

Keeping On Track

School	Queen's Park CE/URC Voluntary Controlled Primary School
Inspector	Jane Griffiths
Date	01.02.2022
School's Christian Vision	Together we believe, achieve and enjoy.
To what extent have the area(s) for improvement from the previous SIAMS inspection been addressed and with what impact?	In response to the target set for improvement from the last SIAMS inspection of developing the purpose of classroom reflection areas, the school has expanded its use of class worship books to great effect. Class worship, largely centred around the reflection areas, has become more engaging and interactive and its impact is well documented in the reflective and prayerful worship books. The school is looking into making each class' reflection area more private, in order that it provides a safe, quiet and relatively secluded place for pupils to use when needed.
Agreed current strengths	<ol style="list-style-type: none"> 1. The Anglican and URC communities are integral partners in the life of this joint denominational school. The supportive and practical relationship with the two traditions has a truly powerful impact on the worship, ethos and Christian character of the school. The three local churches in the partnership work well together to enrich the spiritual life, religious experience and wellbeing of the school community. This includes regular visits by the school to the churches, particularly at festival times. 2. There is vibrant leadership at all levels. The dynamic vision of the Headteacher directs, inspires and gives purpose to school improvement and ensures that the school's Christian distinctiveness and ethos are of the highest priority. She is strongly and passionately supported by the Religious Studies and Worship, SMSC and PHSE Leads, the Senior Leadership Team, the Link Governor for RE and Worship, the Governing Body and the three clergy in the CE/URC partnership. The Staff's commitment to the shared vision and values ensures that they are effective role models and have helped to provide an environment in which all have the opportunity to flourish. 3. The worship, both planned and spontaneous, takes place throughout the week and is rich, varied and well planned. Worship is led by senior staff, the three clergy in the CE/URC partnership, class teachers and pupils. It is monitored regularly by governors. This is a school that worships as a family and where all feel safe to contribute to its spiritual life if they wish to do so. The opportunities for staff and pupils to be still, to reflect and to pray enable them to develop and grow spiritually – "It is the beating heart of our school". Pupils play a significant part in the planning, leadership and evaluation of school worship and are encouraged to be worship monitors. They take ownership of the class worship sessions. Pupil members of the Ethos Committee monitor the school's Christian distinctiveness.

<p>How is the school's Christian vision enabling pupils to flourish?</p>	<p>The bespoke "Crown Curriculum" [Challenge, Resilience, Opportunities, Wellbeing and kNnowledge] evidences that the school's vision, values and core principles permeate and are articulated throughout the curriculum at all key stages. It provides a vehicle by which pupils are given the opportunity to reach their full potential, both academically and spiritually. The values of trust, love, hope, honesty, forgiveness and respect are well embedded and are reflected in policies and in the behaviour and reward systems. The school recognises that instilling the vision and values into pupils is as important as academic success and can have real impact on their future life chances. In addition, the curriculum affords opportunities for rich cultural capital activities, which help to broaden the experience and aspirations of the pupils. The school's chosen values are woven through the curriculum areas of PSHE, RE and SMSC through the well planned schemes planned by the three leaders responsible for these subjects. Quality displays and careful management of the building and grounds create a stimulating environment in which to learn, play and reflect. Pupils are actively encouraged to share their concerns and opinions in the knowledge that their voice will be taken seriously. They have the opportunity to contribute meaningfully at leadership level to whole-school improvement planning through being worship leaders and members of the School Ethos Committee. Two pupils regularly attend and contribute to governing body meetings. The vision encourages the school community to seek out each pupil's God-given talent and skill, to raise their aspirations and to make a real difference to their futures - "Everything we do in school is to prepare our pupils for the next stages of their life, to be well-rounded individuals and to know that Jesus is always with them".</p>
<p>How is the vision enabling the adults to flourish (staff, parents and governors)?</p>	<p>The school's vision of "Together we believe, achieve and enjoy" impacts on staff and governors as well as pupils. Comprehensive and quality CPD, which includes leadership of worship, is provided for staff at all levels to equip them for their roles and responsibilities, and opportunities are available for staff members who wish to progress in a church school setting. Teachers and teaching assistants are encouraged to reflect on how their curriculum subjects support the vision and how living out the vision impacts on their own spiritual development. The school is assisting the curate at the partner CE church in gaining experience of leading child-centred worship. The spiritual life of the adults is enriched by ready access to the clergy of the partner churches [particularly at times of challenge and personal difficulty], through invitations to participate in acts of worship and in moments of quiet reflection. The school places a high importance on the wellbeing of the adults and has created a</p>

	<p>Wellbeing Team and Mental Health First Aiders to ensure that all are well supported. Leaders are keen to ensure that the wellbeing and the professional and spiritual development of the adult members of the community are as important as they are for the students. There is a real sense of belonging to a caring Christian community among the adults – a place where they can flourish.</p>
<p>Thinking about Covid-19. How has the school's Christian vision sustained the school community and how is it helping the school build back afterwards?</p>	<p>The school's vision and values sustained and guided the community through the challenging and often very difficult times during the height of the pandemic. The welfare and safeguarding of the pupils and their families have been paramount and the school and partner churches formed a community hub to visit, support and give practical assistance to the most vulnerable. Strong communication links were maintained with all students and staff and the community were sustained with varied, accessible worship and reflections throughout this time. The clergy regularly came into school to pray for and with the adults. Since returning to more "normal" times, the school's vision and values have given impetus and purpose to ensuring that pupils' life chances are not diminished by educational opportunities lost during the lockdowns. Over the past two years, the courageous advocacy of the pupils and staff has been maintained and pupils have been encouraged to continue challenging injustice. Of particular note is the support the school gives to a school in Tanzania, the sponsorship of two of its pupils, and the work with Teardrops [Food bank]. "Our children want to make a difference".</p>
<p>Agreed areas for development</p>	<ol style="list-style-type: none"> 1. To continue developing the class reflection areas into more private pods, to ensure a degree of privacy for quiet reflection if needed. 2. To refresh the Christian vision as a community and ensure that it articulates the school's strong Christian distinctiveness and core purpose.
<p><i>Signed Headteacher</i></p>	<p>Justine Kellett</p>
<p><i>Signed Inspector</i></p>	