

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.
- This template is offered by the National SIAMS Team as a summary of any ongoing self-evaluation that the school chooses to do. There is no requirement for schools to use this.
- Self-evaluation templates are available on the SIAMS pages of [SIAMS section of the National Society for Education website](#)



School's Theologically Rooted Christian Vision:

Our vision is rooted in **Matthew 5:16** – ‘**Be a light for other people, so that they will see God in the good things you do.**’ It shapes policy, curriculum and culture so that every child and adult can discover their God-given gifts and shine for others. The vision resonates with DDAT’s focus on ‘**life in all its fullness**’ and is lived out through inclusive practice, courageous advocacy and service within the local church and community.

Vision co-constructed with staff, governors, pupils, DBE and church; children can articulate how it guides behaviour, learning and relationships.

High attendance (around 96%), calm learning climate with no exclusions, and strong attainment including phonics over time, indicate flourishing in practice.

Weekly celebration (‘Shining Star’, ‘Light Jar’) and pupil Worship Leaders embed the vision in worship and daily routines.

Inspection Conversations: Context

Context 1: Who are we?

A very small, voluntary controlled Church of England infant school (36 on roll) serving the market town of Bakewell since 1848.

Part of Derby Diocesan Academy Trust (DDAT); works closely with Bakewell Methodist Academy (junior) and four local DDAT schools in the Matlock & Dales Primary Partnership.

Leadership: Interim Headteacher (Jan 2026) and Executive Headteacher (former SIAMS/serving Ofsted).

Pupil profile: majority White British; above-national SEND (~19%) and disadvantaged (~36%). Oracy/early language are significant needs on entry.

Inclusion Team (Nurture, ELSA, Positive Play) and a Family Support Worker provide early help and targeted intervention.

Strong links with the local church (currently in interregnum), MAST and the DBE (regular briefings and training).



<p>Context 2: What are we doing here?</p>	<p>Theologically rooted vision drives the SDP and day-to-day decision-making so that barriers due to size, geography or disadvantage are removed and opportunities widened.</p> <p>Collective worship and RE are planned with partnership colleagues, clergy and the DBE; RE follows the revised syllabus with a balanced curriculum and clear progression.</p> <p>Regular enrichment and community events (pantomime, cross-country, World Book Day Reading Café, church festivals) model flourishing together across schools and rooted within the town.</p> <p>Survey evidence (Feb 2026): 100% of families say children are happy, do well, and their wider development supported.</p> <p>Inclusive, relational approach adapts and shapes our provision enabling all to shine and ensures staff, pupils and families have a deep sense of belonging within our school community.</p>
<p style="text-align: center;">Inspection Questions (IQ):</p> <p style="text-align: center;">How then shall we live? (This information is key to enabling inspectors to make evidence-based judgements.)</p>	
<p style="text-align: center;">INSPECTION QUESTION (IQ)</p>	<p style="text-align: center;">IMPACT OF PROVISION AND SOURCES OF EVIDENCE</p>
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p>	<p>Attendance systems (first-day calls; home visits) sustain ~96% attendance and punctuality so sequences of learning build securely.</p> <p>'Safe, Ready, Kind' behaviour, relational/forgiving ethos and targeted advocacy prevent suspensions; calm, settled environments.</p>



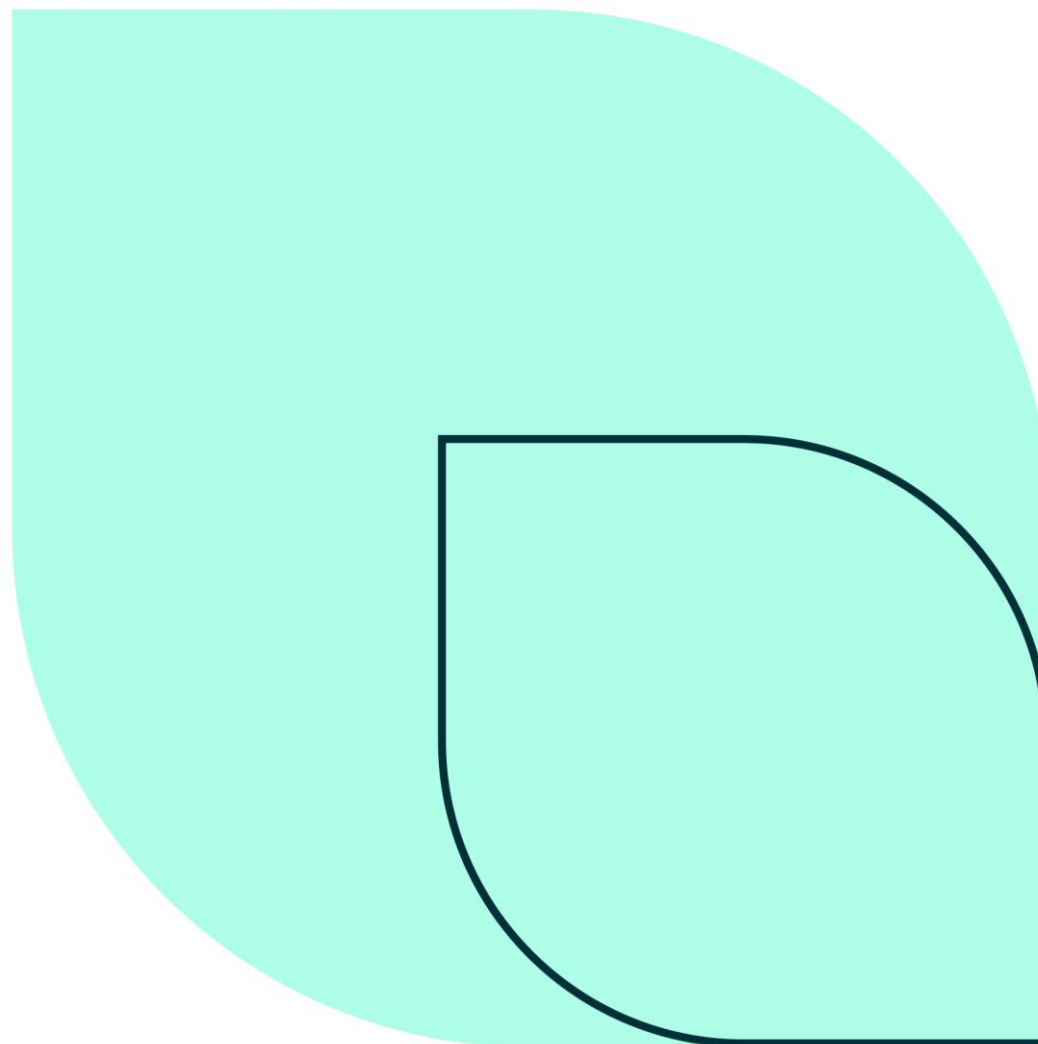
	<p>Staff wellbeing: open-door culture, MHFA and Wellbeing Champion; surveys indicate staff feel safe, supported with a ‘good work-life balance’.</p> <p>Community contribution: toddler group, visits to care homes/Medway Centre, carnival and festivals build pride, service and belonging.</p> <p>Worship celebrations (Shining Stars; Light Jar) spotlight good deeds where pupils ‘shine their light’ for others; pupil leaders co-plan and lead elements.</p>
<p>IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision?</p>	<p>Broad, balanced curriculum beyond statutory frameworks; vocabulary-rich EYFS builds communication, identity and confidence.</p> <p>Inclusion: adapted teaching, personalised scaffolds and environments; close monitoring of progress, attendance and wellbeing.</p> <p>RE and KUW provide structured space to explore faiths, beliefs and worldviews; Picture News supports contemporary connections.</p> <p>Enrichment (clubs, trips, local visits, farm, pantomime, carnival, well-dressing) is subsidised/fully funded to ensure equity.</p> <p>Pastoral programmes (Nurture, ELSA, Positive Play) and daily reflective ‘being in the now’ nurture spiritual development.</p> <p>Family engagement: 100% of SEND families attended the Feb 2026 Compass ‘Changing Lives’ workshop on emotional/mental health.</p>
<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p>	<p>Daily worship in a dedicated Worship Room is invitational, inclusive and inspirational, rooted in the school’s vision.</p> <p>Range of engagement: stillness, prayer/reflection, song/actions, optional liturgical responses, child-led contributions.</p> <p>‘Reflection Trees’ and ‘Light Jars’ extend worship into classrooms and home; classroom spirituality areas deepen ongoing reflection.</p>



	<p>Policy and planning shaped with DBE/trust input; partnership clergy contribute; leaders access regular CW training.</p> <p>Worship Leaders plan, introduce and evaluate worship; they write and lead prayers, modelling service and confidence.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>Policies (behaviour, safeguarding, SEND, Early Years, staff wellbeing) are explicitly aligned to the vision; relational and trauma-informed approaches reduce incidents and enhance regulation.</p> <p>Spirituality areas across school support calm, prayer and reflection; physical symbols (e.g., shining star) reinforce identity and belonging.</p> <p>Behaviour curriculum linked to 'Safe, Ready, Kind' ensures consistency, fairness and restorative reflection; calmer climate evidenced.</p> <p>Inclusive ethos: early help, targeted interventions and trusted communication with families; positive parent/staff/pupil voice.</p> <p>Case studies: Sports Premium PE sessions re-engage pupils with SEND; Y2 'PE Leaders' support younger pupils; community gardening and 'Tidy Teams' promote dignity, purpose and contribution.</p> <p>Parent survey (Feb 2026): 100% feel children are safe in school.</p>
<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>Simple, memorable rule – 'Safe, Ready, Kind' – balances rights with responsibilities, grounded in the Christian vision.</p> <p>Inclusion Team strengthens early intervention and family partnership; Friday 'Shining Stars' toddler group offers a supportive hub for vulnerable families.</p> <p>Mental health and wellbeing prioritised for pupils and staff (SMHL, MHFA, wellbeing lunches); contributes to better focus and outcomes.</p>



	Civic action and community links (care homes, Medway Centre, festivals; emerging litter-picking) build agency and social responsibility.
IQ6 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>RE taught weekly with appropriate time; equal coverage in Y1/Y2 provides coherence and equity across the school.</p> <p>Pedagogy follows MADP protocol with routine retrieval (e.g., Five Pillars) and growing independence; wise adaptations as needed.</p> <p>Curriculum is balanced, diverse and accurate; pupils compare beliefs, explore texts and communities and consider faith in action.</p> <p>Community engagement and trips deepen understanding; pupils connect learning to service and care for creation.</p> <p>Trust/Governor engagement provides support and challenge; leaders attend DBE briefings, CW training and annual conference.</p>
IQ7 What is the quality of religious education?	



Ongoing SIAMS Self-Evaluation Template

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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.

Leaders might choose to have a separate summary of the school's ongoing self-evaluation available for the SIAMS inspector. There is no expectation that this happens.

Self-evaluation templates are available on the SIAMS section of the National Society for Education website