

SIAMS - SELF EVALUATION EXECUTIVE SUMMARY (SEES)

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| NAME OF SCHOOL: St Nicholas CE Primary Academy | | NAME OF HEADTEACHER: Mr Christopher Dale |
| SECTIONS | | EXECUTIVE SUMMARY |
| | SCHOOL CONTEXT | <ul style="list-style-type: none"> The number of pupils on roll (329) is larger than average. Almost all of the pupils are from White British family backgrounds. A small minority of pupils are from White European backgrounds or are from mixed White and Asian families. Only a handful of pupils speak English as an additional language. There are more girls than boys. Both social deprivation and economic disadvantage are above average (The school is ranked 130 out of 456, where one is the most deprived, using the Kent IMD rank). A third (34.7%) of the pupils are eligible for pupil premium and this is above the national average. The proportion of pupils with SEN support is broadly average (12.5%). An average proportion of pupils have a statement of special educational needs. Pupil mobility is high, mostly reflecting high mobility within the community (mobility in school, year 3 to 6, last year was 25.5%). There has been a very high turnover of leaders and teachers. Recruitment and retention are very difficult. About half the teachers are new to the school (September 2017). The current senior leadership team set-up has been in place since January 2018. The current HT has been in post at the school since September 2015. St Nicholas CE Primary Academy joined Aquila, the Diocese of Canterbury's Multi-Academy Trust, in June 2016, as a result of an academy order by the Secretary of State for Education. The Governing Body were pleased to be sponsored by Aquila as it ensured the school maintained its Christian ethos and link as a Diocesan School. The school has benefitted in being an Aquila school through strong links of support and development which have enabled the school to move forward on its journey of development. The quality of teaching, learning and assessment during the 2016-2017 academic year was too inconsistent. A high turnover of teachers and difficulties with recruitment has had a very negative impact on pupils' learning and progress over time. The current teaching team is now stable and the quality is much improved but the team has not been in place long enough for it to have dramatically improved pupil outcomes. Academic outcomes require improvement but are rising quickly. Learning and progress are better than they were when the school became an academy, particularly in reading and writing, and national assessment results in 2017 are an improvement on 2016. Outcomes retain some inconsistency across teaching groups and the legacy from previous times is having a negative impact on achievement, especially in mathematics and for pupils with high prior attainment; as a result, the proportions of pupils attaining age-appropriate expectations are below national averages. The effectiveness of leadership and management is continuing to develop and has a sharp focus on improvement and priorities for the school. The newly appointed Phase Leaders are very well motivated and aspirational and is very quickly becoming established in addressing the school's key priority areas. The Headteacher is setting a strong example and creating a positive culture of respect and tolerance based on |

| | | <p>the schools Christian Values. The teacher turnover has been stabilised and the staff incentivised. As a result, classes are beginning to experience greater continuity in teaching. Apart from the Headteacher, six teachers have leadership responsibility. Some are very new to their role. Developing and expanding middle leadership, and increasing their capacity to lead effectively, continues to be a core priority. The school does not have a Deputy Headteacher at present (the last post holder left in February 2018), although one has been appointed for September 2018. The school has also recently appointed Phase Leaders within the school and the distributive leadership now in place is having a positive impact in improving standards across the school.</p> <ul style="list-style-type: none">• The in-school summative assessment system, as used throughout the MAT is new within the school. The school has worked hard to standardise its assessments by ensuring cross school moderation and external moderation via the LA Senior Assessment Advisor. As a result, some pupils’ work reveals substantial progress, with broadly age-appropriate attainment.• School self-evaluation systems are increasingly well embedded and producing an accurate picture of performance that is used to improve the provision and outcomes. Learning walks are routine and an annual programme to structure the monitoring is in place; this is good practice. At present, the wider school leadership is demonstrating they are able to support the senior team with this work and their current capacity for this work continues to develop.• Governors hold senior leaders to account for all aspects of the school’s performance, its use of funding and the deployment of staff and resources. Visits are undertaken regularly and wider leadership is accountable for their roles, the Governing Body has the ability to ensure the school is able to excel.• Current leaders are promoting the school’s Christian values of ambition, community, friendship, perseverance, respect and trust as well as fundamental British values and accelerating pupils’ spiritual, moral, social and cultural development. The school community is largely a White British monoculture; work to promote diversity and a knowledge of the wider British community is a core feature of the schools Christian distinctive nature. A positive school culture has taken root.• The school has close links with the local church - 14% of pupils attend Messy Church; Rev Julie is a regular visitor to the school and takes part in the leading of worship and planning additional opportunities for worship within the school, e.g. prayer week.• Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.• Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. | | | | |
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| | PREVIOUS SIAS KEY ISSUES | <table><tr><th>KEY ISSUE</th><th>ACTION TO ADDRESS ISSUE</th></tr><tr><td>Develop a set of explicit Christian values so that there is a clear, shared articulation of the school’s distinctive character by all stakeholders. (Core question 1)</td><td>A full review of the school’s vision and values took place in July 2016. The Whole school community was involved in defining the vision and values for the school. (Staff, Governors and Parents.) The day was led by the Deputy Diocesan Director and CEO of the Trust.</td></tr></table> | KEY ISSUE | ACTION TO ADDRESS ISSUE | Develop a set of explicit Christian values so that there is a clear, shared articulation of the school’s distinctive character by all stakeholders. (Core question 1) | A full review of the school’s vision and values took place in July 2016. The Whole school community was involved in defining the vision and values for the school. (Staff, Governors and Parents.) The day was led by the Deputy Diocesan Director and CEO of the Trust. |
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| | | | Consult all stakeholders about an explicit Christian vision and set of Christian values to underpin improvements in the achievement and attainment of pupils. (Core question 1 & 4) | In Autumn 2016, a definitive and explicit set of Christian Values was decided upon by the school. Parents were asked to select their 6 Values from those chosen on the visioning day. Our school Values linked to Biblical texts are; Ambition, Community, Friendship, Perseverance, Respect, Trust. |
| | | | Increase opportunities for pupils to lead collective worship. (Core question 2) | A worship group was established, so that children are provided regular opportunities to lead Worship across the school. The children lead the Church services. In school, pupils from years 4, 5 & 6 are taking increasing responsibility for planning and leading Collective Worship. They also take part in the worship by preparing the space, leading prayers, reading, role play, songs and the use of talk partners. |
| | | | Improve the levels of enjoyment and challenge for all pupils in religious education (RE). (Core question 3) | Staff training in Autumn 2017 focussed on the introduction of the 'Understanding Christianity' materials. A pilot study using three year groups was set up to trial the materials, which was followed by whole staff training. In January 2018, the school introduced the new Kent Agreed Syllabus for teaching RE (2017 – 2020), which incorporates the 'Understanding Christianity' materials. The impact of this was seen in a recent RE week where pupils were engaged and eager to ask and post big questions. Lesson observations show an enjoyment in learning. |
| | PREVIOUS SIAS JUDGEMENTS | | Q1 Satisfactory | Q2 Satisfactory |
| | DATE OF SIAS INSPECTION: | 29/2/2016 | Q3 Satisfactory | Q4 Satisfactory |
| | OVERALL EFFECTIVENESS GRADE | | Satisfactory | |

| | CORE QUESTIONS | STRENGTHS | AREAS FOR DEVELOPMENT |
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| 1 | <p>How well does the school, through its distinctive Christian character, meet the needs of all learners?</p> <p>*The judgements in this section must reference Learner's achievement (see section 1. page 5)</p> | <ul style="list-style-type: none"> • The school's Christian values are embedded in all areas of school life and each child is valued as a unique child of God. • The school's Christian character has a high profile and clearly shapes its approach to issues of attendance and pupil exclusion. • The Christian character and values of the school contribute to the spiritual, moral, social and cultural development of the pupils and shows clear improvements in areas such as extra-curricular activities. Collections for charitable causes are regular and raise considerable sums of money and are often inspired by pupils. • Pupils behave well and relationships between all members of the school community are generally linked to the Christian character and values of the school, this has been a real area for improvement this year. • Pupils have some understanding of Christianity as a multi-cultural world faith and respect the diversity and difference within other faith communities. | <ul style="list-style-type: none"> • Achievement of pupils in all areas of learning regardless of ability or background • For the school to develop an interpretation of spirituality shared across the school community |
| | OVERALL JUDGEMENT | Good | |
| 2 | <p>What is the impact of collective worship on the school community?</p> | <ul style="list-style-type: none"> • Collective worship is a central part of the school day; each day begins with worship setting it at the starting point and focus for the school day. • Collective worship regularly includes Biblical material and Christian teaching and pupils are able to relate this to the school's core values and their own lives. • All staff, clergy and representatives from different Christian traditions (Baptist), lead whole school worship, which offers pupils a wider experience of worship. • Pupils take part and enjoy contributing within collective worship and taking responsibility for Worship. They engage well with questions posed, responding with eagerness; singing is enthusiastic. • Collective worship has in place a strong focus on the person of Jesus Christ and pupils understand the central position he occupies in the Christian faith. | <ul style="list-style-type: none"> • To continue to develop the school spiritual garden and other areas within the school, with the aim of developing a deeper sense of spirituality within the school community. • For pupils to continue to deepen their understanding of the value of personal prayer and reflection as part of their own spiritual journey and for them to seek out opportunities for this in their own lives and contribute confidently and sensitively to prayer in worship. |
| | OVERALL JUDGEMENT | Good | |

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| 3 | How effective is the religious education? | <ul style="list-style-type: none">RE is led with confidence. The Subject leader has a high level of subject expertise and the vision to realise ambitious expectations and improvement. She models outstanding teaching in her own practice.Careful and regular monitoring of RE (lesson observations, book scrutiny and data analysis) has enabled the school to understand strengths and areas of development in the teaching of RE.Pupils display a secure knowledge of many of the key aspects of Christianity and the Bible andReligious education makes a good contribution to the Christian values of the school and to the pupils’ spiritual, moral, social and cultural development.Attainment may have been low previously but there is now clear evidence that progress is improving strongly and securely. | | <ul style="list-style-type: none">To continue to embed the new Kent Agreed Syllabus and ‘Understanding Christianity’ into the school’s curriculum so that attainment is high.Embed the use of effective assessment in relation to the new RE syllabus so that progress can be clearly and securely demonstrated.Actions from monitoring will continue to inform future planning training and support for the whole school staff.For the school to provide opportunities to visit places of worship of other faiths in its curriculum planThe school is aware of the past weaknesses. This knowledge gives us strength and confidence for the future development of RE, the vision for the subject (as outlined in the areas for development above) shows that we will continue to improve. | |
| | OVERALL JUDGEMENT | Good | | | |
| 4 | How effective are the leadership and management of the school as a church school? | <ul style="list-style-type: none">Following a period of turbulence and instability, the current Headteacher has rebuilt trust and moved the school forward by ensuring that Christian values are both walked and talked.The aspirational and clear Christian vision of the Headteacher, wholly supported by other school leaders, ensures improving outcomes for pupils.Self-evaluation strategies lead directly to the school’s improvement planning. As a result, achievement and distinctiveness have improved or previous good performance has been consolidated for all groups of learners.The school and church work closely together which is demonstrated through regular services and visits by the school both to and from the Church. | | <ul style="list-style-type: none">Promote more links with local community, particularly parents and involve them in school worshipImprove accountability by adding a RE agenda item on all Full Governing Body meetings. Spring TermSelf-evaluation to involve all groups in the school community while maintaining a strong focus on meeting the needs of all learners. | |
| | OVERALL JUDGEMENT | Good | | | |
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| | OFSTED INSPECTION JUDGEMENTS & DATES | GRADE | N/A | DATE | The school has not been inspected since its conversion to an academy in June ‘16. |
| | | GRADE | N/A | DATE | |

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| | SIAMS SUMMARY JUDGEMENT FOR OVERALL EFFECTIVENESS | <i>Before completing this section and making a final evaluation of your school's overall effectiveness within the SIAMS framework, please refer to page 23 of the SIAMS evaluation schedule.</i> | | |
| | | GRADE | Good | DATE June 2018 |