St Andrew's CE Junior School Summary SIAMS Self-Evaluation 2023

School context Include: • URN • NOR • Date of last SIAMS • MAT/Federation as applicable • Diocese/Methodist circuit • Proportion of pupils considered disadvantaged Proportion of pupils with SEND	URN -112869 Last SIAMS – June 2016 We are a CE Voluntary Controlled (VC) smaller than the average-sized Junior school with 229 pupils on role in the High Peak, Derbyshire and are currently not part of a MAT/Federation. We have are double-form intake and pupils are taught in single age classes. The population is reasonably settled, with little movement. The proportion of SEND is above national average at … and approximately 44% of pupils are eligible for the pupil premium. St Andrew's CE Junior School is a flourishing setting for all stakeholders and is proud to exude a sense of community. We were recently judged to be good in our Ofsted inspection, with Personal Development judged to be outstanding. There is a strong emphasis on spiritual, mental and emotional well-being supported through our bespoke MACAWS provision. Relationships between pupils, staff and governors are valued and supportive throughout the school and the school enjoys a good relationship with St Andrew's Church celebrating and attending special festivals and activities.
Vision Refer to theological underpinning and process of establishing vision if appropriate.	***'Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.'*** The vision was born out of initial reflection and assessment 6 years ago, of the then state of the school, its strengths, weaknesses and areas for improvement and an understanding of the religious or theological principles that form the foundation of our school's identity. This was completed in line with the values, ethos and mission statement of the school's church foundations. Staff were involved, along with governors at the time to consider how the school's faith-based identity shapes its purpose, mission and taking into account the community that our school serves. We needed the vision to reflect the school's faith-based identity and aspirations to

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	express a shared understanding of the school's purpose, values and desired outcomes for our pupils. The school's vision was recently reviewed at FGB this year and fully supported by present board. Our vision is the thread that runs through the whole school and can be seen in everything we do at St Andrew's. We believe our vision enables all members of our school community to flourish and grow Deeply Christian and by serving the Common Good.

STRAND	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
STRAND 1: VISION AND LEADERSHIP	• The headteacher and Governors are clear in their Christian vision for the school. All policies and strategic decisions are based on the Christian vision. • The headteacher takes responsibility for leading Religious Education and Collective Worship and is passionate about upholding the spiritual, moral and Christian Ethos of the school so that it can be seen running through the whole school at every level. • The governing body take on a shared responsibility for ensuring the vision is upheld in accordance with the mission statement and ethos of the school. • Refined core values are more accessible for children and they understand them well. These are well embedded throughout school in Collective Worship and the wider Global Goals curriculum. • The school's vision is well embedded throughout school and across the curriculum. • SLT model the expectations of the theologically rooted Christian Vision, therefore enabling pupils and staff to flourish • MACAWS provision supports all pupils as need arises and encourages peer to peer support through the MACAWS Mental Health Champions • Access to MACAWS sessions has had a significant impact on the personal development of pupils (OFSTED November 2021)
STRAND 2: WISDOM, KNOWLEDGE, AND SKILLS	• School has developed an ambitious Global Goals curriculum rooted in our Christian Vision. It is personalised to the locality of the school and needs of our pupils. Opportunities for developing spirituality are in built.

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	• Pupil voice is a strength across school and the children take the lead in this and their ideas are put into action. Pupils are encouraged to 'speak out' about causes close to their hearts and to do so with respect. • The Agreed Syllabus (RE) is effectively supported by Understanding Christianity in RE lessons. Pupils are confident to ask 'big questions' • Pupil Premium money is used in a targeted, personalised way which ensures that all pupils receive their full curriculum entitlement including enrichment activities such as performing dance, 60 Seconds in the Spotlight and taking part in our Y6 Stelify Award. This helps us achieve 'Life in all its fullness' for all pupils. • Forest School has been developed on school grounds and a member of school staff is trained I the delivery of this.
STRAND 3: CHARACTER DEVELOPMENT: HOPE, ASPIRATION, AND COURAGEOUS ADVOCACY	• Children understand the Christian value of Charity as being part of personal responsibility. Children from across all year groups regularly and independently arrange money raising activities for local charities of their choice • Our children have independently raised awareness and supported local plans against building on a greenbelt area in the community and have written to various people of note. The story was featured in the local paper • We have links to our sister school in Zimbabwe Fort Usher and children have raised nearly £10,000 in recent years to support the school through twice yearly Enterprise Days • We use the LYFTA (Global Education) platform to encourage understanding of life beyond school and the immediate community. They are aware of global issues and show compassion • Our vision underpins the idea that being responsible and compassionate are core values for life • Our Mental Health Champions support their peers through self-led sessions and activities. • Children across school have good attitudes and behaviours for learning. They are resilient as learners and recovering well from the effects the pandemic has had on their education and well-being. • The school has achieved the Woodland Trust's Gold Green Tree Award for planting over 100 trees on school grounds and is part of the Wild Peak Programme transforming the school grounds and assisting wildlife to thrive.

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	• The school has taken part in the Transformative Communication Programme and have embraced Superpowers as part of character development which is coordinated by a member of our teaching staff.
STRAND 4: COMMUNITY AND LIVING WELL TOGETHER	• The school enjoys strong links with St Andrew's Church and we have a foundation governor from the church on the FGB • We celebrate all major festivals including our Leaver's Assemblies at the church so that parents and the wider community can celebrate with us. • Each year group visits church for an Easter Experience and our a foundation governors often volunteer as leaders. • Y3 enjoy making Christingles and a service as part of their RE curriculum work • Our Young Tree Ambassadors have served the community by delivering wildflower seed bombs to our neighbours and litter picking in the local area • The children have also helped out in the local food bank based at the local free church (Carmel Church) called Bellies not Bins. Additionally BnB have operated out of our school on two occasions when our children have volunteered to assist.
STRAND 5: DIGNITY AND RESPECT	• St Andrew's CE Junior School is fully inclusive. All pupils regardless of background or starting point have full access to a wide, rich curriculum. • The achievements of pupils are celebrated during our weekly celebration worship. This means that pupils feel a sense of worth and recognise their intrinsic value as an individual. • The weekly 'St Andies award' recognises staff achievements and contributions • Staff are able to take one 'Wellbeing Day' a school year. • The wider curriculum includes plentiful opportunities for pupils to learn about different faiths and cultures, as a result pupils demonstrate a good understanding, respect and tolerance. • Relationships in school are strong. School is a happy and positive place to work where both pupils and staff can flourish. Children demonstrate respect, reconciliation and forgiveness towards one another. • Restorative Practice and Behaviour Policy gives pupils the opportunity to reflect on their actions and to take responsibility to 'make things right'
STRAND 6: THE IMPACT OF COLLECTIVE WORSHIP	• Pupil led Collective Worships organised independently of adult input by Collective Worship Leaders across school (approx 75 pupils) • The Lyfta platform and Roots & Fruits resource is used in Collective Worship

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	• Varied whole school Collective Worship timetable where all members of school community are invited to attend. • Pupils demonstrate self-awareness, confidence and compassion for others through various independently organised charitable activities using Collective Worship values as the springboard • Firm links between school and the church, with a local church member leading a weekly Old Testament themed collective worship session • Opportunities for self-reflection and contribution
STRAND 7: THE EFFECTIVENESS OF RELIGIOUS EDUCATION	• The RE Subject Leader is committed to developing Religious Education across school. • RE is a core subject and held in high regard by all staff. • Children learn about different faiths and are able to compare them to Christianity • Children show engagement in lessons and talk positively about their learning experiences in RE • RE lessons are stimulating. Pupils retain what they have learnt and can talk about their prior learning experiences. • Children demonstrate self-awareness, open-mindedness and respect during lessons. They develop and flourish into well rounded individuals who recognise their own intrinsic value and the difference that they can make in society. • School uses both the locally agreed syllabus and Understanding Christianity resources and four teachers have been trained in the UC resources • Recently introduced assessment book follows pupils up through the school to show additional knowledge, skills and understanding of themes studied.
STRAND 7c - VA SCHOOLS ONLY How well do pupils make progress in RE as a result of a rich and engaging curriculum?	n/a

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