

Vision

Who are we as a Church school? Why are we here?

Name of School: Pattishall CE Primary School **URN:** 9283049

Date and grade of last SIAMS inspection: Satisfactory November 2016

Date and grade of last Ofsted Inspection: Good October 2016

School context

Pattishall CE Primary School is a primary school with 145 pupils on roll. The school has a very low level of religious and cultural diversity. We have no pupils who speak English as an additional language. The proportion of children considered to be disadvantaged is well below the national average (6.7%). The proportion of children with SEND is below national average (5.4%). We are Local Authority maintained primary school, working closely with the Champion cluster. The Head Teacher has been in post for 2 years. SLT consists of the Head, Deputy (Year 1 teacher), SENDCo (0.4FTE) and Senior Teacher (Year 6 teacher).

Some additional information

<p>Local church/parish involvement: Involvement of clergy</p>	<p>Rev Canon Karen Jongman – Holy Cross and John Atkin – Astcote Methodists lead Monday and Thursday Collective Worship.</p> <p>John Atkin runs a regular ‘Monday Club’ for Key Stage One children, where the children learn Bible stories through drama and craft.</p> <p>We also have very close links with Messy Church, who regularly use the school building for their meetings and events; most recently, a well-attended picnic on our field.</p> <p>As a school community, we also regularly use the church building for services, which Rev Canon Karen Jongman and John Atkin attend and provide their blessings and prayers. These include a service for Mother’s Day, Harvest, Remembrance, Christingle, Stations of the Cross at Easter and the Year 6 Leaver’s collective worship.</p> <p>Our 2018 Remembrance service involved the whole community to commemorate 100 years since the end of WWI, culminating in a service at Holy Cross that was extremely well received.</p>
<p>What charities does the school currently support?</p>	<p>We have supported the following charities: Children in Need, Hope Centre, Poppy Appeal, Brain Tumour Charity, Cancer Research</p> <p>From September 2019, our School Council will become the advocates for the charities that we support. We are working on becoming a Silver Eco School, so work around environmental responsibility will be key.</p>
<p>Do you have links with other schools e.g. abroad?</p>	<p>We are due to establish a relationship with a school in Brazil through the Mission Life and Hope Restored charity.</p>
<p>What RE syllabus do you use? Key support resources used, for example Understanding Christianity</p>	<p>Northamptonshire Agreed Syllabus supported by units from Understanding Christianity and the Peterborough Diocese scheme of work.</p>
<p>Accreditation, awards and quality marks?</p>	<p>Healthy School, Silver TAMHs, Attachment Aware, Silver Sport Award, Bronze Eco Award.</p>
<p>Links with diocese, for example service level agreements, secondments</p>	<p>We have the Gold SLA with Peterborough Diocese, which we have benefited greatly from over the past two years; accessing CPD for all staff and welcoming the regular support from our DSC.</p>

The vision of the school

Our vision is the build a happy, safe learning environment; where whoever you are, wherever you’re from and whatever your starting point, we will value you and work with you – so that you leave us knowing that you can change the world, as we grow together in God’s love.

I Corinthians 16: 13-14

Data box:

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is 'below floor' please give some context. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

Outline **briefly** headline data for all key stages.

- **EYFS** GLD 2019 76% with 6% exceeding (baseline of 44%)
- **Year 1** phonics 2019 88% pass
- **Key Stage One:**
- Reading: 80% EXS with 20% GDS
- Writing: 75% EXS with 20% GDS
- Maths: 75% EXS with 20% GDS
- **Key Stage Two:**
- Reading: 65% EXS with 25% GDS
- Writing: 86% EXS with 34% GDS
- Maths: 85% EXS with 20% GDS
- Combined: 65% EXS with 10% GDS

It would be helpful if you could attach your IDSR

See appendix 1: IDSR

Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

- We have no EAL pupils at this time
- We have 8 SEND pupils across the school
- 1 child has an EHCP
- We have 24 children on learning plans
- 35 children work with our ELSA
- We have 10 disadvantaged pupils across the school (4 of these are in Year 6).

We put vulnerable learners at the heart of everything that we do. They are central to our planning, Pupil Progress meetings and whole school strategy.

See appendix 2: SEND Report and Pupil Premium Strategy

It would be helpful if you could attach your School Development Plan.

See appendix 3: School development plan

Provision and Impact

How then do we live?

<p>Provision: What do you do because of your Christian vision? (Actions taken)</p> <p><i>Focus on the ‘Valued added’ of being a Church school, point to the things that happen because it’s a Church school. Explain how these things go stem from your Christian vision.</i></p>	<p>Impact: How do you know it is working?</p> <p><i>This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.</i></p>
<p>Strand I: Vision and Leadership</p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <ul style="list-style-type: none"> a) To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education? b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)? c) How well do leaders ensure that the school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches. d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice? e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school? f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils? 	
<p>Actions taken</p>	<p>Impact</p>
<p>a) Following a re-visioning INSET (September 2018), all staff and pupils have worked on the school’s vision and values to reflect our core purpose. We have a regular agenda item of ‘Church School Update’ for every FGB. We have planned in-house Staff CPD around current Church School thinking.</p>	<p>a) All stakeholders have a firm understanding of our mission and how our Christian Values are at the root of the ethos and ‘feel’ of our school. Our values are reflected in the way we handle behaviour and the direction of our SDP – with a focus on nurture and valuing everyone’s effort.</p>
<p>b) The Behaviour Policy has been brought in line with our values.</p>	<p>As a result we have not had any FTEs or Positive Handling incidents since September 2018 (18 FTE and 23 TT 2017/18). Pupils are</p>

<p>All Senior Leaders are involved leading Collective Worship with a recent investment in 'Roots and Fruits', which our Vicar and cluster schools also follow.</p> <p>We insist that RE is planned and taught by teachers.</p>	<p>able to reflect on their behaviour in line with our values.</p> <p>Children are involved in preparing and delivering acts of collective worship on a weekly basis. Each CW is rooted in a Christian Value each half term, which is directly linked to a school value.</p> <p>High quality teaching and learning, with timetabled monitoring and evaluation.</p>
<p>c) Since September 2017, we have developed close links with Holy Cross Anglican Church and the Methodist chapel in Astcote.</p> <p>We welcomed the Bishop into school in May (2019), as well as continuing to use the Church building.</p> <p>Our Gold SLA has enabled us access support from Janet Northing DSC.</p>	<p>Regular involvement from members of the whole community with events and reading in school. The school is recognised as a Church within the community.</p> <p>Invaluable time to reflect and deepen SLT's understanding of current Church School thinking and development points.</p> <p>Bespoke project work is tightly linked to our vision.</p>
<p>d) We have spent £2100 on CPD through the Peterborough Diocese, using our Gold SLA for a range of staff, including Middle Leaders.</p>	<p>We have gained significant support and CPD from the diocese over the past two academic years, proving it to be excellent value for money, as well as extremely relevant. The biggest impact has been on our CW since attending 'Inspirational Collective Worship', as it has given us a clear direction to develop.</p>
<p>e) The school seeks parent and pupil voice every year.</p>	<p>The results of the survey from 2017 showed that 38% of parents were not happy about the development of our Christian distinctiveness,; which we took as a positive, as the culture was shifting and our Christian distinctiveness was more prominent than it has ever been. A year later, when we asked them about the Christian values we have selected, 99% were in favour; with 72% strongly agreeing with our new values.</p>
<p>f) Our actions form the last SIAMs inspection were:</p> <p>Undertake a whole stakeholder evaluation of the schools' Christian values (we did this in Sept</p>	<p>Through our re-visioning, we have seen significant changes in the behaviour around school and our overall approach to dealing with children's emotions and behaviour.</p>

<p>2018)</p> <p>Routinely involve children in the planning of CW (Rev Karen – Wednesdays)</p> <p>Monitor school as a Church School (Christian Distinctiveness Priority Governor from Sept 2017; SIAMs and RE Lead Governor from Sept 2019)</p>	<p>Our vicar has volunteered to work with a Worship Team to regularly plan and prepare CW. The children are routinely involved in CW as active participants, which they enjoy, but this is an area we'd like to develop even further.</p> <p>We have a governor responsible for overseeing our development as a church school, including looking at our Christian distinctiveness.</p> <p>Every Head Teacher report to Governors has a fixed agenda item of our work as a Church school in the community, which has raised the profile of our status as a Church school at a strategic level.</p>
<p>Next steps:</p> <ul style="list-style-type: none"> • A) Reference Valuing All God's Children in Behaviour Policy • B) Bringing our Teaching, Learning and Assessment Policy in line and drawing together with cluster schools to celebrate core values. Pupil Voice questionnaire around RE and CW. • D) Development of Church School Leaders – AH (CEPQH) • E) Pupil voice for RE and Church school • F) Rase the profile of pupil led CW 	

Strand 2: Wisdom, Knowledge and Skills

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

Actions taken	Impact
<p>a) A member of SLT has responsibility for the development of the curriculum. An audit has been completed and work carried out as a teaching team to redesign elements of our curriculum.</p> <p>We are continuing with the ‘mastery’ approach to teaching maths, but are moving away from ‘Maths No problem!’</p> <p>We have four data grabs and learning studies each year, with pupil progress meetings and data cards to reflect on individual pupils, from which action plans are drawn. We do this because we believe that no matter what your starting point, everyone deserves the opportunity to be the best they can be, with a deep-rooted belief that they matter and they can change the world.</p> <p>Disadvantaged and SEND pupils’ families are communicated with regularly, with discussion around extra-curricular opportunities.</p> <p>Our SEND and disadvantaged pupils receive 1:1 coaching, working on their targets, from a member of SLT weekly.</p> <p>We are a Silver TAMHs School and Attachment Aware, which has had an impact on our behaviour policy.</p> <p>We have a trained ELSA (Emotional Literacy Support Assistant) who supports those pupils in overcoming their emotional barriers to learning as we believe that everyone in our community should feel that they are important, loved and</p>	<p>Our curriculum is designed to meet the needs of our community. We place a strong emphasis on the history of the school and the farming traditions that continue today. We also focus on on-line resilience and cultural diversity, as these are areas that our children are either over-exposed or under-exposed to respectively.</p> <p>With the redesign of the historical elements of our curriculum, we are ensuring that learning is immersive, deep and fun.</p> <p>Moving away from ‘Maths, No problem!’ means that teachers have more autonomy to plan and deliver lessons with suitable differentiation for those pupils who need support or need more challenge.</p> <p>Individual children are discussed and the barriers to the academic progress explored.</p> <p>From KS2 10% Combined ARE in 2017 to 55% in 2018 and 65% 2019.</p> <p>SEND children make good progress from their starting points. In 2018-2019, in the Autumn none of the 8 children were on track in reading and by the end of the year 63% were on track. It is a similar picture in writing and maths.</p> <p>At the start of the year, 50% of our 11 disadvantaged pupils were on track on reading, by the end of 2019, 64% were on track. In writing 70% rose to 82%; with the biggest leap in maths, from 50% to 82%.</p>

<p>has the right to grow together in God's love.</p> <p>Our funding decisions are made in line with our vision, ensuring all children are valued and have the optimum opportunities to flourish. This includes, funding trips, music lessons, theatre visits, uniforms; as well as meeting the needs of individuals. This includes deployment of the support team; as well as the DHT and SENCo working directly 1:1 with our disadvantaged and SEND cohorts.</p>	<p>100% of our EAL children (2 pupils) made expected or better progress from their starting points; both were on the SEND register.</p> <p>Reduction in FTEs and Positive Handling issues.</p>
<p>b) We offer a wide range of after school clubs including sport, cooking, art and drama.</p> <p>We are a NMPAT Gold School.</p> <p>In our Celebration gathering, we award VIP certificates: Values in Practice.</p> <p>We value quiet times, with daily reflection after lunch (ERIS: everyone reading in school) and quiet entry to the hall for Collective Worship.</p> <p>We meet parents three times a year and two written reports are sent home; but we have a very open-door policy and will involve the parents if we have any concerns, be it academic, social or emotional.</p> <p>Our PSHE scheme - 'Jigsaw' - has focused units on self-esteem, personal development and relationships.</p> <p>We use Zones of Regulation.</p> <p>Our ELSA works with children who struggle with self-esteem and SEMH difficulties so that they are able to be reflective and flourish.</p>	<p>78% of the school have been involved in clubs, including all of our disadvantaged pupils.</p> <p>24% of the school play an instrument.</p> <p>Children are focused on good deeds, rather than academic gains.</p> <p>Our pupils are thoughtful and philosophical.</p> <p>Parents are actively involved in their children's journey and are very supportive.</p> <p>Children are being given the tools to express themselves emotionally, in order to be able to function and self-regulate as they grow.</p>
<p>Next steps:</p> <ul style="list-style-type: none"> • In evaluating and auditing our curriculum (intention, implementation and impact), look at the way our vision and values shapes it and signpost opportunities across the curriculum for spiritual development. • Our September 2019 INSET is being led by Liz Yougman at the diocese on spirituality. This will enable us to create our SMSC statement based on what SMSC means for us, as Pattishall CE Primary school. 	

- FoPs and the School Council are working on a design for a quiet, prayerful space outside out library, for children to use during playtime.

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

In developing character, the school must evaluate:

- To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?
- Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Actions taken	Impact
<p>A) Our values are thoughtfulness, kindness, perseverance with courage, cooperation, respectfulness and love. And everything we do is done with love. These are rewarded in our Values in Practice awards.</p> <p>We use the language of growth mindset every day, including mindset lessons built into PSHE.</p> <p>Our PE and Sports strategy focuses on developing resilience through teamwork and learning to win and lose well.</p> <p>We use Zones of Regulation.</p> <p>There are many roles the children can take on through their time at Pattishall.</p>	<p>Children know that they will be rewarded for using their growth mindset. Recently, when a new Year 6 arrived from South Africa, the class were overheard telling him all about the concept of Growth Mindset and how it helps them to persevere with courage.</p> <p>In every PE lesson, the children are reminded about resilience and teamwork leading to better sportsmanship.</p> <p>To help children express their emotions so that they do not have use negative behaviour to communicate.</p> <p>Eco-Team, School Council, Year 6 prefects, Sports Crew, Little Librarians, Chicken Club – these roles give the children something to aspire to and work towards.</p>
<p>B) Mainly through our curriculum (topics such as 'Rich and Poor' or a whole school Big Write on 'Save our Planet') and our response to the news, the children are given opportunities to talk about and share their views on what is going on in the world.</p>	<p>Year 6 wrote persuasive letters to manufacturers and retailers to raise their concerns about plastic pollution, asking why more isn't being done.</p> <p>The governing body have listened to the children's worries about their future; appointing an Eco-governor for September 2019 with a view to becoming a plastic free school.</p>

<p>C) We encourage all stake-holders to share their personal causes and will always help any way we can to raise money and awareness.</p> <p>We have supported all of the usual charities and a few local ones through the year too: Children in Need, Northampton Schools Talk it Out, etc.</p>	<p>Isla in Year 4 had her hair cut in collective worship for the Little Princess charity. Rosie in Year 6 did the same thing (at home) a few weeks later having been inspired.</p> <p>School Council suggested an odd sock day to help raise money for the Brain Tumour charity, as our ELSA has a tumour and her daughters were doing a sky dive to raise money for the charity.</p> <p>Holly in Year 4 heard about the Mighty Magnus Mission, and as a result asked if we could hold a non-uniform day to raise money. She also made nearly 50 ‘scrunchies’ to sell to add to the total.</p> <p>Year 6 raised money for their end of term treat. They had extra and so decided to give the money to the HD charity, a bowel cancer charity and a cystic fibrosis charity as these illnesses have all touched members of our community in recent times.</p>
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<p>Next Steps:</p> <ul style="list-style-type: none"> • Using P4C as a pedagogy for exploring the ‘big questions’ as well as introducing new concepts across the curriculum. (Year 1 teacher is trained – to be rolled out September 2019 INSET). • We are signing up to sponsor a class in Brazil through Mission Life and Hope Restored (Lois Clark); as well as asking School Council to work with the rest of the school on deciding on charities that mean something to us. They will select one or two and plan a schedule of fund-raising activities throughout the year, whilst reporting back to school through collective worship. • We are going to establish a Worship Team. Our vision for this would be that a group of keen and willing volunteers would work with members of the church communities to plan and deliver weekly collective worship.
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<p>Strand 4: Community and Living Well Together</p> <p>In creating a community where all live well together, the school must evaluate:</p> <ol style="list-style-type: none"> a) To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies? b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?
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<p>Actions taken</p>	<p>Impact</p>
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<p>A) We re-visioned our school values in September 2018. Through this process, we put love at the heart of everything that we do.</p> <p>Our values are directly linked to our behaviour policy and school rules. Our rules are: think, seek, care, build, respect and love and our values are: thoughtfulness, kindness, cooperation, respectfulness, perseverance with courage and love.</p> <p>We accept that everyone makes mistakes and practice natural consequences – so if it is dropped, it is picked up, as an example. The children are encouraged to work with each other to solve disagreements and put right any quarrels.</p> <p>Within our PE SDP, we are intent on our children being able to work in teams – learning how to win and lose well.</p> <p>Our values are displayed around the school and the children have worked on various projects to embed them in their daily life.</p> <p>We are an ‘Attachment Aware’ school and use Zones of Regulation to enable the children to express their feelings and communicate their mood so that interventions can be put in place before they use their behaviour to communicate.</p> <p>We hold a weekly ‘Reading Assembly’ which is based around Aesop’s Fables and is directly linked to our vision and values.</p> <p>New pupils are allocated a ‘buddy’ to look after them in their early days; including Year 6 pupils working with our new intake in EYFS.</p> <p>New members of staff go through an induction process with our induction mentor. This continues through the year for our NQT’s.</p> <p>Staff well-being (and indeed the well-being of everyone in our community) is a high priority,</p>	<p>As a result of our revisioning, all of the staff and children can tell you what our values are.</p> <p>Our values are demonstrated in the relationships between colleagues and between staff and children.</p> <p>Our children are not ruled by fear – they will admit their mistakes and are able to communicate their emotional state. This has resulted in a sharp decline in fixed term exclusions, positive handling and general behaviour incidents.</p> <ul style="list-style-type: none"> • 2017-2018: 16 FTEs - 0.67% (national 0.27% for similar deprivation) • 2017-2018: 20 incidents recorded in the bound and numbered book. • 2018-019: 1 FTE • 2018-2019: 2 incidents recorded in the bound and numbered book. <p>All members of staff have a deep understanding of that the behaviour demonstrated by a child is their way of communicating as they do not have the emotional stability or resilience to self-regulate – and that it is our job to help them be restored. The impact of this is that we have a consistent, caring and loving approach across the school and support each other in working with individuals who can demonstrate challenging behaviour.</p> <p>There is a lot of laughter in our school. Disagreements amongst staff are rare and resolved quickly. Morale is high and staff sickness is low.</p>
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<p>so much so that we have a designated Lead. We offer up to three days off a year: a well-being day; a day for attending a residential; and a day for attending 6 out of school events such as Picnic in the Park, Christingle etc.</p>	
<p>B) We have a fully trained ELSA (emotional literacy support assistant) who currently works with 35 children across the school either in a 1:1 capacity or with nurture groups. She is trained in a whole manner of interventions in order to help children grow in confidence or overcome trauma so that they can be in the green zone and ready to learn.</p> <p>Our well-being lead has instigated 'Well-being Wednesdays' whereby every Wednesday, there is a 'Warm Welcome' (where children who struggle with anxiety can come in a little earlier to play and have something to eat and drink before the day begins) and a range of activities throughout the term from mindfulness workshops to 'no pens Wednesday'.</p>	<p>Academic progress of the children in the nurture group has doubled.</p> <p>Children who were communicating through their behaviour are now back in class with improved self-esteem.</p> <p>The LA have shown an interest in our work and we will be part of the brokerage of the SEMH panel from September.</p> <p>The impact of Well-being Wednesday is that the importance of well-being and talking about mental health has been brought to the fore and extremely well received by parents and children alike.</p>
<p>Next Steps:</p> <ul style="list-style-type: none"> • Th re-visit the behaviour policy as a team, using the language of Paul Dix 	
<p>Strand 5: Dignity and Respect</p> <p>In creating a school environment built on dignity and respect, the school must evaluate:</p> <ol style="list-style-type: none"> a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community? b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward) <p>* See Valuing All God's Children.</p>	
<p>Actions taken</p>	<p>Impact</p>

<p>Respectfulness is a value we explore regularly as part of our schedule of collective worship.</p> <p>Our PE and Sports strategy focuses on developing cooperation through teamwork and learning to win and lose well.</p> <p>Careful choice of PSHE scheme last year, with follow up training.</p> <p>All staff and governors have had Safeguarding and Prevent training.</p> <p>All staff are on the playground in the morning to welcome the children in.</p> <p>We reward evidence of our values in practice weekly.</p> <p>We took part in the Northampton carnival, with an associated carnival dance workshop and related art activities to prepare.</p> <p>Through RE and collective worship, the children are taught about different festivals and cultures through the year; although this is an area we'd like to develop further through our curriculum design.</p>	<p>All children can identify respectful behaviour and are able to demonstrate this. Our behaviour policy makes it clear that there are consequences for homophobic, racist or other discriminative acts. The children are clear on this.</p> <p>Our PSHE and RSE scheme looks at all the different kinds of relationship and family, with a focus on the importance of love being at the core of family units and our school.</p> <p>Our pupils are very accepting and caring of those pupils with physical disability as well as those with SEMH difficulties or those considering transition. This is seen on a daily basis. Everything we do is done with love.</p> <p>Incidents of violence or inappropriate language is rare at playtime.</p> <p>Taking part in the carnival helped to raise the profile and awareness of cultural diversity locally.</p>
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Next Steps

- We intend to take part in the Diwali parade in Northampton in 2019
- As part of our RE and Topic curriculum, staff are planning trips and visits that will broaden our children's cultural experiences
- To appoint a Play Leader for lunch play in order to further develop positive play and activity (see PE and Sports Premium Strategy)
- Reference to Valuing All God's Children in the Behaviour Policy

Strand 6: The impact of collective worship

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.

- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Actions taken	Impact
<p>We have daily Collective Worship as a whole school. This always involves the welcome (sharing the peace), a time for reflection (with a lit candle), a prayer, a story or lesson and a song. We also follow the liturgical calendar, changing the altar cloth with the seasons.</p> <ul style="list-style-type: none"> • Monday – Rev Canon Karen Jongman or John Atkin • Tuesday – Head • Wednesday – Songs of Praise • Thursday – Worship Team • Friday – Celebration <p>Also, throughout the year, the Lighthouse Trust deliver collective worship, using song, and stories to deliver Jesus’ teaching.</p> <p>We follow the Roots and Fruits overview, covering more than just our school values and rooting our worship in Christain theology. We ensure that the children are involved, with Year 6 leading the Barney and Bella plays and the whole school joining in with the call and answer stories.</p> <p>This year, we have introduced some worship music from Matt Redman, Hillsong and Elevation Church Kids.</p> <p>FoPs and School Council are developing a reflective area outside the library for children to go to during playtime if they need quiet time.</p> <p>We celebrate all the major Christian festivals in Holy Cross in pupil led services.</p> <ul style="list-style-type: none"> • Key Stage I: Mother’s Day & Harvest 	<p>Our children engage well with reflection and will often reference a need to pray in times of need (for example when one of the chicks died).</p> <p>The children can tell you that the cloth is mainly green to denote Ordinary Time.</p> <p>The Year 1 and 2’s accounts of what God is like were insightful and demonstrated a deep thoughtfulness.</p> <p>A Year 1 pupil commented in CW that the trinity is a triangle – which is the strongest shape to build with.</p> <p>A Year 5 pupil said that the warmth from our candle is like to Holy Spirit – as you can feel it, but you can’t see it.</p> <p>A Year 3 pupil asks me every day for ‘I will offer up my life’ by Matt Redman.</p> <p>By the time they leave Pattishall, children will have learnt about all 7 of our chosen symbols: the dove, cross, star, light, trinity, crossed keys and fish.</p> <p>Each year, all children take part in the key Christian festivals.</p> <p>Prayer is a normal, natural and valued part of our every day life.</p> <p>Each class has a place for refecton – however, we know that these are not well used; mainly due to space and the noise of the classroom. This is why we are starting with spirituality with a view to develop meaningful places around the school where the children know they can go for</p>

<ul style="list-style-type: none"> • Year 3: Prayer Stations • Year 4: Stations of the Cross • Year 5: Remembrance • Year 6: Christingle <p>We also set up prayer stations in the church for Pentecost.</p> <p>Each class has its own Christian symbol which they learn about and display in the classroom.</p> <p>Monday morning worship focuses on Aesop's fables and how they demonstrate our values.</p> <p>Many of our pupils attend Messy Church, which is regularly held in school.</p> <p>Every class has a prayer book written by the children. They share these prayers during collective worship. Grace is always said before lunch.</p> <p>Rev Canon Karen Jongman spoke to the Year 6 pupils about confirmation and taking communion.</p>	<p>a moments' peace.</p> <p>The children enjoy collective worship – especially the modern music and being able to participate.</p> <p>Our values are well embedded.</p> <p>Our school is integral in the Church community and the wider Parish community.</p> <p>Prayer is valued.</p>
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Next Steps:

- From September, each class will have a turn to deliver a collective worship about their class symbol.
- Establishing a Worship Team with a focus on the 31 parables to be delivered and explained each week.
- Setting up a system for evaluation – e.g.: using Twitter or a blog
- Having established our SMSC policy (as previously mentioned – through INSET 2019), we will develop more effective reflection stations around the school.

Strand 7: The effectiveness of religious education

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?

iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?

b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Actions taken	Impact
<p>Understanding RE is now embedded. Staff are planning a range of engaging learning opportunities that encourage the children to think about the meaning and impact of Christian texts. These are recorded in a range of ways using art, practical work, story retelling etc. We are also using the Peterborough Diocesan Syllabus as a resource to deliver the Northamptonshire Agreed Syllabus as this takes a similar approach to Understanding Christianity. The RE Coordinator has undertaken CPD on Understanding Christianity, the Diocesan Syllabus and Teaching World religions. The staff have been introduced to both schemes during training sessions,</p>	
 <p>How effective is RE teaching and learning in the school? (In VA and former VA schools only)</p>	
<p>Subject Strengths</p> <ul style="list-style-type: none"> • Coverage and consistency of approach, 	
<p>Next Steps</p> <ul style="list-style-type: none"> • Introduce P4C to RE • Tighten assessment by putting Northamptonshire end of year statements for both AT's on Otrack for staff to assess against. 	

Making your case for excellence

This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don't think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision.

This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond 'good'. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school.

Try and draw examples from across all seven of the strands.

Links to the community

- Pattishall CE Primary is at the heart of the community – literally. And our mission is that everyone who comes here feels the love. Love of learning; love of life; love of each other and love of God. Everything we do is done with love – right from the strategic decisions at Governor's meetings down to operational level.
- The relationships between the school, Parish, Church, Diocese and Chapel are very strong. We are working together to build a school that is also a Church. One way we do this is reporting quarterly in the Parish magazine – Around Pattishall.
- The relationship remained strong even during the period of interregnum because of the wonderful parishioners, of both Holy Cross and the Methodist Chapel, who worked closely with the school to ensure that we could continue to grow; along with the support of Rev Doug Spenceley – the Bishop's vicar in school.
- I was asked by the Church to welcome our new Vicar at her initiation service, on behalf of all the schools in her parish.
- Also, by taking on the gold SLA, we have the generous support and advice of Janet Northing, who has helped us by providing reassurance that we are on the right path.
- Through our gold SLA, we are working on a project with Liz Youngman, to really delve into what Spirituality is for us as a school – as a church community.
- This year, we have also had visits from the Bishop and the Deputy Diocesan Director for Education this year, as guests of our vicar. Both enjoyed one of our services in church.
- We also have the support of the wider community, with volunteers coming in to read with the children, bake cakes and run Monday Club for Key Stage One.

Collective worship in Church

- The child led services we have held, along with subsequent work in school has been excellent this year. Our Remembrance Service saw the path to Church lined with Year 5 pupils, silently holding clay poppies that had made as the rest of the school walked silently past them. During the service, children told the personal stories of war heroes and our Year 5 teacher played the Last Post on his trumpet. It was a truly magical experience – the children absolutely understood the mood of the service; we were so proud of the respect that they showed.
- As it was the 100th anniversary of the end of WWI, the Parish also held an event, where over 100 villagers past and present and dignitaries attended the dedication of the POW memorial stone outside the school. The event was held in school, with the children's work displayed; including 150 painted rocks, which a parent had come in to do with the children

whilst sharing the message of the Kindness Rocks movement. Again, our Year 5 teacher played the Last Post at I I am.

- Year 6 led the Stations of the Cross service at Easter, where they travelled around the church and dramatised Jesus' last days. Again, they pitched the mood of the service brilliantly, and even our youngest learners sat in awe of the older children.
- Singing by candlelight at the Year 3 Christingle was also a magical moment of quiet reflection and contemplation.

Prayer and Collective Worship

- Prayer is part of everyday life.
- Grace is said daily.
- The Peace is shared daily.
- The Lord's Prayer is said weekly.
- Every class has a prayer book which is used in class collective worship.
- Every collective worship includes a prayer – usually offered up by the children.
- The children write their own prayers for the Church services.
- We are developing our own school prayer.
- Children often respond to challenging situations with prayer.

Values in Practice

- Our Values are embedded and are rewarded when seen in action.
- Through our work on well-being, nurture provision, Attachment Awareness, SEMH, and ELSA, we are a TAMHs Silver School, applying for Gold in 2019/2020. Our focus on natural consequence and understanding that behaviour is communication and rarely choice, means that behaviour is exceptional at Pattishall, with a sharp decrease in exclusions and the most challenging behaviours over the past two years. This work has been recognised by the LA and we are to become part of the SEMH brokerage panel to help children across the county – which we are so excited by as we get to help more children: and we really believe that Christianity is about walking the walk, sharing love with even those who do not want it.
- Our Christian values of kindness, respectfulness and love are exemplified in the children's behaviour, particularly towards their peers who are struggling with SEMH, gender identity or SEND.
- Our SEND and disadvantaged children are at the very heart of our school – we encircle them to nurture them and allow them to grow in God's love. Through CPD delivered by our SENDCo, teachers begin their planning with the SEND and PP children – thinking first about how to break the objective down so that those children can succeed – leaving that lesson feeling like they have conquered. As a result of this approach, the progress made by these children (19 in total) was accelerated, with the gap closing between their starting point and the end of the year across reading, writing and maths.
- Through the range of roles available (Year 6 Prefect, Head Boy/Girl, Eco-Team, School Council, Chicken Club, Worship Team, Little Librarian, Sports Crew), the children can aspire to make their school a better place, instilling that desire to go out and change the world – which is our vision. Our pupils are the future.
- Our charity work has been centred around charities that matter to us, raising money and awareness of illnesses that have stolen members of our community too soon; or diseases our friends and relations are living with. We are passionate about sharpening this focus throughout the coming year.

In short...

- The curriculum is well planned
- Teaching is good
- Attendance is good

- Progress is an improving picture across all groups
- Attainment is on a three-year upward trend
- We are a good academic school on a rapid upward journey
- Behaviour is excellent
- Community involvement is excellent
- We are an excellent Church School.
- We have a desire to be even better.

We are a small school with big ambitions. We love and care about each and every child. We support our families through really tough times, seeking the help they need. We use the values we have chosen as a community to walk the walk. We believe in the education of the whole child and know that the support we offer will enable each and every one of them to leave us with the confidence to know that they can change the world.