



St Michael's Church of England VC Junior School, Twerton
Believing together we can



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Self Evaluation

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

URN: 109155

DfE No: 8003035

Head Teacher: Mr Benjamin Summers





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Date of last Section 48 inspection: June 28th 2011

School Context

St Michael's is a Church of England VC Junior school proudly serving the community of Twerton and Whiteway on the South Western edge of Bath. We are a smaller than average junior school with 164 children on roll but have a strong sense of koinonia.

Over the past 12 months we have embraced significant changes at St Michael's with an interim leadership arrangement and more recently the appointment of a substantive Head teacher. This has enabled us to re-evaluate our Christian distinctiveness and rejuvenate our vision and values. Our LEA review May 2016 stated, "The increased focus on growth mindset and Christian values is improving the learning culture of the school".

We are an inclusive school with families from a wide variety of socio-economic backgrounds. Although the majority of students are from a white British heritage, we have an increasing number of children with English as an additional language, and recently had a refugee family from Syria join us. One parent said, "(St Michael's) has a family feel, approachable, good work ethic, accepting of children from all backgrounds" (Parents evening questionnaire, Autumn 2015)

The school has a high proportion of pupils eligible for pupil premium funding (35% on roll), which is significantly higher than the national average (26%) and puts us in the top 1/3 nationally. Historically, however we have consistently been in the Highest quintile. We are also in the top 20% for deprivation indicators nationally as per our raise online data. The number of children with special educational needs and/or disabilities is also significantly higher than the national average at 45%. We have 8 children with EHC plans (5% on roll) and although currently have no looked after children, several pupils are currently in 'unofficial kinship care'. We also have a successful resource base (The Lodge) for children with emotional and behavioural difficulties which supports 6 of the Local Authorities most vulnerable children. Our last OFSTED stated that "(St Michael's) is a caring school. The Lodge gives support to those who need additional help or a fresh start to their education".

Community is central to our vision at St Michael's and our relationship with the church, St Michael's and All Angels, is strong and they support the School Chaplain and the Head Teacher in upholding our Christian Values. Our working relationship with our feeder school, Twerton Infants, is now stronger and continually improving, with new Head Teachers in both schools collaborating effectively to support the community's needs. We also benefit from being part of the South Bath Cluster enjoying close working relationships with several other local schools.

We work closely with a number of cultural venues and charities whose aim is to instil a sense of greater aspiration though the engagement of children's creativity and the celebration of richness within our local community and beyond.

Our staff body is broadly stable and we have recently appointed a new substantive Head Teacher and are currently looking to appoint a substantive Deputy Head Teacher. These changes will continue to improve the school.



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The Vision and Values of the School

The school has a very clear vision, 'believing together we can'. This is rooted in the Christian Values and embodies the schools commitment to the notion of koinonia. We began to re-evaluate our vision and values at the end of last academic year, in preparation for new leadership arrangements from September 2015. We listened carefully to input from all stakeholders. We embrace a growth mindset ethos and believe in everyone's capacity to grow and develop. Trusting in God and given the right conditions we can all be fruitful (John 15).

Our daily life is driven by a strong belief in the uniqueness of individuals and that there is something mysterious and potentially wonderful in everybody. This ideal is upheld by the St Michael's Promise and was personalised by the children at St Michael's with the writing of the 'Children's Promise' and school song (see documents and school tree).

The school has a strong Christian foundation and close links with St Michael's and All Angels Church. We are pleased that families from a variety of faith traditions (and none) choose to send their children to St Michael's and that staff members support and embrace the core Christian values of the school. Our aim is that children should receive a broad and balanced education that includes a strong focus on creativity and basic skills. We regard our Christian tradition as a powerful resource for supporting and challenging all members of the school community in fulfilling our educational and personal potential.

The school subscribes to the Church of England's fifteen Christian Values for Church Schools and has been working through them with the school community over the past academic year: Endurance, Forgiveness, Thankfulness, Compassion, Friendship, Koinonia, Service, Hope, Creation, Wisdom, Reverence, Peace, Humility, Trust and Justice; we have also chosen to add 'Love' to this list.

OFSTED noted that "Pupils show respect for each other and adults; this is because respect and care are central to the school's values ... This aspect relates well to pupils' spiritual, moral, social and cultural development and help prepare pupils well for the future."

Summary

St Michael's Juniors is a good Church of England school with some outstanding elements that understands and serves its community well. The school and its stakeholders see themselves as a 'family' and have a very clear understanding of its Christian foundations. The roots of all that the school does are embedded within the Christian Values and they support the school's continued nourishment and growth.

Through 'Believing together we can', the school community celebrates the uniqueness of individuals while valuing the power of koinonia and togetherness, through creating the right conditions to allow us all to grow, develop and achieve as fruitful individuals. This gives the school a strong sense of moral purpose and drives all that we do in our daily life in an effort to improve the outcomes for our children and our community.

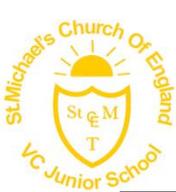


Following the last SIAMS inspection (June 2011) we were given three 'Focus for development' areas:

Progress in addressing the focus for development in the previous inspection	
Focus for Development 1: Develop the children's ability to explore and express their spirituality with greater confidence through their emotions and thoughts (Relates to core questions 1/2/3)	
Action taken:	Impact
<ul style="list-style-type: none"> The appointment of a School Chaplain three days a week to work with children, staff & parents to help foster and enhance moral and spiritual development. Termly prayer space & RE theme days Opportunity for reflection at the end of every collective worship (guidance provided by Head teacher/Chaplain/Clergy) SMSC development is promoted through daily registration time, PSHE/Social skills lessons/enrichment days and collective worship SMSC development is entwined within the general ethos of the school—relationships between all staff and pupils is positive and supports this. Additional focus on SMSC during RE lessons Reflection space/ time in all classrooms linked to termly values and key questions. Weekly 'drop in' BIF club sessions providing opportunities for pupils to reflect on and respond to their personal beliefs. Children involved daily in daily liturgy and prayer during collective worship 	<p>Children are given greater opportunities to reflect on and respond to their personal beliefs.</p> <p>Support from School Chaplain to explore personal spiritual and emotional responses to Biblical stories, prayers and characters.</p> <p>Children are more confident in expressing their personal spiritual and emotional feelings.</p> <p>Children write prayers for Collective worship & Church services</p> <p>Children given responsibility and ownership to plan and deliver weekly collective worship (Wednesdays) with support from Chaplain.</p> <p>Children write own personal prayers</p> <p>Children's emotional literacy skills have improved and has impacted positively on behaviour and the atmosphere of the school.</p> <p>The environment within the school is calmer (see staff questionnaire)</p>

Focus for Development 2: Develop the use of key questions in collective worship to bring greater consistency to worship themes
(Relates to core question 2)

<p>Action taken:</p> <ul style="list-style-type: none"> • Introduced sixteen Christian Values to underpin the whole ethos of the school and create clearer worship themes. • Reviewed school's Collective Worship policy • Collective worship moved to 9am each morning • New Collective Worship timetable and the inclusion of a child led worship. • Created a Christian values 'working party' (Meets Termly) • School Chaplain is responsible for the Collective worship timetable and the incorporation of Key questions in collective worship (e.g. What would Jesus do?) that are followed throughout the week (e.g. in House worship – Thursdays) • Children involved daily in liturgy and prayer during collect worship. 	<p>Impact</p> <p>Children are clear on and can articulate the school's new Christian values. (See pupil & parent questionnaire data)</p> <p>Children enjoy the new time for collect worship "It's like saying good morning to God" (see Collective worship reflective journal)</p> <p>Children recognise the value of Collective worship and respond positively to the Christian values and questions surrounding them. Which is evident in their attitudes, behaviour and relationships in and around school.</p> <p>The Christian values 'working party' has brought clarity to the schools approach to collective worship and ensures Biblical materials and the Christian narrative is prominent in every worship and key questions are followed up.</p> <p>Children are now keen to be involved in planning and delivering collective worship (Wednesdays) following on from termly themes with support from the school Chaplain.</p>
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<p>Focus for Development 3: Review the school's approach to self-evaluation so that it is a more useful tool for driving the development of the school's distinct Christian character (Relates to core question 1 & 4)</p>	
<p>Action taken:</p> <ul style="list-style-type: none"> • Created a specific Christian distinctiveness SEF linked to school's new Christian values. • Created a Christian values 'working party' (Meets Termly) to discuss and enhance the schools distinctly Christian character. • Reviewed school's Collective Worship, RE, Behaviour, Attendance, Admissions policies in line with the schools Christian character and values of compassion, koinonia and forgiveness. • Governors, as key stakeholders are updated through the Head teachers' report and are involved in the evaluation process. • Governors form a significant part of the Christian values working party. 	<p>Impact</p> <p>More regular monitoring and evaluation of school's progress through the termly 'working party meetings'.</p> <p>Improved focus on the schools Christian character & steps required for further development.</p> <p>Involvement of all stakeholders in the self-evaluation of the school (Staff/parents/ Governors/Pupils questionnaires)</p> <p>The Christian foundations of the school have been further underpinned.</p> <p>Policies now reflect our attitudes towards Christian values and our Church school status.</p> <p>Governors are more involved in the review process and self-evaluation of the school's performance and distinct Christian character.</p>



Following the last Ofsted inspection (January 2015) we were given three targets: **To raise achievement by improving teaching so that it is outstanding overall.**

Since September 2015 teaching standards have gone from 100% requires improvement to 84% good or better. LEA review May 2015 said **“The quality of teaching has significantly improved since the last review, as noted through on-going lesson observations by the SLT and jointly during this review.”**

Progress in addressing the focus for development in the previous inspection:

Focus for Development 1: Further opportunities are available for pupils, particularly boys, to develop their reading and writing skills in a range of different subject areas

Action taken:

- Books that appeal to boys have been purchased.
- The library is in the process of being reorganised to make it more accessible.
- ‘Wordsmith’ (literacy resource) has been introduced to support children in developing their language skills.
- Vocabulary and punctuation is now assessed separately from writing to better focus teachers’ understanding of children’s needs.
- Using only one book for every subject other than maths allows children to make better links between writing and other subject areas. Increased cross-curricular work allows English targets, found in the backs of books, to be addressed in other subjects.
- Governors report that they see more writing in lessons and SLs report more writing and improved presentation in their own classes.

Focus for Development 2: The most disadvantaged pupils make more progress in reading

Action taken:

- There is considerable overlap between the school’s boys and disadvantaged cohorts. The actions taken to address boys’ underachievement should lead to better progress of this group.
- Rotarians and parent helpers in to listen to readers weekly (focus on PP pupils).
- At the end of Key Stage 2, the proportions of Y6 pupils on track to reach ARE for attainment has increased in reading. Our current Yr6 (2015-2016) at the end of Yr5 were 29% on track to meet ARE, now, as of spring 2016 are 53.7% on track to meet ARE.
- The predicted progress of pupils in Y6 in 2016 is greater than when these pupils were in Y5 in 2015 in reading. Current cohort at the end of Yr4 to end of Yr5 made 2.3 APS progress (-0.7 expected), however by end of Yr5 to Spring 2016 have made 3.9 APS progress (+1.9 expected)!
- As a whole last year’s Yr6 cohort made 11.9 APS progress (-0.1 expected). However our Pupil Premium pupils made 12.9 APS progress, making +0.9 above national average.

Focus for Development 3: All teachers apply the marking policy consistently and give pupils time to address their next steps in learning.

Action taken:

- The marking policy has been amended and reinvigorated with staff.

- Implementation although inconsistent is improving. Some teachers ensure feedback given regularly, and formative assessment is acted upon. This are continues to be a focus and area for development.

2015/2016 School Development Plan Priorities

- 1 Target: Develop a learning culture, promote confidence and support children spiritual, moral, cultural and social awareness
- 2 Target: Increase collaborations with neighbouring schools and community organisations
- 3 Target: Increase the quality and accuracy of assessment
- 4 Target: Increase the number of children obtaining age related expectations plus in –Reading, Writing and Mathematics
- 5 Target: Increase the progress and attainment of pupils eligible for pupil premium and increase the amount achieving in line with national averages

Other Progress Since the Last SIAMS Inspection

- The appointment of a new School Chaplain who's work straddles the school and the church and has had a significant impact on the whole life of the school.
- Parental engagement is improving although this continues to be a focus for development.
- We embrace a growth mind set as a school and this has had significant impact on the quality of teaching and learning.
- All staff have received training on the use of Thrive strategies to support children emotional development and these are being employed across the school.
- There have been significant improvements made to the fabric of the school with the replacement of all windows in Upper school. There are further improvement scheduled with the replacement of the Year 6 huts.
- Assessment procedures have been continually refined in line with the changing national agendas and assessment protocol.
- Our relationship with the Infant School continues to grow in strength and effectiveness we are beginning to look at dove-tailing pedagogy policies, moderation and CPD opportunities.

- Our Governing body are thoroughly involved in the school and have taken greater responsibility for challenging the strategies direction and vision for the school.

Core Question 1 How well does the school, through its distinctive Christian character, meet the needs of all learners?

School Self Evaluation: **Good with outstanding features**

School evidence based on pupil outcomes

- Parental questionnaires (Parents evenings Autumn 2015/ Spring 2016)
- Pupil/ Parent/ Staff SIAMS questionnaire (April 2016)
- Raise On Line data
- School progress attainment data
- Head teacher's reports to Governors
- RE action plan 2015-2016
- Collect worship timetables
- Children's collective worship reflective journal
- Class RE reflective journals
- Whole school progress data (end of academic year to Easter 2016)
- LA review documents
- Head teacher observation documents

Reason for the grade (impact and provision)

All members of the school community are able to articulate, in their own way, the distinctively Christian characteristics of the school's values and the significant impact that they have on their lives and achievements. Since September 2015 the school's Christian character has received a high profile and contributes to improved pupil behaviour and the vibe within the school. Visitors including parents have commented on how "The school has high expectations of behaviour which reflects its Christian Values" (Parental questionnaire 2015)

Additional quotes from parents evenings questionnaires:

Autumn 2015

- I like how the children individual needs are looked at and handled, that includes emotional as well as educational.

Spring 2016

- Good family values, and our daughter is happy with the overall structure of the school, staff etc...
- I like the Christian values
- I find your school very encouraging, friendly and feel that my child is becoming a great success.

Key Strengths

- We are a highly inclusive school where the whole child is valued and nurtured.
- Strong sense of Koinonia and community 'Believing together we can'

- Staff have embraced the changing culture of the school and embraced high aspirations of all pupils: LEA review May 2016 “Pupils are challenged through the variety of differentiated activities offered”.
- Pupils are living out our Christian values in lessons and “... are encouraged to take responsibility for their own learning through peer support to feedback and inspire improvements”
- “The increased focus on growth mindset and Christian values is improving the learning culture of the school” LEA review May 2016
- Achievement and wellbeing of pupils is enhanced through our approach to school policies linked to our Christian Values, in particular: Attendance, admissions, exclusions and behaviour
- All subjects and all areas (excluding year 3) show progress above national expected rates (2.0 progress points) minimum progress made is 0.4 above national, maximum progress 1.9 above national.
- Teaching this academic year has gone from 100% requires improvement to 83% Good or better (According to lesson observations & LEA reviews)
- Highly successful focused intervention programmes supporting children’s’ holistic development: School Chaplain, Sports mentoring, Sporting family change, active literacy, Family learning, Rotarian readers, play therapy, forest schools, school without walls, social skills (educational psychologist), PSAs and ongoing teaching assistant/ class based curriculum specific 1-1 and small group work.
- Pupil premium funding has been used to sustain smaller class sizes and therefore better adult pupil ratios.
- The school has developed a rigorous system for monitoring pupil progress in particular for vulnerable groups (see minutes of PP meetings)
- Opportunities are made for pupils and staff to experience and explore their spirituality throughout the school day specifically during collective worship, Prayer spaces and RE theme days.

Development points

- Improve year 3 attainment & progress so that it is in line with the rest of the school or better.
- Improve whole school attainment data which is currently below national expectations.
- Narrow the gap for vulnerable pupils and groups, especially those who are in receipt of pupil premium (see SDP for more details)
- All pupils to be challenged and excited by RE, in order that it makes a significant contribution to their SMSC lives.

Core Question 2 What is the impact of collective worship on the school community?

School Self Evaluation: **Good with outstanding features**

School evidence based on pupil outcomes

- Collective worship timetable & file
- Governor worship observations
- Child collective worship reflection journal
- Pupil/Parent/Staff SIAMS questionnaire (April 2016)

Reason for the grade (impact and provision)

- Collective worship, at its new time of 9am daily, is now at the heart of our school, and pupils and staff see the significant value of it. All the key themes of our school's Vision and Values are shared and celebrated through collective worship.
- Collective worship aims to be inclusive, engaging and inspiring for all pupils and staff
- The reflection at the end of the worship is an opportunity for all children to see how the worship theme relates to their lives and should initiate a response. Some responses from children in the reflective journal include: ' This assembly inspires me to keep going to achieve my goals', 'to achieve incredible things I didn't think possible' ' when I listened to the story it made me become calm and relaxed'.
- Pupils comment favourably on collective worship and recognise the regular format for collective worship:
 - Pupils enter to music,
 - A candle is lit & children join in with the liturgy "Thank you God for being here with us"
 - Pupils listen to a Bible story or reading linked to the collective worship theme/ Christian Value
 - Pupils engage in an act of collective worship and say Amen if they agree with the prayer
 - Pupils are given an opportunity for quiet reflection
 - The candle is blown out and children join in with the liturgy "Please go with us as we enjoy our day"
 - On Wednesday's children lead their own worship with the support of our school chaplain.
 - On Thursday children worship in mixed year groups 'Houses' and Friday we celebrate our achievements of the week linked to our Christian Values.
- Our collective worship timetable and overview has been carefully developed to ensure a high profile our Christian values and provide opportunities to celebrate major Christian festivals, both in school and at the church.
- Collective worship regularly includes Biblical material and Christian teachings. Support is provided to help children relate this to their daily lives through

collective worship itself, as well in house worship and also in class and our reflection corners.

- Pupils are growing in confidence to participate in and write their own personal prayers and participate sensitively both in school and at the church.
- Every classroom has a reflection corner with the Lord's Prayer, Bibles and range of Biblical stories/ stimuli, in order to provide opportunities for prayer outside the collective worship.
- This year all pupils were presented with their own copy of the 'Rainbow Good News Bible' for use in school.
- The majority of pupils enjoy participating in collective worship 87% (pupil SIAMS questionnaires) and can talk about what it means to them (in their class reflective journals)
- Children are living out the Christian values.

Key Strengths

- Quality and variety of collective worship delivered by a range of people including the Head teacher, School Chaplain, Clergy and external visitors.
- Content of Collective worship is accessible for all using a variety of mixed media.
- Children have become increasingly keen to participate in planning and delivering collective worship on Wednesdays
- Children wrote and have performed their own 'school song' encompassing children's promise and school values.

Development points

- Children's ability to use the language of Christianity/theology to express their beliefs.
- To continue to see the significance and importance of collective worship on their everyday lives
- Building on the work we did in Advent (the Jesse tree) look at the Bible as a 'Big story'. Helping children see that the Bible tells one big story from creation to revelation.
- Draw on the new 'Understanding Christianity' resource (National Society) to look at key concepts within Christianity.

Core Question 3

How effective is Religious Education?

School Self Evaluation: **Good**

School evidence based on pupil outcomes

- Lesson observations
- RE action plan
- RE assessments – progress books
- Class RE reflection journals
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Reason for the grade (impact and provision)

Teachers plan RE learning following the AMV scheme of work and since September 2015 with support from the Discovery RE resource. All year groups teach at least three units on Christianity as well as units on another world religion annually as per the AMV scheme. Teachers plan RE with clear learning objectives for AT1 and AT2, using a range of teaching styles (discussion/P4C, art, writing, drama, music, visits and/or visitors). Planning is to be reviewed annually to ensure that it remains challenging and, in particular, allows children to develop and apply their learning through AT2. Planning is monitored during the year by the RE subject leader to ensure standards remain high. This information will be fed back to the Head Teacher and the Governors.

Teaching is differentiated to meet the needs of all children. We encourage the use of open ended questioning skills and have started exploring the use of P4C strategies. Lessons include 'Reflection Times' where children are able to express their own thoughts about what they have learnt. The last lesson of every unit is an assessment lesson, allowing every child the opportunity to reflect on their learning, these are stuck into their progress books. Wherever possible links to other curriculum areas are made, in particular: music, art, dance and PSHE/life skills.

RE is taught well as the children are more able to talk about what they have learnt in their lessons and what they know and believe about the Bible and Jesus. Explicit links are also made between RE learning and the school values and as a result the children do not view their RE learning in isolation. They make links to worship, PSHE/life skills, music, art and other areas of the curriculum for example year 5 are creating 'Graffiti art' displaying our school values.



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Assessment procedures are in the process of being reviewed at St Michael's. Currently we assess at the end of each unit, using the AMV schemes of work along side Discovery RE resources, but have intermittent use the 'I can' statements. The introduction of a whole school moderated progression task will enable attainment in RE to be analysed by the RE leader and fed back to the Head Teacher and the rest of the teaching staff.

RE development is strategically planned through the school action plan linked to the School Development plan. Teaching and learning is monitored through the year using lesson observations, learning walks, planning and moderation of work by the RE subject leader, governors and church ministers. We have also recently introduced class reflective journals so teachers/ TAs and pupils can record their learning and reflections in a flexible manner (using photos, mind maps, post it notes...).

Key Strengths

- Children and staff enjoy RE lessons and are positive about their work.
- Discovery RE resource has been used to reinvigorate teaching of RE
- School as a wide range of artefacts that can be used in lessons to inspire children. We also utilise the Salford School and Diocese resource bases.

Development points

- Whole school progress task to be taken annually and work to be analysed by the RE leader and fed back to the Head Teacher
- More rigorous moderation of RE assessments.

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

- Governor agendas and minutes
- Head Teachers' five year vision for St Michael's PowerPoint
- Staff meeting minutes
- Staff training log (strategically planned)
- Action plans for RE, Collective worship and SIAMS
- SIAMS toolkit for self-evaluation
- School development plan

Reason for the grade (impact and provision)

September 2015 marked a new chapter in the life of St Michael's with an interim leadership arrangement and more recently the appointment of a substantive Head teacher. This has consequently had a significant impact on the leadership of the school. Additionally the RE leader was new to the post in September 2015 and has a clear vision for how RE supports the school and its current efforts to improve the culture and Christian distinctiveness.

The Governors and Head teacher work closely together to develop the strategic direction of the school and to ensure the very best learning opportunities are provided for the children at St Michael's. The Governors level of challenge to the leadership is strong and allows for continuous growth. Both parties have the children's welfare and development at the heart of their decision making.

Parents, pupils and staff are asked for their feedback on all aspects of school life. Their views are valued and used to inform future plans. We are currently working on engaging more parents to fully contribute to the life of the school.

Effective use is made of opportunities for staff development, the new RE leader attends RE annual conferences and regular training at the Diocese in order to keep up to date with curriculum changes and also attends termly coordinator meetings at the local teaching school to develop good practice which in turn is fed into school life. The School Chaplain, Head teacher and governors have also all attending training at the Diocese to further emphasise the importance of RE at school and further develop the schools Christian Distinctiveness.

The school aims to contribute fully to the wider community and regularly organises activities such as making biscuits, harvest donations etc... delivering these to vulnerable



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members of the local community. The school also welcomes volunteers and student teachers to the school as this is seen as part of the role of the school, developing skills of teachers and inspiring others to teach. Our teachers have also supported others in local schools through sharing good practice, cross cluster working parties and subject moderation. The Deputy Head teacher also regularly trains other teachers on how to use school pupil tracker.

The Christian values working party and school Leadership team ensure the school values and vision are shared with all stakeholders. The values and mission statement appear on newsletters, the website, and all school letters. The values are intrinsic to the staffs' daily working practices.

The partnership between church and school continues to be outstanding and is moving from strength to strength. The Chair of Governors is an associate minister at St Michael and All Angels and the school Governors include 5 members of the church community.

Key Strengths

- The school vision is shared with all stakeholders and parents/ pupils/ staff and governors are regularly consulted for their input.
- Christian distinctiveness is central to the leadership and managements strategies to improve the schools performance and pupil outcomes. (first point on SDP)

Development points

- Future RE courses and C.P.D. for all staff. Previously NQTs, all staff and Governors attended Diocesan training. This helps develop the idea of the distinctiveness of us as a church school.
- Parental engagement with the life of the school.

Life at St Michaels'

