



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist** Church 

# Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Ovingham CE First School  
Self-evaluation Document

September 2013

In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgement of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools in North West dioceses in a slightly different format and many schools found it helpful.

Name of school: Ovingham CE First School

URN: 122278

Date of the last Section 48 inspection: 18.09.12

## SCHOOL CONTEXT

Ovingham CE First School is a one form entry first school of 117 pupils. (September 2017)

Approximately 40% of pupils are from out of catchment. People choose to come to the school because of our achievement, ethos and religious character which is at the heart of what we do.

FSM is currently 5%. SEND 5.6% Ethnicity 97% White British

Attendance 97.4% Autumn Term 2017.

**GLD** 2017 82.1% 2016 76% 2015 77%

**Phonics** 2017 Y1 83.3% 2016 88%  
Y2 re-sits 100%

| Class         | Met Expected standard or above | Exceeded Expected Standard/ Greater Depth |
|---------------|--------------------------------|-------------------------------------------|
| <b>Year 1</b> |                                |                                           |
| Reading       | 79.2%                          | 50%                                       |
| Writing       | 75%                            | 45.8%                                     |
| Maths         | 75%                            | 33.3%                                     |
| <b>Year 2</b> |                                |                                           |
| Reading       | 92%                            | 32%                                       |
| Writing       | 84%                            | 32%                                       |
| Maths         | 92%                            | 32%                                       |
| <b>Year 3</b> |                                |                                           |
| Reading       | 100%                           | 38%                                       |
| Writing       | 100%                           | 19%                                       |
| Maths         | 95.3%                          | 24%                                       |
| <b>Year 4</b> |                                |                                           |
| Reading       | 94%                            | 58%                                       |
| Writing       | 85%                            | 45%                                       |
| Maths         | 97%                            | 42%                                       |

Disadvantaged pupils

Reception 2017 2 pupils- both got GLD. Some elements of exceeding.

Y2 2017 3 pupils (one admitted March EHCP)  
2 of the 3 pupils got Expected Standard in Reading/Writing/Maths. New admit got Working towards in Reading/Writing and maths.

Year 4 PP 6 out of 33

100% got Expected in Reading and maths. 50% got Expected or better in Writing.  
16% got Greater Depth.

Progress from Rec 2013 to Y4 2017

27% GLD when in Rec. Y4 Greater depth of Reading 58%, Writing 45%, maths 42%  
Standards of attainment and progress deemed to be outstanding.

SIP reports confirm this.

## THE VISION AND VALUES OF THE SCHOOL

### MISSION STATEMENT

“Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.”

### SCHOOL AIMS

1. To promote the highest academic standards in every area of the curriculum so that all pupils achieve their full potential.
2. To provide a welcoming, caring and supportive environment in which Christian values are central to the ethos of the school.
3. To value all members of the school community. To provide equal opportunities for all and to show appreciation and respect for others regardless of sex, colour, culture, creed or ability.
4. To nurture links with parents, parish and local community.
5. To nurture and develop the skills and attitudes necessary for pupils to take responsibility for their own learning and behaviour.
6. To use the financial resources available to the school to provide the highest possible levels of staffing and resources as well as good accommodation and environment.

## SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

Ovingham CE First School is well established and locally well regarded as a school where the Christian ethos is firmly embedded and Christian values are demonstrated every day within school. All pupils, no matter what their background, gender, or starting points are valued and encouraged to succeed to maximise their potential. Walking round the school, listening to the children and seeing all the staff at work with the classes, it is evident that this is a special place- an exceptional environment for growth and learning.

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

To develop opportunities for reflection and stillness outside of collective worship.

| Action taken                                                                                                                                                                           | Impact                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Installation of a prayer tree.                                                                                                                                                         | Used as and when it is thought timely to do so: the death of a peripatetic teacher, moving to middle school, prayers for the new year, prayers to welcome the new vicar. Children like to use it.                                                                                                |
| Installation of a bench and sitooterie and willow dome.<br>The train in Reception yard.<br>Bench is being replaced- grounds maintenance have damaged it- a new one is being assembled! | Children report that there are lots of places in our school to have a quiet moment for reflection.<br>We seek their views on all school matters at the end of Collective Worship as well as in class and via the School Council reps.<br>News and snack time offers a chance to share every day. |
| Quiet areas within classrooms are established and are utilised by pupils.                                                                                                              | Children could come up with lots of places in school where they could find a quiet moment and enjoyed sharing these ideas with us all.                                                                                                                                                           |

Continue the excellent practice of school self -evaluation to maintain and assist in it continuing to be outstanding.

Action taken

Impact

School continuing to be vigilant in maintaining the very high standards at the school, being mindful that all pupils whatever their background, gender have the same access and aspiration to do well and achieve of their best within our Christian school- this is done through:

Setting of high expectations and standards

Holding staff to account

Providing excellent teaching and learning opportunities through motivated and well trained staff.

CPD to be provided to enhance our pupils' experiences.

Embedding growth mindset thinking for all pupils.

Providing links with community and wider contexts: church, other schools, ECO Council, Pollination project, middle school, high school.

Governors hold the HT to account for the maintenance of the high standards and act as a critical friend to ensure still further improvements are made.

School is never complacent in its attitude at HT, SMT, staff and governor level.

Excellent standards are maintained and the school strives to do even better, altering pedagogy where necessary in order to fine tune our provision so that children can achieve their potential.

Barriers to learning are acknowledged and addressed wherever possible.

Relationships with parents are good. (see results of Parent questionnaire)

We attract pupils who might have had negative experiences elsewhere who move to our school and thrive. (SEND external agencies agree with this and recognise that we are inclusive and that children flourish).

Staff new to the school recognize the very special ethos and learning environment of this school, and that it's this ethos that pervades all areas of school life and impacts immeasurably upon the outcomes for the pupils.

## **CORE QUESTION 1**

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

**SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate**

**School evidence based on pupil outcomes:**

### **Learners' Achievements**

Standards in the school are extremely high and are judged to be outstanding. SIP reports/Data Dashboard 2016. Attainment and progress for 2017 are yet to be validated but appear to be outstanding once again. Disadvantaged pupils fare better than National average. (see data dashboard 2016) See SE for details of outcomes.

### **Christian Values**

These are central to the life of the school. They are extolled in class, in RE lessons but across all curriculum areas too, in Collective Worship, lunchtimes, playtimes. The basis for how the school is run is through the values of love, tolerance, generosity, forgiveness, kindness, justice and hope.

Children are aware of how God would like us to live with one another, how to treat people with fairness and respect and this impacts on the outstanding behavior and attitudes to learning that are central to our school. Any child with SEND or needs of any kind are supported by an outstanding curriculum, excellent teaching, including interventions and are emotionally supported and nurtured within our Christian school environment by staff and pupils alike. Parents comment favourably on the level of care, love and support that pupils are routinely given. Staff enjoy working here and if they do move on, they do so to positions of leadership and take the ethos from our school with them.

Parents' responses to Parent Questionnaires are very positive. (See 2016)

Christian values underpin our attitudes to exclusion and issues of attendance. There have been no exclusions since 2014. The HT monitors attendance carefully and works with the EWO. Any issues are addressed with communications between school and home and help with issues offered. Attendance is at least good.

School has secured the Basic Skills Mark for several years showing our commitment to standards and aspirations for all our pupils.

### **SMSC Development**

School provides high quality experiences for our pupils that allow them to develop their spirituality. This is largely done through Collective Worship where a varied programme allows the pupils to experience worship that follows a set pattern with times for reflection, praise and prayer as well as opportunities to listen to and engage with stories, readings, from different times and cultures as well as Christian (although these are in the majority), in order to prompt their own ideas and beliefs. The format follows that which would be found in church services.

Through the provision of a well thought out curriculum: Pupils also develop their own moral compass through subjects explored across the curriculum in RE, Geography, History, PSHE and in Years 3 and 4 through watching the current affairs programme Newsround on a daily basis. Children are aware of the world outside their immediate environs and are exposed to issues that affect the world at large, enabling them to have some understanding of their world. They learn to formulate opinions which they can then develop throughout their school career.

## **Relationships**

As a result of an ethos that is embedded in Christian values, which is lived out on a daily basis with staff and pupils understanding and adhering to this, then the relationships within school are deemed outstanding. Attitudes to learning are excellent. Discipline is light. Pupils understand that our school is like a big family and that actions can have adverse consequences. Pupils accept consequences and are encouraged to make better choices in the future.

Relationships with the local church have always been good. Pupils join the church choir from the age of 7. Clergy have always been regular visitors to take Worship, but also to attend other events in school. The last incumbent even had an office here set up by school as a means to give him an office as his house had been flooded. He was an integral part of the school community. He was an active governor and latterly became the Chair.

Since the last incumbent left in October 2016, we have been lucky enough to have the Services of a nearby vicar on a half termly basis due to her work commitments and the fact that there are several vacancies for clergy in the immediate environs. She quickly established herself with our pupils and was impressed by the knowledge and understanding of our pupils. She also brought the Bishop of Berwick to visit! He was very impressed with our pupils!

Relationships with community are very good: Pre-school are on site though not under our jurisdiction- HT is to become Chair of Pre-school committee later this term.

Pollination group based in the area are involved in working with our pupils.

Relationships with other schools are strong- hence our proposal to join at the outset the Tynedale Community Learning Trust of ten schools in our locality. Awaiting RSC approval.

## **Understanding of and respect for diverse communities**

Our RE and Collective Worship are designed such that our pupils are exposed to communities and faiths that are different to their own experience. This is done in a spirit of understanding and knowledge, to see differences between the Christian faith and others and also acknowledge similarities.

Exposure to current affairs via Newsround helps our pupils develop tolerance and respect for other communities within our multicultural and multi faith world.

Participation in UNICEFs Day for Change each year gives insight into the experiences of children world -wide and explores human rights.

## **Religious Education**

This is a subject that is well taught and resourced in school. The importance of the subject is endorsed by the teachers. Children are very receptive to the lessons and enjoy the subject right from Reception. Themes followed from the SACRE are built upon year by year and Collective Worship is an opportunity for pupils to make connections with RE themes taught and reinforce their knowledge. There is a cross over to themes in PSHE too. RE makes a real contribution to the spiritual development of the pupils and they leave our school with a very firm foundation in Christian belief which they can develop as they move to middle school and beyond. Religious Education is very much a part of our school ethos and is the foundation on which our values are lived out in our daily lives at work.

## **Development points**

To continue to meet the needs of all the learners through our distinctive Christian character and seek ways in which it could be further enhanced.

## CORE QUESTION 2

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

**SCHOOL SELF EVALUATION:** Outstanding/Good/Satisfactory/ Inadequate

**School evidence based on pupil outcomes:**

### **The impact of Collective Worship**

Collective Worship is highly regarded by the pupils and staff at our school. It is recognised as a time to come together to learn, reflect, praise and sing. The inclusion of everyone is important to the view that we are part of God's family.

Behaviour is outstanding, coming in, throughout and going out. Pupils are attentive and engaged.

Children enjoy 'holy huddles' when they have the opportunity to discuss ideas with neighbours then report back.

Pupils at middle school report that the lack of Worship is difficult to get used to when they first move there.

As a result of Worship programme being carefully worked out by the HT and the vicar, then the liturgical calendar is followed and the sessions follow a liturgical pattern of quiet entrance, singing of a hymn, a lesson, time for reflection and prayer and then a quiet calm exit.

Each term has themes that are developed over several sessions, each one building on the one before. HT makes links with the various sessions in order to deepen understanding.

Whilst Anglicanism forms the majority of sessions we do include ideas/stories from other faiths that allow us to draw parallels and make connections with Christianity.

Children from other faiths join in with our Worship.

Teaching staff regularly take Worship sessions so that the pupils can see that Worship is important to us all.

Children are actively involved in the Worship sessions: preparing the space, organizing the IWB and hymns, accompanying younger children on their way out: these jobs are highly prized by the Y4 children. They feel an integral part of the proceedings, just like sidesmen at church services.

Collective Worship does not just take part in school but 4 times a year we hold services in the church with parents invited. These are always well attended.

Pupils contribute to these with readings, prayers and hymns with all pupils taking an active part. Pupils feel that the church is their church, a place of welcome.

Major Christian Festivals of Christmas and Easter are always fully explored in our Worship programme as well as Pentecost, Lent, Advent.

Pupils are knowledgeable about the church calendar and the need for different coloured clothes for our Worship table.

The HT and vicar seek the views of the pupils on which aspects of Worship that they enjoy and get the most from. This is done informally at the end of terms. This then feeds back into our planning for the next term. Worship is evaluated at the end of each term. New Margaret Cooling books were used as reference last Summer and were well received by the pupils and the staff. We are to introduce them to the new vicar.

The Foundation Governor has visited Worship on occasions in school and commented favourably on the content of the Worship, the engagement of the pupils, their singing and the reverent atmosphere- acknowledging that it is seen as a special time in school.

Prayer is seen as an integral part of our Worship sessions. Sometimes the pupils are

given time for quiet reflection, sometimes they sing the Lord's prayer, whilst other times they listen to a prayer being said.

The HT, vicar (previous incumbent) and Foundation governor agree that the Collective Worship that is provided is well suited to the needs of our school.

**Development points**

To consider placing Worship programmes for the term on the school website.

### **CORE QUESTION 3**

**How effective is Religious Education?**

**SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate**

**School evidence based on pupil outcomes:**

Religious Education in our school follows the SACRE document with additional elements from the Diocesan scheme where they are deemed beneficial. There is a good breadth of study with Christianity being the main faith to be studied but with other faiths included as stipulated by SACRE.

Pupils are knowledgeable about Religious Education and can articulate ideas commensurate with their age even from EYFS.

The RE Co-ordinator has just retired and the HT is now taking over this role. They had worked closely together over several years as both have taught RE in the school for many years.

RE assessment is in the form of an 'I can' statement made in school reports at the end of the school year. Previous Co-ordinator had tried levels, then the 3 column method of assessment that we use for other subjects. The Diocese sent their Assessment leads to look at this- they have still to come up with a method of assessment that can be used in this era of no levels. We await their decision.

Quality of RE teaching seen in school is at least good (2016). HT carries out lesson observations. Last vicar carried out a Governor visit and made a report for the governors. HT is currently teaching 3 year groups for RE: Reception, Y3 and Y4. Can judge effectiveness by talking to pupils and looking in books.

Lessons are well planned and take into account the needs of all the learners. Detailed medium and long term plans ensure coverage is complete. HT carries out book scrutinies.

HT and former RE lead attend courses, some organized by the Diocese and some by the SACRE team at NCC. The new Diocesan scheme was one course attended by the vicar and HT although we recognized that we couldn't move over to this scheme wholesale. We use elements that complement the SACRE scheme.

#### **Development points**

To trial any new assessment for RE that the Diocese have collated, ensuring it is compatible with the SACRE scheme.

#### **CORE QUESTION 4**

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

**SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate**

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

The Headteacher, staff and governors are fully committed to ensuring that the Christian vision is delivered to all in its school community through the mission statement and aims of the school. It is on our website, in our prospectus and on display in school for all to see.

Personal Development, Behaviour and Welfare are outstanding:  
SIP report November 2016: 'Children are polite and courteous. School maintains high standards of behaviour through effective support and high expectations.' This is due to the Christian values that are upheld by all the school community – HT, SMT, Staff, pupils and parents. School is regularly complimented for the behavior of pupils outside on trips, residential, visits to middle school, services at church as well as by visitors to school.

The commitment of the HT to share the vision to provide pupils with an outstanding education prevails and all staff are committed to this and ensure Teaching and Learning is outstanding.

As a result of the HT building capacity with another excellent teaching team with new staff in 2016, with the necessary CPD to ensure that expectations were to remain very high with success for all pupils as its ultimate aim, results for 2017 have been maintained as outstanding.

Strategic planning is thorough- evaluation of results for the school is systematic, with teachers reporting progress on a half termly basis, interventions are timely and well placed to enhance progress for individuals. Analysis is thorough and informs future School Improvement Plan planning- governors are involved, see the results for the year groups and help guide priorities for the new school year.

The HT ensures that teacher appraisal is based on the needs of the school following analysis of results and every teacher has an aspirational pupil progress objective as well as curriculum based ones.

The HT is relentless in her pursuit of excellence for all her pupils whatever their starting points and this ambition is cascaded down to staff, pupils and parents. The introduction of growth mindset thinking has lifted the glass ceiling of expectations and this has inspired children of all abilities to believe that anything is possible with hard work effort and determination, not an innate reliance on talents and cleverness.

Three former staff members have become HTs and one has become a deputy of a very large primary- all 4 would have been happy to become leaders of church schools such was their commitment to the Christian ethos of our school.

The current TLR will become an excellent school leader – we will need to provide her with training as a church school leader in the near future.

As a result of our school being very highly regarded by schools locally, the 9 other schools in the proposed MAT were so keen to have us included that they altered the structure of the proposed MAT governance to fit in with Church schools. We have an important part to play in the future success of the proposed MAT.

Views of stakeholders such as parents are sought, carefully noted and analysis of results carried out. Governors meet to discuss findings and then report back to

parents.

Views of children are sought informally through discussions at the end of Worship, in class and through the Eco and School councils. Actions are followed through from these where possible.

Governors attend training through school, the LA or through the Diocese in order to build their skills. New governors attend new governor training. Parents are keen to become governors- there are elections for vacant posts.

HT has always nurtured links with pre-school but this will become more formalised as the HT becomes the Chairperson of the Pre- school committee as well as another member of the governing body.

HT and the vicar attend Diocesan conferences and keep up to date with changes: the idea of becoming an academy was started with one of these. We discussed the matter for 18months as a governing body, discussing all options.

We are to welcome Father Tom as our new vicar. He is to come to Worship on 29<sup>th</sup> September for the first time. The children are very keen to get to know him and had to have names out of a hat to attend his licensing with Mrs Raistrick!

Development Points:

To develop our relationship with Father Tom our new vicar.

To provide leadership training as a church leader for our TLR- succession planning.