school, as a school councillor, librarian or sports leader for example." • Our ambitious curriculum rooted in our vision enables all our children to develop resilience, confidence and independence. Children willingly engage in their learning and in all aspects of school life. • Leaders rigorously track and monitor teaching and learning; our termly assessment ensures that we track progress across the year;

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	swiftly identifying gaps or barriers to learning and working diligently to remove these through daily catch-up and keep-up interventions. • Attendance is much stronger than before. The attendance is monitored daily, for those where attendance is not, welfare calls are made, and attendance meetings are held and support plans established. This support is highly effective enabling children to attain highly. • Our vulnerable children are supported through adaptations made to their curriculum and environment. They are supported by the inclusion team who also monitor their progress, attendance, and emotional wellbeing. • As a school we ensure that all children represent our school and their voice is heard. • Children are included in all aspects of school life including trips and visits to church.
IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?	• Collective Worship is well planned by our CW and RE lead. Our vision and shared termly values are shared via discrete teaching, with the themes explored through biblical texts. Children and staff are beginning to reflect on how these impact on our lives today. • Children are actively involved in shaping, leading and reflecting on our worships. The Worship Team help introduce the theme and reflection. Next steps: children to write their own prayers. • The learning in Collective Worship is beginning to be be reinforced and supported in classrooms within reflection areas. Next steps – Reflection area non-negotiables. Picture news is held in class every Thursday and through the RE curriculum. Picture news is displayed in the hall. Next steps – impact of this? Is it truly used?

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	• Children are beginning to understand and respect our vision but further embedding needs to take place. • Worship is an integral part of the school's day-to-day life. Staff and pupils are all invited to be part of the collective worship time. **Next steps: Invite parents into school worship? Parents and the community are welcomed when we attend church.** • Some children find the hall environment challenging, due to their sensory needs, so they take part in worship in the inclusion room, or classroom with a staff member to ensure they are included in daily worship. • Each classroom has a reflective area. This does vary. – Next steps with Reflective area non-negotiables. We want to ensure that this space offers the children chance to reflect on the values taught and extend their learning of the RE curriculum as well as read a variety of diverse texts linked to this teaching. • Our carefully planned acts of worship are centred around the themes within 'Roots and Fruits'. • We use collective worship time to celebrate sporting achievements, academic achievements and children's work towards the values. • The School council team introduced the kindness spotlight. Teachers choose a child from their class who has shown this value. The children then sit during circle time and discuss why every class needs a (child's name). The children are encouraged to say kind words about their classmate. • Our worship is invitational through prayer, inclusive through planned texts and inspirational in that the children are encouraged to respond to big questions such as: What does fairness for all look like? How do

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	we forgive when we still feel cross? Is honesty always the best policy? • We are embedding to promote and ensure that our worships are a time for the children to consider something 'bigger' than themselves. • Next steps from further training and discussions with colleagues across the partnership and trust: ensure all classes have a physical object (cross) that they can bring into CW to demonstrate that we are all together, this learning if than taken from CW and implemented within the classroom. Each class has a prayer book or prayer stones where they write their own prayers and share these in worship.
IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well? a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b. How do school policies and practice create a culture in which people's wellbeing is enhanced? c. How is enabling good mental health for all central to the school's work? d. As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times? e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?	• Most pupils are starting to show respect to each other through the schools vision and values – these are displayed in the reflection areas however review of reflection areas. Next steps: reflection areas and reflection area in library area to provide a safe, quiet space for children to reflect and pray? • Reflections areas are starting to become resourced so that children have a way in which to record any of their thoughts and feelings. The children have recently being introduced to "I wish my teacher knew.." and teachers have removed the 'worry boxes'. From recently training of HoS this was a discussion. • Discrete Christian values for life ensure that our children are rewarded for positive choices. • Feedback, both verbally and written, enables our children to understand how they can improve their work and high expectations from all teachers ensure children develop high aspirations.

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	• We value and respect all members of the school community allowing pupils to feel cared for and respected. Some staff need further work and support with ensuring they are using professional training and support and not what they feel is right. • Our newly rebranded and relaunched reward system recognises children who have shown kindness, compassion or perseverance as well as showing that they are following the school rules of be safe, be calm, be respectful. • Curriculum design, including Bikeability, Forest Schools, swimming and progressive enrichment opportunities and enables our children to develop resilience and overcome challenges. • Our Partnership mental health team (which comprise of staff across the 5 different schools and staff from many different areas) meet to work together to improve the mental health for staff and colleagues. They act upon suggestions. • This year, as a school, we introduced a 'secret buddy'. All staff members have a secret buddy. This buddy will provide a 'treat' or will show an act of kindness for their secret buddy. At the end of the school year, we will share who our buddies are. • The mental health of our children is prioritised through active work in the curriculum through circle time, daily check ins, monitoring of children's attendance for those children who we know struggle with their mental health, support from the inclusion team, meetings with parents, the use of opportunities for children to be able to write how they feel. Our Mental health lead also plans and delivers a nurture group twice a week for children who have been identifying as needing some further support.

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	• The children have a strong and good understanding that they can speak to all adults and are reminded daily they are always welcomed into the HoS office for a 'catch up chat'. • All staff have a good understanding of the children's needs, Ofsted 2024 also states " Staff know them individually well. Pupils can talk to them about any worry they may have." 10313293-st-giles-church-of-england-primary-school-141674-final-pdf.pdf
IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility? a. How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? b. How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c. As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives? d. How does the trust make a positive impact on the culture of the school?	• Staff of all levels are well trained and encourage our children to make positive choices in school. We have very recently introduced our new schools rules: Be safe, be calm, be respectful. • Children report that they feel safe, and they know who to talk to if they need help. (Sharepoint/pupil voice Nov 2024 Pupil Voice November 2024 for St. Giles CE Primary). • Staff survey evidence that behaviour is good and well managed. (Sharepoint/staff survey Nov 2024 St. Giles Staff survey) • Leaders actively seek to promote belonging, positive mental health and wellbeing amongst all members of the school community. We are a newly established staff team. There are elements where staff look out after each other, however this is an area of development. • Our Inclusion Team across the Matlock and Dales Primary Partnership supports the mental health and well-being of all our children and families. • Mental Health First Aider: we have a trained MHFA and asked for additional staff to be trained to provide even greater support. We are

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		have one TA who is trained in this. However, we would like to provide her with further training. • We are a provider for ELSA and Nurture. ELSA is provided by our inclusion team; Nurture is provided by our TA who is also the MHFA. This ensures children across our partnership benefit from trained, high quality SEMH support. • Lego therapy is used within school. • Our Worship Team take an active role in promoting work in the local community and champion charities through their work. • Our School council team organised fundraising events for Children in Need – and raised £318. • Children have welcomed a family from the Ukraine and have actively learned welcomes in the Ukranian language.
IQ6	Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)	• Children and staff engage with carefully chosen resources which support the delivery and teaching of RE. A new scheme has been recently discussed: NATURE? • RE teaching balances learning about theological ideas and religious texts with modern day communities, societies and cultures. • Children learn about and from people who have faced adversity and overcome barriers to succeed in life and reach their goals. • Children support their local community with planned opportunities within our 11 things before 11, RE and PSHE curriculum. • All children had an input into the 11 things before 11. • We prioritise trips and resources to educate our children about the diversity of our school community; we build on the children's understanding of these religions using practical experiences where

	possible referring to our knowledge organisers. Planned visits to the Open Centre in Derby enable the children to experience a Hind Mandir and a Mosque first-hand (Years 3 and 4). NEW: Currently planned for our younger children in EYS and Y1/2) • Our children recognise and celebrate key festivals throughout the year and learn about how other cultures practise their beliefs. We followed the five days of Diwali celebrations and learn about Chinese New Year.
IQ7 What is the quality of religious education?	• Leaders have established and embedded a progressive long-term plan based on the Derbyshire Agreed Syllabus and Understanding Christianity. This is taught on a two-year cycle. We are currently teaching from cycle b. • Staff plan using the Understanding Christianity document and The Derby City and Derbyshire Agreed Syllabus. • RE is coherently sequenced and mapped out. The was supported by the smaller schools within the partnership (Bakewell Infants and Darley Churchtown) • Effective use is made of UC units of work combined with units from the Derbyshire agreed syllabus which focus on carefully chosen major world faiths. • Knowledge organisers are used to support children's learning. • Graphical organisers have been introduced this year. A staff review of these were discussed during staff meeting. Early years and KS1 use floor books to display their sticky knowledge learning, whereby KS2 children have their own graphical organisers.

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	• Children learn about Christianity, alongside Islam and Hinduism • High quality and consistent teaching of RE meets the Church of England's Statement of Entitlement • Progression is evident across the phases. • Staff have the opportunity to learn from each other, sharing ideas. This is now starting to take place across the partnership. • The partnerships CW lead is apart of our staff body at St Giles and provides support to enable staff to feel more confident when teaching. • UC and Derbyshire Agreed Syllabus enable staff to confidently plan lessons, building on prior learning. This ensures children remember more and have the opportunity to over learn. • Children are engaged in various learning activities which support development of own views and reflection of the world around them. The Bible and visual representations are used to spark discussion and promote thinking. • Teachers are focused on next steps in planning and ensure children are learning key knowledge and identify gaps in learning. • Focused WALTs are sticky knowledge rather than activity driven. • Teachers revisit prior learning and build on understanding to ensure children remember more and make links between key pieces of knowledge and events in Christianity and different religions. • Children are developing a more secure knowledge of world religions and views.

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	• Children are beginning to engage and discuss news and world events with a deeper understanding of the rich tapestry of religious differences.

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