

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

School's theologically-rooted Christian Vision

Loving to Learn, Growing Together, Caring for All

'Let your roots grow down to him and let your lives be built on Him. Then your faith will grow strong in the truth that you were taught; and you will overflow with thankfulness' Colossians 2:7

Inspection Conversations: Context

Who are we?

Levens CE School is a voluntary controlled village primary school in the rural village of Levens in the southern Lakeland area of Cumbria with 101 children on roll, including 13 pupils who currently attend our nursery provision. The school has a strong Christian vision and ethos that is valued and shared by the whole school community. We are very well supported by our parents and have strong links with local, national and global partners.

What are we doing here?

Levens CE School is a happy, safe and inspiring place to grow and learn, where we enjoy the learning experiences each new day brings. Everyone is supported and nurtured through our distinctively Christian ethos and shared Christian values. It is our aim to develop and sustain a life-long love of learning by building for our future in a diverse and ever-changing world. Rich and wide-ranging experiences enable everyone in school to be creative and develop the personal skills required to be responsible, confident and considerate; taking pride in all that we do.



The vision is rooted in our shared belief that by building our lives on the foundations of the life and teachings of Jesus Christ, we will be all be able to be the best that we can be and live our lives to the fullest.

We respond proactively to the specific needs of the school community and our unique context in terms of our curriculum, our pastoral care and our wider school offer through enrichment both within and beyond the school day.

The strategic vision and improvement of the school as a church school is led by the Christian Vision group.

Leaders at all levels welcome the support from the Diocese in Carlisle, both informally and through more specific CPD.

School also has strong links with St. John's Church with members supporting school to live out our shared vision in our daily lives.

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
1. How does the school's theologically rooted Christian vision enable people to flourish?	<p>Leaders at all levels embody our Christian Vision through every aspect of school life and know that our school is an enabling environment that is welcoming, inclusive and supportive.</p> <p>Staff are deployed in roles throughout school that are relevant to their skill set, experience, qualifications and interests.</p> <p>Relationships with parents are strong - via informal daily interactions but also further opportunities to be involved in school in a range of different ways. As a result, parents feel well supported by school and value strong communication links.</p> <p>Students leave in year 6, as mature and responsible citizens who are secondary-ready. School offers a wide variety of opportunities both within and beyond learning in the classroom.</p> <p>All stakeholders feel that they belong; they are encouraged and supported appropriately to do well; and they give back to our school and wider community in a range of ways.</p> <p>All involved in school invest so much into supporting one another and making a difference to our children and our families - including the incredible goodwill of all staff and the commitment of our parent group.</p>
2. How does the curriculum reflect the school's theologically rooted Christian vision?	<p>The curriculum is carefully planned and sequenced to ensure all pupils build on learning that has gone before. It is based on depth of knowledge and the development of key skills to flourish as responsible, ambitious, confident and determined citizens who are not afraid of challenge and have a 'can do' attitude to life and learning. Our strong extra-curriculum offer provides a range of quality experiences throughout the school year: these include art enrichment with local artists; work on our community garden with National Trust gardeners; singing with Cumbria Operatic Society.</p>



	<p>The impact of a carefully planned and sequenced curriculum is evidenced through monitoring and evaluation by leaders at all levels.</p> <p>Parents speak highly of our curriculum offer which is clearly communicated via our website.</p> <p>Outcomes in statutory assessments demonstrate that pupils do well at school.</p> <p>Our Christian Vision is all inclusive; we strive to ensure that all pupils regardless of disadvantage are able to flourish.</p> <p>All pupils, regardless of disadvantage, are enthusiastic about school and work hard in lessons; attendance is high.</p>
<p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Our Christian Vision is lived through daily acts of worship in school which are inclusive and welcoming to those of faith and of no faith. It is valued by all.</p> <p>Our consistent format ensures all CW is rooted in teachings of Christ and has an agreed structure</p> <p>Staff ensure that pupils can relate to the message/learning in our collective time and that the focus is relevant to their own lives and interests so that they learn and grow spiritually, as well as emotionally and socially. This is regardless of their beliefs or non-beliefs.</p> <p>The Christian Vision Group regularly monitor and evaluate impact of CW through different means.</p> <p>To embed a shared understanding of spirituality and develop opportunities for spirituality in our curriculum is a current priority.</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>Pupils are well-supported by strong pastoral care of all staff and peers. Children genuinely support and care for one another and celebrate each other's success and achievements. Pupils know how to keep themselves safe; how to ask for help when needed and know that their wellbeing is valued. Early intervention is effective to identify and then support individual pupils as and when required.</p> <p>Staff wellbeing is central to the effectiveness of our school and supports the wellbeing of our pupils and parents. Positive relationships with all are fundamental and drive our words and actions every day.</p> <p>A range of specific initiatives have been introduced to support wellbeing for staff including regular staff wellbeing weeks three times a year; a new staffroom designated for recreation only; team building day off site every academic year etc. Parents are supported through our daily informal interactions alongside a range of specific initiatives, including: pastoral check-ins with HT; parenting courses; new starters transition events for parents; curriculum evenings to support learning at home and improve parental engagement with learning etc.</p> <p>School ethos focuses on everyone being safe, feeling happy and knowing that they have the capacity to grow.</p>



<p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>An extensive range of partnerships enhance pupils' sense of responsibility and justice both locally, nationally and internationally.</p> <p>All pupils have an active role in school and are nurtured to be courageous advocates - They are able to voice their opinions freely; are involved in decision making and feel empowered to instigate change, challenge injustice and support causes they feel passionate about - e.g. a courageous advocate in year 2 is involving the whole school in raising funds for the WWF.</p> <p>There are endless opportunities to be involved in real-life projects across the curriculum so pupils know that they are having a real impact in their local areas and further afield - Eco team projects, local foodbanks, links with a school and orphanage in Uganda.</p> <p>School curriculum and themed weeks encourage pupils to exercise freedom to speak up; ask big questions; discuss topical issues in a safe environment and challenge opinions of others in respectful ways.</p> <p>Developing opportunities within the curriculum to be courageous advocates is a current school priority.</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>Pupils value their RE lessons and remember what they have learnt.</p> <p>Our curriculum follows the Cumbria Agreed Syllabus 2023 and is supported by resources from Questful RE and Understanding Christianity. It is carefully planned and sequenced to build on learning that has gone before and to ensure that pupils develop depth of knowledge and understanding of Christianity, Islam and Buddhism. This is enriched further through themed multi-faith weeks occurring twice in every school year.</p> <p>Pupils are enthusiastic and engaged in their learning; complete RE based homework projects enthusiastically e.g. class 3's work on sacred places; they remember what they have learnt and enjoy opportunities to visit sacred places including the Grand Mosque in Bradford and our local churches.</p> <p>Monitoring and evaluation of RE from both RE lead and governors is now more robust and effective; which in turn is already having an impact on outcomes.</p>