



Our Vision Tree

## Summary SIAMS Self-Evaluation

### 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](https://www.churchofengland.org.uk/siams).

### School’s theologically-rooted Christian Vision

#### Our Vision



**In God’s love, aspire and achieve to be the best’**

**1 Corinthians 16:14 ‘Do everything in love.’**

#### Understanding Our Vision

Our theologically-rooted Christian vision was developed with input from our wider school community (children, staff, parents, church), where we explored Winwick Church of England Primary School’s context and purpose to ensure that our Christian vision reflected the community that we serve, along with how we wanted to enable all members of our community to flourish. In doing this revisioning exercise, our current vision was born and since 2017, we have continued to refine and shape this to ensure we are meeting the needs of our community, underpinned by the teachings of Jesus Christ. The vision’s over-arching purpose sits within the breadth of God’s love, as it is through this that all things are possible, being rooted in 1 Corinthians 16:14, ‘Do everything in love’. In our core Christian values, we want to celebrate what we do well, whilst also providing that opportunity to explore those areas that we needed to develop further, taking into consideration the Church of England’s vision for education and the notion that ‘life in all its fullness’ (John 10:10) also means experiencing the wider scope of life and the successes and challenges that brings. Our three driver values of Love, Respect and Perseverance are reflective of this; as a school ‘love’ and ‘respect’ are things that we celebrate and embrace well, whilst we acknowledge that our school community needed to strengthen the value of ‘perseverance’. From this, our vision of ‘In God’s Love, aspire and achieve to be the best’ was born. With our core Christian values, being underpinned by a wider scope of Christian values, and the integral thread of doing everything through God’s love, means that we are constantly striving to aspire and achieve to be the best that we can be for ourselves, each other, our local and wider community, as well as for our global community. Through the inspiration of Jesus Christ and God’s love, we are assured that we can achieve and persevere through our challenges, as we know that God is there to support us on each step of our journey. The image of a tree was chosen to represent the desire for all to grow and flourish, aspiring and achieving to be the best that they can be through building on our deep Christian roots that give us strength, growing and flourishing towards the best outcomes that we aspire to for ourselves and our whole school community.

Inspection Conversations: Context

<p>Who are we?</p>	<p>One form entry, voluntary Aided, Maintained Church of England Primary School (Reception to Year 6) with 204 children on roll. Pupil Profile: 10.78% SEND (1.96% EHCP); 12.25% Pupil Premium; 92.16% White British; 1.96% Any other White background; 0.49% Indian; 2.45% any other mixed background; 0.98% White Asian; 0.49% any other Asian background; Chinese 0.49%; 0.49% Pakistani; 0.49% any other Ethnic group. Faiths: 72.06% Christian; 0.98% Hindu; 0.98% Muslim; 7.84% No Religion; 0.49% did not wish to share information. Whole school attendance for the academic year 2022-23 was 96.3%. (2.9% Authorised Absences; 0.9% unauthorised absences). Winwick CE is not part of an academy however, work closely with a group of local CofE schools – GRACE Group – to support each other with school improvement and enrichment opportunities. Work with Mersey Borough SCITT (MBITT is lead by a CofE School) to host trainee teachers and HT works alongside them as a Quality Assurance tutor; we believe it is important to give back to the profession and nurture the next generation of teachers to flourish. Partnership with the church; without an incumbent since Summer 2020 however we have worked hard to maintain links with St Oswald’s and the church community and work alongside them to provide opportunities for collaboration and enrichment for the school and wider community, most recently the Winwick Heritage Event. Local clergy have also supported us by leading some worships and Confirmation classes for our Y5/6 children. Close links with the Diocese, accessing training and support (e.g. HT Christian Leadership Course, Aspiring to Headship in a Church School, Spirituality, Bible in a Day) in addition to this, Winwick has also supported the Diocese to support other schools by hosting a group visit for the Christian Leadership course. We also work closely with the Warrington Local Authority accessing training and support – HT has trained as an Evidence Lead (educational research) and has supported other schools with this.</p>
<p>What are we doing here?</p>	<p>(Also see ‘Understanding our Vision’ section above). Through our theologically rooted Christian vision, our purpose is to ensure that our community flourishes, and - through God’s love - that we are all able to aspire and achieve to be the best that we can be for ourselves, others and the wider local/global community. We recognise that our context sits within a predominantly White British, Christian demographic who – historically have been from a majority of privileged background. Across recent years, this demographic has shifted slightly, with a growing dynamic of families who have been impacted by Covid-19 and the economic climate, so it is important to us as a school that we are there to support and nurture those who require support, thus placing a high focus on the mental health and wellbeing of our community, in addition to seeking external support for those who require it (e.g. Early Help referrals). In addition to this, we understand that it is important that we provide our children with opportunities to experience the diversity that exists within the world that God created, supporting them to develop that love, respect and understanding of all people and things, to ensure that they are prepared to live in a globally diverse society and are ready to be pioneers in their chosen fields to shape the world around them by drawing upon those Christian values and teachings that have been instilled through our theologically rooted Christian vision and our curriculum and enrichment offer.</p>

Inspection Questions (IQ)	
How then shall we live? (This information is key to enabling inspectors to make evidence-based judgements.)	
Inspection Question (IQ)	Impact of provision and sources of evidence
<p>1. How does the school's theologically rooted Christian vision enable people to flourish?</p>	<p>Our Christian vision 'In God's love, aspire and achieve to be the best' is rooted within the theology that through the love of God, all things are possible and that through this all members of our community will aspire and achieve to be the best. The driver Christian values of Love, Respect and Perseverance aim to develop that well-round approach to encourage us not only to flourish in ourselves, but to encourage those around us to flourish also. Our wider Christian values are also a focus across a child's school journey so that they experience and explore these and reflect on how they are demonstrating these values in their own lives, and encouraging those around them to do the same, following the example that Jesus has set. Our theologically-rooted Christian Vision is there for all members of our school community regardless of any personal or academic challenges they may have, regardless of faith or beliefs; our vision invites all to aspire and achieve to be the best that they can be, underpinned by Christian values that can be reflected on by those of a Christian faith, those of other faiths or those of no faith; there is value and spirituality to be found for all, with that encouragement that our purpose is to support everyone to flourish and grow in a way that is right for them.</p> <p>FOCUS AREA THIS ACADEMIC YEAR: Revisiting our vision with our families who are newer to the school to further develop their understanding of our theologically-rooted Christian vision and values to enable them to work in partnership with us to nurture this within our community.</p>
<p>2. How does the curriculum reflect the school's theologically rooted Christian vision?</p>	<p>(Also see IQ6. For RE Curriculum)</p> <p>Our theologically-rooted Christian vision is as such, that it is far reaching in terms of its intention to ensure that children are aspiring and achieving to be the best, through God's love. As a result, those aspirations sit across all areas of the curriculum with the intention that all children will flourish and reach their true potential in all areas. Where opportunities arise for moments of Spirituality, awe and wonder, and consideration of the 'big questions', staff aim to explore these within all subject areas and in wider school life. Our vision and Christian values underpin our purpose whilst ensuring that each curriculum area is carefully mapped out and sequenced so that children are developing their substantive and disciplinary knowledge through our progressive curriculum offer to enable them to make progress and achieve. In addition to our curriculum, we also ensure that children have a wide enrichment offer, which includes a range of opportunities – for example; sports, art, Ethos, Eco, mindfulness, choir, cookery trips, residential and more. We use pupil/parent voice to help shape this offer to make sure that we are providing children with different experiences to experience 'life in all its fullness' (John 10:10).</p> <p>FOCUS AREA THIS ACADEMIC YEAR: Subject Leaders across the curriculum to reflect on Spirituality within their subjects and capture evidence of this, including those moments of awe and wonder.</p>

<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>We strive for our Worships to be invitational, inclusive and inspiring for both children and staff and wider community. Through daily gatherings either as a whole school or as smaller groups, the school community is provided with a range of worship experiences which help to grow our understanding of faiths, whilst also helping us to develop our spirituality as individuals and as a collective group. Through readings and stories from The Bible, worship deepens understanding of Christian Values and helps to guide members of our school on how to interpret the meaning of stories in The Bible to be the best they can be, using Jesus as a role model. Picture News Worships invite children and staff to pause and reflect upon their own beliefs and discuss big questions they may have, in particular linked to events happening in the world today. Worships provide an invitation for children and staff to pause and reflect so they can become more aware of themselves, others, the world around them and beyond. In providing thought-provoking and inspirational worships, we encourage children and staff to become global citizens and promote courageous advocacy. This is also reflected in our worship tasks following worships. Our celebration worships enable the school to collectively celebrate children's successes in being the best they can be through awards linked to work, values and personal achievements. Despite not having an incumbent, we have still been able to hold some worship events in our school church (St Oswald's), which parents have also been invited to, (e.g. Harvest and Christmas Services, new Reception welcome service, Year 6 Leavers Service) in addition to inviting parents in for some class-led worships so our wider school community can flourish with us. Across the year, a variety of staff members lead worships and children are also invited to develop as worship leaders by being part of a worship team who develop and deliver class worships at varying levels. Worship has been developed further with partnerships with schools in the Grace Cluster in which children and staff have been into other schools to participate in and help to further improve the quality of worships. We also attend events hosted by Liverpool Diocese, with our Year 6 children regularly taking part in the Year 6 Leavers service at Liverpool Cathedral.</p> <p>FOCUS AREA THIS ACADEMIC YEAR: Embedding awareness of spirituality in worships through shared language of spirituality and the use of windows, mirrors and doors.</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>Respect is one of our core driver Christian values, which was an intentional focus as all those involved in our visioning exercise recognise the importance of having a wider understanding of this value to enable this to be lived out by all members of our school community. Through the teachings of the church and Jesus, and the example He has set, we are reminded of the importance of mutual love and respect in a world that can sometimes be unforgiving. Our behaviour and rewards policy reinforces the acknowledgement and celebration of children who are making the right choices, as well as setting clear expectations for behaviour and outlines how this will be managed, if required. Our weekly awards, including Values certificates, encourage children to aspire and achieve to be the best both academically and individually, as well as opportunities for shared goals to be worked towards too. In the academic year 2022-2023, we created the role of our Mental Health and Wellbeing Lead as we identified the increasing levels of need across our school community, particularly following the Covid-19 pandemic. Through this, we are able to provide a range of assistance so children, families and staff are supported and nurtured. Our Personal Development, Behaviour and Welfare (PDBW) Governor Committee meets termly and feeds into the Full Governing Body and has a focus on wellbeing for all, with focus areas on the School Development Plan as a key priority on our SDP links to mental health and wellbeing.</p>

<p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>Through our curriculum, along with things such as Picture News, we provide children with the opportunity to explore, understand and have a voice around important local, national and global issues; our children are living in a diverse, every changing world and it is important that we ensure they have a wider world view which includes exploring the notion of justice and responsibility. Our aim is to instil in our children that everyone is important and everyone has an opportunity to make a difference to the world around them in some way. We have a range of opportunities for pupil voice (e.g. Ethos Team, School Council, Eco Warriors, Happiness Heroes, Rights Respecting Schools) and have worked with our GRACE group of church schools to explore opportunities for developing Courageous Advocacy; this year we will be holding our first GRACE Parliament where groups from each school will come together to focus on Courageous Advocacy lined to the Global Environment. Our Values Passports support the development of Courageous Advocacy and link closely with our core Christian values of Love, Respect and Perseverance, building on that sense of responsibility for the wider world around us; aspiring and achieving to be the best for ourselves and the wider world, again through the love of God. We also build in opportunities to focus on British Values across the academic year (e.g. Democracy and the Rule of Law = a Magistrate visits Year 6).</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>As a school, from Spring 2023, we have transitioned from the 'Understanding Christianity' curriculum to 'Questful RE' (Blackburn Diocese). Through this high-quality, well-recognised, progressive curriculum, we are ensuring that we have clear progression and sequenced coverage of knowledge and skills through this spiral curriculum across the school, where a focus is given to that granular learning, whilst also nurturing the development of Spirituality, giving children an opportunity to explore the big questions. We understand that Religious Education is the core of the core and, this year, a focus area for us is looking how we can evidence and develop Spirituality across the curriculum too. Each class has a dedicated, timetabled RE lesson each week, with further opportunities for reflection and prayer in addition to daily acts of worship. Picture News is also used to support and enhance our curriculum offer, with children being given the opportunity to explore engaging and challenging questions around a range of religious and world view issues to develop their knowledge, appreciation and understanding. Our staff receive training and support to develop and upskill their own knowledge and understanding, this has included training on the Questful RE Curriculum and also an INSET led by Andy Wolfe on Flourishing Children (Purpose, Teaching, Wellbeing) and we regularly access training with Liverpool Diocese to support professional development. Our RE Lead has presented to governors to ensure they have knowledge and understanding of our RE curriculum and through termly Governor reports, they are kept up-to-date on the subject across the academic year. Our approach to RE takes into consideration the Church of England Statement for Religious Education.</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>	<p>As noted above, our Questful RE curriculum fully meets the statutory requirements for RE and prepares our children for the opportunities, responsibilities and experiences of life in Modern Britain and the wider world. The study of Christianity as a living and diverse faith, focusing on the teachings of Jesus and the church is central to this, whilst also ensuring that we provide opportunities to learn about and learn from other faiths to have that knowledge of a range of religions and worldviews. Our monitoring shows that our RE curriculum is effective in delivering its intended outcomes, which has been evidenced through a range of monitoring including, lesson drop-ins, pupil conversations, evidence in workbooks, etc. In addition to this, we have a broad enrichment offer, which includes a 2-year cycle of visits to places or worship for Christianity and those of other faiths, along with theme focus days/weeks (e.g. World Faiths Day, Diversity Week) to broaden children's knowledge and understanding of the wider world that God has created and the diversity that exists within that, to develop that appreciation and respect for all.</p> <p>FOCUS AREA THIS ACADEMIC YEAR: Continuing to provide opportunities for our children to experience and explore diversity in the God's world.</p>