



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church**

# Stanion CEVA Primary School

## School Self Evaluation

**URN: 122112**

**Date of the last Section 48 inspection: 30<sup>th</sup> November 2011**

### **SCHOOL CONTEXT**

Stanion CEVA Primary School is a smaller than average primary school situated in the rural village of Stanion which is on the outskirts of the town of Corby. There are currently 102 children on roll. The school received a 'Good' Ofsted inspection in December 2016 and it was recognised by Her Majesty's Inspector that there are many Outstanding features.

Stanion is an Aided Church of England Primary School and we are proud to be a member of the family of Church schools in The Diocese of Peterborough. The school's foundation governors are appointed by the Diocese. The ethos is based on the two commandments in Saint Matthew's Gospel and follows the Christian principles about the worth of each individual child.

The school deprivation indicator is 0.14% (RAISE 2016). In 2014 and 2015 the indicator was 0.08 and 0.09. This reflects the change in our school population over the past few years. We welcome all children including children who have found larger schools difficult. Many of our children come from beyond the immediate village surroundings. Presently only 27% of children come from Stanion and the majority of children (65%) come from the town of Corby, which is identified as culturally diverse with large areas of social need and the highest death rate in Europe from lifestyle related illness.

During the last academic year there were 7 children identified as Pupil Premium, of which 5 were eligible for free school meals. This year there are 6 children identified as Pupil Premium, 1 child for Services funding and 2 looked after children (LAC).

Minority ethnic groups in the school are well below the national average standing at 9.2% in 2015 and 11.2% this year (RAISE 2016).

The percentage of pupils with English as an additional language is well below the national average at 2%.

A very small minority of the children (4%) have special educational needs. The school supports one child with a statement of Special Educational Needs for Downs Syndrome, and three children are identified as having additional needs under the single SEN category. Two Learning Support Assistants are employed full-time to support these children.

Few children move from the school during their 7 years from EYFS to Year 6. Those that do, usually move from the local area because their family relocates.

The school has positive relationships with parents and good parental support (attendance figures at parent consultation evenings are almost 100%, parent volunteers in classrooms, open door policy).

There is an active PTA which usually raises in the region of £2000 each year and provides community events.

The school has a good relationship with St Peter's Church in the village and the interregnum Assistant Priest delivers regular Worship Assemblies.

The school has undergone significant staffing changes since the last inspection in November 2011. The previous substantive Headteacher left the school in January 2015 for another appointment. The Deputy Headteacher was appointed as substantive Headteacher. A new Deputy Headteacher was appointed in September 2015. A new teacher for Year 5/6 was appointed in January 2016 and a new Year 3/4 teacher started in May 2016. All the Teaching Assistants are new to the school since the last inspection. The school has a Higher Level Teaching Assistant (HLTA) and a former class teacher who deliver interventions across the school.

The Headteacher is currently supporting another local school in the Parish as Executive Headteacher. He currently works 2.5 days per week in each school.

The RE Subject Lead in school is new to post (September 2016) due to the previous lead resigning in April 2016.

The governing body have also undergone changes since the last inspection. A new Chair of Governors and Vice Chair were elected in June 2015.

## THE VISION AND VALUES OF THE SCHOOL

The root of the ethos of Stanion Church of England Primary School is based on the two commandments in Saint Matthew's Gospel.

***'Love the lord your God with all your heart, with all your soul, and with all your mind.'***

***'Love your neighbour as yourself'***

We believe that a good education must promote 'life in all its fullness' and so our Christian values underpin everything that takes place in school. As a school we seek to promote educational excellence for everyone and believe that in educating the 'whole person' every child can flourish.

### **Aims of the school**

We aim to ensure that:

- Each child is valued for their individual contributions and develops a positive attitude and mutual respect towards everyone in the life of the school and community.
- Each child develops high self-esteem, confidence, a true feeling of self-worth and a sense of responsibility.
- Each child acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Each child develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices whilst at school and in their adult life.

- Each child develops the skills and attitudes necessary to work both independently and collaboratively.
- Each child will be enriched, motivated and challenged by a broad and balanced curriculum and will be valued for all their efforts and achievements.
- Each child will be given equal opportunities to participate in all aspects of school life and reach their full potential.

## SUMMARY

As a Church of England Primary School we pride ourselves in recognising that each child is valued for their individual worth. We encourage every child to seek the knowledge, wisdom and skills needed to be a good person. They develop a mutual respect for the dignity of others based on acceptance and trust. We focus on the qualities that enable people to flourish together in relationships and in the wider community. Our children have high hopes and aspirations for their future and we give them help and guidance towards fulfilling them.

We have developing links with St Peter's our Parish Church. We have close links with our interregnum Assistant Priest, Reverend Julian Bowers and with Reverend Colin Simpson (Parish Priest until January 2016). We have regular celebrations in the Church which the children are encouraged to lead and to celebrate our faith.

The Christian Values are woven through everything we do at school to ensure our children, staff and families feel happy and safe within our Christian environment.

**Updated: January 2017**

### PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE PREVIOUS INSPECTION

***Focus for development 1:***

Involve staff in monitoring and evaluation across the school, with particular reference to its church school character.

Action taken	Impact
<ul style="list-style-type: none"> <li>• The Head Teacher has implemented a rigorous monitoring and evaluation system across the school. All teaching staff are given subject leader release time every term to monitor their subject areas.</li> <li>• The Governing Body has a monitoring schedule in place to support the subject leaders. Governors are given a month in which to meet with the subject lead and visit the school. A formal</li> </ul>	<ul style="list-style-type: none"> <li>• All teaching staff are now included with the monitoring cycle. The schedule is updated three times per year and shared well in advance. Staff and Governors have greater ownership of the school development areas and work together to help move the school forward.</li> <li>• Foundation Governors are supporting the school in developing the distinct church ethos. Visiting speakers from the local area deliver worship assemblies throughout the year, children have a</li> </ul>

<p>written report is then produced and feedback is given at the next FGB meeting.</p> <ul style="list-style-type: none"> <li>The Head Teacher, Religious Education Coordinator and Foundation Governors work closely to monitor the provision of R.E and collective worship in school.</li> </ul>	<p>dedicated prayer and reflection area within school.</p>
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**Focus for development 2:**  
 Develop the school-church relationship with the new vicar and re-establish links with the local church and worshipping community.

Action taken	Impact
<ul style="list-style-type: none"> <li>Upon his appointment in January 2015, the Head Teacher contacted Father Colin Simpson to deliver regular worship assemblies in school. It was agreed that Mrs Jackie Makepeace (Foundation Governor) would deliver a worship assembly every other fortnight.</li> <li>In May 2015 Father Colin and Bishop John of Brixworth conducted the new Head Teacher Commissioning Service. Mr Jones promised to ensure that everyone in school is valued and recognised as being a child of God, uniquely gifted by him. He also committed in ensuring the school is rooted in Christian values.</li> <li>The church is used to host key events and festivals throughout the academic year and children have used the church to support them with their Religious Education lessons.</li> <li>The school invites the village pensioners to the Christmas Nativity and has plans to involve the Parish Council and village community in celebrating the school's 50<sup>th</sup> anniversary in July 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Father Colin delivered worship assemblies every other fortnight and worked hard to re-establish links with the school. He visited the school on numerous occasions to share a blessing and prayer and key events. Father Colin blessed the new Salvadoran crosses in each classroom and presented the school with a special candle.</li> <li>The new Head Teacher Commissioning service helped re-establish the links between the church and school. A celebratory news article was published in the Parish Church Newsletter.</li> <li>A parent survey in May 2016 showed that 95% of parents think the school promotes worthwhile attitudes and values through its Christian ethos. Also, 90% of parents said they value the opportunities their child has to visit St Peter's Church.</li> <li>Our class teachers have used the church during R.E lessons. The children in our Reception Class have had a pretend Wedding and Baptism during the year delivered by Father Julian.</li> <li>The village community feel involved in the life of the school and are encouraged to join in our success and key events.</li> </ul>

**Focus for development 3:**

Provide opportunities for the pupils to develop greater understanding of different faiths and cultures through, for example, links with other schools.

Action taken	Impact
<ul style="list-style-type: none"><li>• The school has been linked with Kabifita Lower School in The Gambia for over 3 years. The children write letters and send power-point presentations to each other.</li><li>• All the children in Key Stage 2 went on the All Saints Faith Tour in Bedford (November 2015). The tour allowed the children to visit a Church, Mosque and Gurdwara.</li><li>• Faith Leaders from other religions have visited the school to talk about their religion and give the children a better understanding of how they worship. In November 2016 our Year 5/6 children were visited by Mr Harkirat Singh from the Northampton Sikh Centre. The school is currently arranging a visit by a Jewish leader in spring 2017.</li><li>• The school will be implementing a 'Multi-Faith Day 10' unit in the summer term. This will be in conjunction with our sister school, Brigstock Latham's Primary.</li></ul>	<ul style="list-style-type: none"><li>• The link has provided the children with the opportunity to learn about how Christianity is celebrated in other cultures. The children have sent and received letters and enjoy watching power-point presentations about key festivals and cultural events.</li><li>• The children gained experience of what it is like to be a worshipping Muslim or Sikh. It also provided the opportunity to: bring R.E. alive through first-hand experience, enhance the spiritual, moral, social and cultural development of pupils and experience community cohesion at work in a rich and diverse neighbourhood.</li><li>• Pupil questionnaires show that our children value the opportunities they receive to learn about different faiths and cultures in school. They state it is important as it teaches us to treat others well and to respect their beliefs.</li><li>• The children will develop a greater understanding of how people in other religions celebrate their faith and festivals.</li></ul>

## CORE QUESTION 1

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

**SCHOOL SELF EVALUATION: Good**

**School evidence based on pupil outcomes:  
Provision**

- Christian values are at the heart of our Church School. These values are embedded within everything that we do and they enable pupils to make very good gains in their personal development. Our values are organised across the school year, with a focus on one each month. This is then celebrated through different themes which are related to it. The Church Council met with a Foundation Governor and the Head Teacher in July 2016 to plan the worship values for the 2016/17 academic year. The Head Teacher and a Foundation Governor coordinate the Church Council and are currently supporting the children to deliver worship assemblies.
- We use the Northamptonshire Agreed RE syllabus which provides many opportunities for children to explore other faiths, cultures and beliefs. The syllabus is enriched with trips and visitors. In October 2015, all the children in Key Stage 2 visited the Faith Tour in Bedford. The tour consisted of a visit to a Church, Mosque and Gurdwara. The children met the different faith leaders throughout the day. In November 2016 the school welcomed a leader from the Northampton Sikhs to work with the Year 5/6 class and deliver a whole school assembly.
- Every class has a R.E display board that shows our Christian Values and celebrates work. Each class also has a Salvadoran Cross as does the school hall, reception and altar.
- The school has systems in place to ensure all children make at least good progress. Children who are not meeting their personal targets are identified through pupil progress meetings and tracking. Interventions are then implemented and tracked through the SEND provision map and SENCo monitoring.
- Children are encouraged to be independent learners through our Learning Behaviours Strategy but also to support each other. There are opportunities throughout the year for children to mix with other year groups to develop a supportive family atmosphere. Open Working Days for parents, sporting activities and other themed days are delivered in mixed classes.
- Children regularly take part with charitable fundraising events. We have an active School Council who plan and deliver charity days such as: Children in Need, Stand up to Cancer, Genes for Jeans, Operation Orphan, Corby Food Bank.  
Behaviour in school is outstanding and children are given 'house points' for being a good friend and being caring to others.  
The Behaviour Policy is underpinned by Christian values and the school promotes positive behaviour through being happy, safe and secure.
- The school has an open door policy and parents are encouraged to share any concerns with staff members. 100% of parents surveyed in May 2016 said they find it easy to approach the school with questions or problems to do with their child.
- Teaching when triangulated with books and data is judged to be good. (Lesson observations, book scrutiny, pupil discussions, LA monitoring visit, External Ofsted Consultant)
- Class teachers track a sample of children through weekly assessments in RE so that standards can be monitored by the subject leader.
- Teaching assistants work closely with teachers and provide effective support for pupils in lesson. They ask pupils questions that develop their learning (Ofsted report January 2017)

- Child interviews are conducted frequently to ask the children about R.E and worship in our school and its impact on their understanding and lives. Children comment on feeling valued and respected by all adults in school (Pupil questionnaires)
- There is a high level of parental involvement in the school (active PTA, school events are well attended, parent volunteers helping in school)

### **Reasons for the grade (impact and provision)**

Attendance in school is good:

2014 – 0% Persistent absentees, 1.8% of sessions missed due to overall absence, 0% exclusions. This is significantly better than the National average.

2015 – 0% Persistent absentees, 3.2% of sessions missed due to overall absence, 0% exclusions. This is significantly better than the National average.

The school's Christian character shapes its approach to issues of attendance and pupil exclusions.

Attendance is closely monitored and letters are sent inviting parents to meet with the Head Teacher for any children that are causing a concern. Individual reasons for low attendance are identified and appropriate action taken. Pupils with 99% and 100% attendance are rewarded in a special assembly. The class with the greatest attendance each week is celebrated in the weekly newsletter.

The achievement of learners in the school is good. In 2015 the school was one of the top performing schools in Northamptonshire for Level 4+ at the end of KS2 with 100% of children achieving this and making a minimum of 2 levels progress.

Regular opportunities for children to engage in high quality spiritual reflection (daily prayer, worship assemblies, Prayer Space)

Stanion C.E Primary recognises the importance of ensuring the highest levels of personal development and well-being for our children. We have a dedicated lead in school who delivers interventions across the school. She ensures that children who may be finding work difficult, have the opportunity to work either 1:1 or in a small group and at a pace and ability level suited to their needs.

The school is very welcoming and children say they feel happy and safe (Pupil and parent surveys)

Pupils are respectful to others and value differences in their community and throughout the world.

Pupils value learning about multi-cultural faiths and believe it is important to help Relationships.

### **Key Strengths**

- Christian Values embedded across the school with lesson time and collective worship.
- Children's behaviour and outstanding attitudes to their learning.
- Happy, caring and safe ethos across the school
- Parents are very supportive and positive about the school. 100% of parents said the school is a happy place and their child enjoys school (Parent Survey May 2016).
- 95% of parents state the school promotes worthwhile attitudes and values through its Christian ethos (Parent Survey May 2016).
- Children's attendance is good.

- Standards and achievement for groups are good.
- A developing link with our Parish Church St Peter's and our interregnum Assistant Priest, Reverend Julian Bowers.

### **Development points**

- To develop attachment awareness and mindfulness provision across the school.
- To develop the Understanding Christianity Project across the school.
- To develop children's understanding of Christianity as a multi-cultural religion.
- Continue to develop the link with Kabifta Lower School in The Gambia to develop awareness and understanding of other cultures.
- More regular R.E monitoring (R.E Lead, Foundation Governors)
- Continue to develop the school Prayer Space and Reflection area.

## **CORE QUESTION 2**

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

#### **SCHOOL SELF EVALUATION: Good**

#### **School evidence based on pupil outcomes:**

##### **Provision:**

- Collective Worship is an integral part of the school day. Worship is inspirational and inclusive with its impact evident in all aspects of school life. Our children are aware of our Christian Values and respectful of other beliefs.
- All learners enjoy the content of singing celebration, candle, bible stories, visitors and opportunities to reflect and prayer. (Pupil questionnaires)
- With the support of a Foundation Governor, opportunities are provided for our Church Council and other children to lead collective worship linked to themes identified in the worship plan.
- Parents and family are invited to celebrations of Christian festivals e.g. Christmas, Harvest and Easter.
- Our Christian Value of the month is on display in the front entrance to the school and on the parent noticeboard. Our Values tree reflects the current value and has golden hands of children demonstrating the Christian Values in or out of school.
- Prayers books are in the main entrance foyer for our visitors to read.
- Planning for Collective worship is thorough and progressive focusing on the value of the month. Links to the bible are made as well as opportunities for children to link to their everyday life.(Collective worship planning)
- The Headteacher, Foundation Governor and Church Council met in July 2016 to plan the worship plan for 2016/17. The children were asked what values were important to them and these were included.
- The Headteacher and members of the teaching staff together take responsibility to lead worship and throughout the year there are opportunities for children to lead worship. (Collective worship evaluations)
- There are opportunities for prayer and reflection throughout the school day.
- Children are aware of the Holy Trinity and this is represented in school through the lighting of the 3 wick candles in every class.
- The school prayer, is often used in collective worship. This was written by the School Council last year.

- Monitoring of collective worship is carried out by the Headteacher, subject leader and foundation governors.
- Father Julian and Mrs Makepeace (Foundation Governor) visit school every other fortnight to deliver a worship assembly. The children enjoy having our special visitors in school. A representative from the Brigstock Methodist Church delivered our Advent assembly in December and has agreed to deliver future worship assemblies.
- Every Monday and Thursday morning we have a worship assembly when a staff member will lead worship around a Christian Value/Theme. Staff members are invited to join in for the worship and children are always given the opportunity to reflect and pray. Every Wednesday morning, teachers lead their own worship in their classrooms.
- On Tuesday mornings the children come together for a weekly singing celebration. The children sing a range of songs and the school prayer is shared at the end of the celebration.
- Every Friday afternoon we have a Celebration Assembly and invite the parents and carers of selected children to join us. The children are presented with a special certificate and we all celebrate their success. We end the week by celebrating our success, thanking God and by reading the school prayer and blowing out the candles.

### **Reasons for the grade (impact and provision)**

- Our Christian Values are embedded in school and are central to the life of our school. Collective worship is carried out by all teaching staff in school, the local vicar, a Foundation Governor and other visitors.
- Themes of worship are based on our School Values and have a direct impact on daily school life.
- Displays around the school celebrate the children's work and promote our Christian ethos.
- A clear monitoring system enables school leaders to identify the impact of worship and measure the children's enjoyment.
- Children have opportunities to reflect about the value/theme of worship and its impact on their lives.
- We follow the Christian calendar for special days.

### **Key Strengths**

- Our Church Council are involved in the planning of collective worship.
- Children demonstrate a positive attitude towards worship in school.
- Clear school values shared with all stakeholders.
- Our children are well behaved, caring and polite individuals.
- The school has good relationships with members of the local community, parents and carers.
- In the previous academic year, each class were given the opportunity to lead a whole school worship assembly.

### **Development points**

- More opportunities for the children and governors to lead and evaluate our worship assemblies.
- To further improve the understanding of the relationship of the Holy Trinity.
- To continue to strengthen links to other faiths within collective worship.
- The Lord's Prayer to be shared more in addition to the school prayer.

- To deliver more worship assemblies in our local church St Peter's.

### CORE QUESTION 3

#### How effective is Religious Education?

#### SCHOOL SELF EVALUATION: Good

#### School evidence based on pupil outcomes:

##### Provision

- Religious Education is a timetabled subject throughout the school except in Foundation Stage where it is integrated within the areas of learning. Each class has one lesson of 60 minutes per week. The RE subject coordinator teaches in Year 5/6.
- The school uses the Northamptonshire Agreed RE syllabus which provides many opportunities for children to explore Christianity and other cultures and beliefs. This is supported by a range of artefacts and online resources. The syllabus is enriched with trips and visitors throughout the year (Faith Tour, Judaism and Sikhism visitors in school).
- Children enjoy RE and teachers work hard to ensure lessons are engaging and exciting (Pupil interviews).
- Teachers work hard to ensure lessons are differentiated to suit ability. A recent lesson observation (November 2016) showed a selection of more able children in year 2 learning about the liturgical colours.
- Last year the children were visited by Christian Aid who talked to the children about their work and the impact they have on others.
- End of Key Stage 1 results in 2015 showed that in Year 2, 56% gained a secure Level 2 and 37% secured a Level 3. In Year 6, 50% gained a Level 4 and 50% a Level 5.
- Visits to the local church enhance RE teaching and learning where children are able to gain first hand experiences. These start from Foundation stage with a mock wedding and baptism. The school has a set of keys for the church and teachers use the church as a resource for the teaching of RE.
- All children in Key Stage 2 had the opportunity to attend the Faith Tour in Bedford. This trip was fully funded by the school and provided the children with the opportunity to visit places of worship and talk to faith leaders.
- Class teachers use the Symphony Assessment System to track a sample of children in RE. This enables teachers, SLT and the R.E subject lead to monitor standards and evaluate children's progress.
- Each class has a reflection book that is used to collect evidence of children's contributions and ideas during the lessons.
- Children's books are well presented and they take pride of their work. Teachers have high expectations and mark the book in accordance with the school marking policy.
- Children respect each-others' feelings, listen carefully to different viewpoints and support each other in lessons.
- Religious Education features on the school development plan along with core subjects as the Christian ethos is central to our school.
- The previous RE subject leader began the Teach:RE course and worked with colleagues in other schools during this process in order to obtain a specialist RE qualification. Unfortunately she resigned from her position as class teacher in April 2016 and a new teacher became the RE subject lead.

- Our R.E subject leader is currently taking part in the Understanding Christianity project and will disseminate the content of the training to class teachers throughout the academic year.

### **Reasons for the grade (impact and provision)**

- The R.E curriculum ensures the children have a knowledge of Christianity as well as other faiths (children's books, displays)
- The quality of R.E teaching is at least good throughout the school and children are enthusiastic about the R.E curriculum. (lesson observation records, pupil voice)
- R.E levels are in line and above national expectations
- Children are able to talk about the impact of R.E learning in lessons and across the curriculum
- R.E working walls are used in classrooms and children's R.E work is displayed to celebrate their achievements (classroom displays, R.E coordinator file)

### **Key Strengths**

- Foundation Governor with responsibility for Religious Education supports the school well and has supported the new subject lead with the monitoring of R.E in school.
- Despite our previous vicar leaving in January 2016, the school has developed strong links with the local church and Father Julian.
- New subject lead to be involved with the Understanding Christianity project throughout 2016/17.
- Class teachers consistently following the Northamptonshire Agreed Syllabus.
- R.E attainment is in line with other subjects.
- R.E and worship is a key action point on the School Development Plan.

### **Development points**

- New R.E subject lead to establish herself in her role and promote R.E to all stakeholders.
- Foundation Governors to monitor the teaching of R.E in school and
- To obtain the R.E Quality Mark.

## **CORE QUESTION 4**

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

**SCHOOL SELF EVALUATION: Good**

**School evidence based on pupil outcomes:**

**Provision**

- Our school has a clear mission statement which is clearly displayed throughout the school and on our website and this reflects our distinctive Christian characteristic.
- Performance indicators for the last 3 years have been above national and local averages in all key performance areas. The exception to this was the 2016 Year 6 results which fell below national for attainment but remained above the floor standard for progress measure.
- The Headteacher, Chair of Governors and staff have been passionate about improving our links with the church and developing our Church of England ethos.

- There is a succinct and clear school development plan which ensures faith is at the heart of the daily life of the school. RE and Collective Worship feature on the school development plan as the Christian ethos is central to our school. (See SDP)
- All staff and governors are fully committed and involved in creating a positive Christian ethos.
- Governors attend regular training and 2 Foundation Governors attended the 'Leaders of Church Schools Conference' in November 2016.
- Leadership responsibilities are shared throughout the school.
- Leaders articulate and promote a vision based on distinctively Christian values.
- The Headteacher is supportive of all stakeholders and demonstrates compassion and care. Parents feel the school is well led and managed and state their children feel happy and safe in school (Parent View survey).
- Our school prayer is displayed in our classrooms and on the school altar to remind us of our Church ethos.
- High quality teaching, progress tracking, data analysis and work sampling ensures that high expectations for all are maintained and children achieve well.
- Our outstanding Special Educational Needs Coordinator ensures that our SEND children are given additional interventions and the impact of this is tracked.
- The school has strong links with our cluster schools, which include other Church of England schools.

#### **Reasons for the grade (impact and provision)**

- At our most recent Ofsted inspection in December 2016 the school was graded as good with elements of outstanding practice.
- Pupil achievement is good across EYFS, Key Stage 1 and Key Stage 2.
- Stanion C.E Primary has a caring, family ethos and this is frequently commented on by visitors to the school.
- Our Chair of Governors is extremely supportive of the school and leads by example. She is respected by all stakeholders and is fully committed to ensuring our children are treated as individuals and valued for his or her individual worth.
- The school is committed to our Christian ethos which is based on the two commandments in Saint Matthew's Gospel. We subscribe to the Peterborough Diocese Gold Level Agreement and value the opportunities this brings.
- Staff are encouraged to take part in continued professional development and the school works hard to deliver training suited to their individual needs.
- Performance Management reviews are conducted twice yearly with targets that feed into the School Development Plan.
- We have strong links with the Diocese who support the school in its key development priority. A Diocesan consultant conducts termly visits to review progress as well as keeping the school up to date with current developments. (Minutes)
- With the new curriculum, the school has been developing new assessment procedures. Since September 2016 the Symphony Assessment System has been put into place to track progress towards end of year expectations.
- Governors are linked to a specific class and meet with the class teachers termly to discuss pupil progress. This information is then shared with other governors at the next FGB meeting.
- Through both summative and formative assessments, children's progress towards end of year expectations can be monitored, those requiring interventions can be identified and programmes put into place to ensure that they are making expected progress. (Pupil progress meetings, Provision Map)
- Stakeholders recognise that learning is beyond the purely academic and that provision needs to be made for pupils' spiritual, moral, social and cultural growth.

### **Key Strengths**

- Planning of Collective Worship includes the views of the church council members and governors
- Strong links with the local church vicar
- Tracking of pupil progress towards end of year expectations using the Symphony Assessment system.
- RE and collective worship are identified on the school development plan
- Pupil and parental voice – questionnaires and pupil discussions
- Achievement is generally good at the school.
- The positive relationships between all stakeholders guarantees that children feel supported, safe and that they receive consistent messages.

### **Development points**

- Ensure that the teaching of R.E and Collective Worship continues to be good with elements of outstanding.
- Further develop the role of the governing body in monitoring and evaluating the school's work as a church school.
- Continue to develop and strengthen the school-church partnership with the appointment of a new vicar.
- Work closely with the new vicar to ensure the school remains an active part of the worshipping community.
- To develop the global citizens aspect of the curriculum to ensure our children have a greater understanding of their place as global citizens in the future.