

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 to aid in the effective gathering of relevant evidence.
- 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](#).

School’s theologically-rooted Christian Vision

Inspiring a Love for Learning.

“Let all that you do be done with love.” 1 Corinthians 16:14

We wanted to demonstrate a passionate commitment to inspiring a love of learning. We celebrate the uniqueness of each individual and together with parents, the church and wider community, we seek to discover the potential within all our children, preparing them to be happy, aspirational, kind and responsible citizens within our diverse society.

The school’s Christian vision was developed with staff, children, governors and families. At Croxton Kerrial our strong sense of community and collaboration ensures that happiness, fulfilment and wellbeing are at the forefront of our work, so that children know they are loved by God and in turn grow to love learning, to love life and to love others. Our ambition is for all our children and school community to use their talents and gifts for the common good so that they may live life in all its fullness. Staff and pupils identified our five, core values Kindness, Peace, Hope, Forgiveness and Respect. Our Christian values support our spiritual, moral, social and cultural development as we grow and learn together in a happy, safe, aspirational environment.

Inspection Conversations: Context

Who are we?

Croxton Kerrial C of E Primary School (URN 140317) is a small village primary school. There are currently 39 children on role taught in two mixed aged classes. Our last SIAMS inspection took place in June 2015 when we were judged outstanding. Croxton Kerrial C of E Primary School is part of the Diocese of Leicester and the RISE multi academy trust which we joined in November 2013. In August 2023 the school continued in partnership with another RISE school Wymondham St Peter’s CE Primary School and the two schools share one Executive headteacher who previously worked as the Head of School. At Croxton Kerrial C of E Primary School 12 pupils (31%) are eligible for pupil premium. Two children (5%) are on the SEND register.

<p>What are we doing here?</p>	<p>At our school we aim to serve our community and to help it to flourish by providing an education of the highest quality within the context of religious belief and practice. The school's Christian vision was developed with staff, children, governors and families in line with the Church of England's vision for education in 2021. Collectively we chose the verse "Let all that you do be done with love." 1 Corinthians 16:14</p> <p>Our vision is rooted in the letters from Paul to the Corinthians. In the lengthy letter, 1 Corinthians 16:14, Paul gives the believers many instructions for how to live in the world as Christians and how to handle many difficult issues they had been facing.</p> <p>Paul speaks of God's unconditional love and gives examples of what love is in chapter 13, which is often read at weddings but has an application on every day of a Christian's life: "Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things. Love never ends" (1 Corinthians 13:4-8).</p>
<p>Inspection Questions (IQ) How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
<p>Inspection Question (IQ)</p>	<p>Impact of provision and sources of evidence</p>
<p>1. How does the school's theologically rooted Christian vision enable people to flourish?</p>	<p>"Let all that you do be done with love." (1 Corinthians 16:14)</p> <p>Croxton Kerrial's distinctly Christian vision shapes the strategic and operational direction of the school. The vision reflects our values and ethos and is underpinned by the Bible quote. At Croxton Kerrial we are committed to providing a safe, positive learning environment where everyone is valued, respected and celebrated. Faith, spirituality, Christian and British values guide our learning, enabling our children to flourish and succeed as kind, loving, helpful, confident individuals ready to live life to its full within a diverse society.</p> <p>The school vision encapsulates our children, our community and what makes our school special within the church family. At our school we inspire and enable our children to contribute to and thrive in a diverse society through promoting our core values: We encourage our children to have a love for one another and for learning and this extends across the whole community. We have five core Christian values: Kindness, Peace, Hope, Forgiveness and Respect</p> <p>Each of these values is taught through open -worship and they are constantly referred to in everything we do, throughout the year. Our vision is lived out throughout the school year; and our routines reflect our Christian vision. In addition to daily Collective Worships, there are reflection areas displaying our values in each classroom and the village hall. A child-led collective worship weekly enables the children to explore the values and to have time for prayer and reflection. Fortnightly children, families and friends celebrate successes and how they have lived out the values. Our incumbent references the school vision and values weekly through Bible stories and prayer. The children talk about feeling loved and safe in our school.</p>

<p>2. How does the curriculum reflect the school's theologically rooted Christian vision?</p>	<p>The school revised and reviewed its curriculum offer in 2019-20 to ensure that pupils knew and remembered more. At Croxton Kerrial we follow a knowledge-rich curriculum with carefully planned, sequential learning for all children. We aim to develop each subject through a clear progression of knowledge and skills across the year groups, building on prior knowledge through recall, repetition and retrieval in order to deepen understanding. This approach enables our children to make connections across their learning, leading to deeper learning experiences so that all learning is purposeful and meaningful. By rigorous assessment and discussion with pupils, leaders ensure pupils remember and build on learning. The school's vision links to the high expectations for all pupils and the support and inclusivity it provides.</p> <p>As a school we recognise the importance of spiritual development in enabling children to become well-rounded individuals in all areas of their learning. We have developed a deeper understanding of spirituality through research and actively engaging with our community in order that there are greater opportunities to promote spiritual development.</p> <p>The aim of our curriculum is for children to become confident individuals, successful learners and responsible citizens in modern Britain. Spiritual, Moral, Social and Cultural Development is essential for individual pupils and for society.</p> <p>Our curriculum is deeply embedded in our school vision and Christian Values – they are the roots of our curriculum. We aim to achieve depth and excellence in all we do.</p> <p>Personal Social Health and Citizenship education is developed discretely while also being integrated across the curriculum and all aspects of learning. The same is true of our approach to Social Moral Spiritual and Cultural development which promotes the principles of the policies for, Religious Education, Collective Worship, PSHE, Relationships and Sex Education and Equal Opportunities.</p> <p>We learn together by following our school values - Kindness, Peace, Hope, Forgiveness and Respect</p>
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Following the Anglican calendar and working with the Trust and a small cluster of schools we plan our collective worship together. Our local vicar delivers collective worship once a week. Good practice shared through the DBE Network meetings and annual conference is filtered through to our school community.</p> <p>All of our collective worship involves all of our children- regardless of their faith. We always root our collective worship in verse and encourage an outcome as a result. We involve children in planning and delivering our collective worship both within school and in our local church.</p> <p>Spirituality in our school involves the recognition of a feeling or sense or belief that there is something greater than myself, something more to being human than sensory experience, and that the greater whole of which we are part is cosmic or divine in nature. In our school with our community, we take time to reflect and to develop a sense of spirituality. Thinking about the world around us we are aware that there are not always answers to our questions and we can't always find an explanation.</p>
<p>4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>Our values of Kindness, Peace, Hope, Forgiveness and Respect underpin our Christian vision which is to "Let all that you do be done with love." (1 Corinthians 16:14)</p> <p>All members of the school community demonstrate these values through their behaviour towards one another. In school this means that children show love and respect towards one another and the wider community. The children show kindness and compassion, helping one another and showing forgiveness. All children support one another and are aware of individual needs. Behaviour expectations are high and bullying in any form is not acceptable. Our curriculum and school environment provide opportunities for the children to build and demonstrate their understanding of dignity and respect.</p>

	<p>The school values are used to promote a safe and supportive culture and to equip children with the skills to deal with situations where the values might not have been demonstrated.</p> <p>Adults are treated fairly, with respect and supported to model our values to children and to each other.</p> <p>We have a culture of recognition, appreciation and acceptance. We encourage an open mind and ways to share views and opinions fairly and inclusively. The school celebrates inclusion and diversity. As the children move through the school, they develop the skills to identify and challenge prejudicial behaviour and contribute to our community where everyone is included and encouraged to fulfil their potential. Children learn about a wide range of religions and beliefs exploring shared values and recognising similarities and differences.</p>
<p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>The school's Christian vision and values enables the children to create an active culture of justice and responsibility. Children develop emotional literacy and the ability to make informed and appropriate choices which are rooted in their personal and religious beliefs.</p> <p>Children are encouraged to care for one another. The school raises money for charities either collectively or for individual projects, these may link to personal challenges or wider issues. The children understand the link to our values and understand that they raise money for charity because this is the way we show love to others and follow the examples of Jesus' teaching. Children and adults are encouraged to find out about and question events that make the news.</p> <p>The school has a school council, eco-team and team leaders, enabling them to have skills for adult life and to be part of a community. The school actively pursues an anti-bullying ethos and achieved the Gold Anti-bullying award.</p> <p>Children feel safe in school and have the opportunity to discuss their feelings through work with an ELSA, worry boxes and an annual pupil survey. Attendance has improved as parents have recognised the importance of learning and aspiration.</p>
<p>6. 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)?</p>	<p>Through the use of the Leicestershire Scheme and Understanding Christianity, the school provides an accessible and engaging curriculum which encourages the children to think deeply and discuss big questions. By ensuring that our RE curriculum is meaningful and relevant the children know and remember more of their RE learning. The curriculum helps the children to prepare for the challenges and experiences of a diverse modern Britain.</p> <p>Through book studies, children speak confidently and know and remember more of their learning in RE. This is due to the accessible and engaging RE curriculum which challenges them through an exploration of core concepts and questions.</p> <p>The school collaborates with others across the Trust to ensure that good practice is shared and developed. The school gives the children opportunities to visit their local churches and other places of worship.</p>
<p>7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?</p>	