

Powerstock CE VA School

SIAMS Summary SEF 2022/23



Vision: Learning together to be the best that we can be – for every child: Life in all its fullness.

Theological underpinning: ‘I am come that they might have life, and that they might have it more abundantly’
John 10:10

Our Christian Values:

Generosity * Perseverance * Truthfulness * Compassion * Friendship * Respect

Brief school context:

We are a very small rural, remotely located, church school with 62 pupils aged 4-11. We have a dedicated, experienced staff - 3 classes each supported by experienced TA/HLTAs. We are part of the successful West Dorset Schools collaboration working closely on all aspects of school improvement. 37% pupils have SEND. Our last SIAMS inspection December 2016 was Good and our Ofsted Inspection March 2018 was good with an emphasis on our outstanding personal development and welfare.

Leaders have worked closely in 2021/22 on a clear vision and strategy for our school. We have set out our school [Journey](#)

In a nutshell we are a unique, rural school with “Stepping out of the Ordinary” as our ethos. We strive to be the best that we can be, based on John 10:10 with development work based on research.

We are committed to every child, fulfilling their potential through an holistic approach, understanding that the whole child needs to thrive to achieve excellence.

How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Vision and Leadership:

- Newly developed Christian School vision from whole school community encapsulates a sense of peace and wholeness for each child
- 360 Flourish implemented Autumn 2022 – whole child view
- Governing body is strong and fully integrated into school life
- Leaders work with church leaders to prioritise wellbeing throughout school
- Pupils’ journeys are monitored throughout their school experience to inform teachers for next steps
- Staff meetings and way of working is collegiate with the child at the centre of all
- Staff have ownership balanced with accountability
- Leaders work effectively together to plan strategically and realistically
- Children have ownership – pupil voice with democratically elected School Council who work proactively for whole school

Wisdom, knowledge and skills:

- HLTA, SENCO and ELSA in post: children feel empowered to succeed and share achievements.
- Equal opportunities to succeed and achieve leading children to feel valued and secure.
- Holistic development of each child is noted on school designed tool
- Individual targets: Achievable, yet challenging promoting improved progress and attainment for all.
- Pupil Progress meetings 4x yearly
- IEPs: 6-weekly reviews with all parties leading to celebration and next steps. Achievable targets set.
- Curriculum planning ensures ambitious, inclusive and knowledge based learning for all
- Metacognitive methods are considered in all learning

Character development – hope, aspiration and courageous advocacy:

- Children are prepared for the challenges of the contemporary world.
- School houses encourage a family ethos with development of pupil responsibility
- Vision and Values are lived out by all with a view to our global community (Wateraid, local food bank, Christian Aid, Ukraine appeals, waste free school/green planet)
- Community engagement is strong and highly valued by all, locally and in our wider environment (Jubilee celebrations, prayer days, village fete)
- Children are advocates of change (prayer day, school council/charities work, Green Planet, P4C discussions around tolerance, equality issues through PSHE)
- Reflection journals show attitudes and bold aspirations which are encouraged
- Curriculum encourages understanding and knowledge of our global community

Community and living well together:

- School prayer embodies our sense of togetherness as well as being unique
- Leaders work effectively and with great aspirations for all
- Parents feel informed and part of a team working together to provide the best for children.
- Children feel valued and efforts acknowledged (Celebration assembly, daily affirmations), relationships between staff and pupils are strong.
- Behaviour is based on our values where each one is considered by pupils to find ways forward

Dignity and Respect:

- RSE Curriculum: helps to develop skills and understanding pupils need to live confident, healthy and independent lives.
- Mental Health & Wellbeing Policy: A safe and stable environment is promoted at all times
- Pupils respect others' right to succeed and be uniquely wonderful, always doing their best
- Respectful working and playing creates a calm, peaceful environment where everyone is included
- We Adopt, Adapt, Abandon practises that don't work for us as a community, everyone has a voice
- Inclusion is evident in all that we do

The Impact of Collective Worship:

- Pupils understand the special occasion of worship each day and are comfortable in the worship space easily translating this to their own space
- Church is an integral part of CW for the whole school
- Pupils understand the thread of each value in our CW and how it plays out in daily life
- Pupils are empowered to develop their own spirituality
- Journey books are full of responses to pupils' experiences and thoughts

The effectiveness of Religious Education:

- Understanding Christianity and Discovery RE: Promotes enquiring minds and interest/respect towards the faiths/beliefs of others. Big questions are asked and answered
- Important connections are made with our values and beliefs around the world
- Through book looks and learning walks, pupil, parent and staff voice is captured; RE is always developing
- Pupils handle artefacts, visit sites, use expressive drama and take part in events which enrich their lives and help them become religiously literate
- Termly reviews which involve the children, informing future planning and differentiated support