

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](#).

School's theologically-rooted Christian Vision

Growing with hope; serving with compassion; transforming with humility.
Romans 12



Inspection Conversations: Context

Who are we?

Frisby Church of England Primary School - URN: 139744

Frisby Church of England Primary School is a 4-11 primary school with 117 pupils on roll. We are situated in Frisby-on-the-Wreake, a village in Leicestershire, although our catchment area covers the villages of the Upper Wreake: Brooksby, Frisby-on-the-Wreake, Hoby, Kirby Bellars, Ragdale and Rotherby. We sit within the Diocese of Leicester.



According to the IDAC Index (Income Deprivation Affecting Children), Frisby is ranked at decile 10 – in the least deprived 10% of neighbourhoods nationally. Frisby is a Single Academy Trust and became so in 2013, but we are in the process of joining Rise Multi-academy Trust and expect our transition to be completed in Spring 2024.

As at May '25 we have:
 18 children on the SEND Register (15.38%)
 5 children with an EHCP (4.27%)
 17 pupil premium/free school meal children (14.53%)
 2 children with CiN/Child protection plans.
 0 EAL

86.32% of our children identify as white British and an increasing number come from minority ethnic backgrounds and mixed heritage backgrounds, including white and black African (0.85%), white and black Caribbean (0.85%), white and Asian (4.27%), Indian (1.7%), other black African (0.85%), other white background (2.56%), and other mixed background (2.56%).

Our families are predominantly from a Christian background (54.1%) whilst 41.9% state that they have no religion, 3.42% are from a Hindu background, 1.7% have another religion/faith and 4.27% declined to answer the question.

Attendance year to date – 95.9%

What are we doing here?



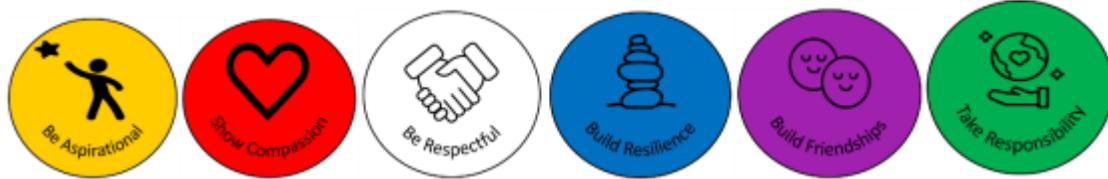
Following the appointment of a new Headteacher in AY 2022/23 it was felt that the school's existing vision was not fit for purpose. It was therefore the perfect time to review the School's Vision and Values, ensuring they were relevant to our school, our staff and our children, and, as a church school, were theologically underpinned. We worked closely with a range of stakeholders to develop a Vision which shares our aspirations for us as a school and clearly explains our purpose within our children's lives and the wider community.

Our School Vision '**Growing with hope; serving with compassion; transforming with humility**' comes from Romans 12. In this verse, we are encouraged to be living sacrifices in view of the mercy we have received from Christ Jesus. This is achieved through the renewing of our minds (**transforming with humility**); serving and blessing others through our gifts (**serving with compassion**) and, above all, by loving and being devoted to one another (**growing with hope**).

At Frisby Church of England Primary School, our core Christian Values underpin everything that we do. These 'liveable' values are clearly understood and demonstrated by all, daily, so therefore both



complement and enhance our school vision. Because our values are woven through everything that happens in our school and are founded on the wider Church of England values within the Vision for Education, we know that a Christian narrative sits at the forefront of our day-to-day practice.



At Frisby, all aspects of education are important to us, including spiritual development; we realise our spirituality by helping pupils and staff to develop their understanding of their place in the world and who they are. This definition of spirituality also helped to shape our School Vision.



At Frisby, we understand our purpose is to inspire our children, ensuring they believe in themselves so they can achieve their full potential. With God by their side and our values in their heart, all things are possible. Our desire is that this belief will continue with our children, long after they have left Frisby, that our vision and values will form a firm foundation for them to reflect upon, throughout their educational career and into their adult life.

Our school vision aligns closely with that of Rise Multi-Academy Trust, which strives for all children and staff to 'flourish and succeed'. As a result of Trust support, our staff benefit from a suite of excellent professional development opportunities, through accessing NPQs, Trust networks and Trust-led CPD and our children benefit from an increasing range of experiences through the Rise Pupil Charter.



The school works closely with St Thomas Church, and the local Methodist Chapel, with pupils from EYFS to Year 6 holding annual services at the churches for special occasions, including harvest, Christmas and Lent. We also regularly take our older pupils to join in community events, such as Hot Potato.

Collective Worship takes place daily across the school and involves the Clergy, school leaders and class teachers. As a church school, worship is predominantly Christian (Anglican) but we also welcome visitors from the Methodist church. The recognition and celebration of diversity in religious and cultural backgrounds is an important element of our inclusive ethos.

We work within the vision of the Leicester Diocese Board of education to be 'scandalously inclusive' and transform the lives of children. Our Year 6 pupils participate in the Diocese leavers' service and our teachers attend training provided by the Diocese including through the headteachers' conference.

Religious Education at Frisby reflects the Church of England's statement of entitlement. We provide our children with a balanced approach that includes a comprehensive understanding of different religious traditions, beliefs, practices and ethical teachings, with Christianity at the forefront of our learning across

the school. In Religious Education, we work from the our Trust's overview which follows NATRE planning, which combines the local agreed syllabus and 'Understanding Christianity' units.

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
<p>1. How does the school's theologically rooted Christian vision enable people to flourish?</p> <div style="display: flex; flex-direction: column; gap: 10px;">   </div>	<p>School leaders, staff and governors place the school vision and the values of being aspirational, showing compassion, being respectful, building resilience, building friendships and taking responsibility at the heart of everything that we do. The values are faithful to the Anglican foundation of the school and meet the needs of our local community.</p> <p><u>Children</u> At Frisby C of E Primary, we are aspirational in all that we do. In 2024, in virtually all measures of attainments, our children performed better than their peers nationally: Key Stage 2 Reading +1%, Key Stage 2 Writing +8% and Key Stage 2 Maths +2%. The school also provides the children with many sporting and arts opportunities at which they also excel, and these achievements are celebrated with the wider community through our school newsletter, social media, and collective worship. Let God transform you by the renewing of your mind – Romans 12:2</p> <p>The value of compassion is embedded within our wider curriculum. Our children are encouraged through the strong relationships that we have built across our School community to be mindful of other people's emotions, thoughts and experiences and are empowered to take action when they see someone else is suffering: a number of groups of children have developed enterprise initiatives where they have made and sold products over lunchtimes to raise money for a chosen charity; many of our families have supported our local foodbank, Storehouse, through our Harvest and Reverse Advent initiatives; our Christian Ethos Team laid wreaths for Remembrance; our transition into Rise MAT has allowed us to participate in the Rainbows Santa Fun Run, and we have forged a strong relationship with our local Methodist Chapel, where we take our children to join in Hot Potato sessions with the older residents of the village. These regular opportunities for children to liaise with members of the local community and engage in local church life enhance the relationships they build and help to develop their understanding of where they are on their own spiritual journey. The school plans to develop this further with the introduction of a service week whereby our older children will be able to work on 'charitable' projects which focus upon serving the needs of others. Love each other with genuine affection and take delight in honouring each other – Romans 12:10</p>



Respect is also evident in the positive relationships and good behaviour across the school. 'Pupils say they are happy to come to school because they enjoy being with their friends. They feel safe in school and say that bullying is rare. If there are any issues, pupils use a 'worry box' or talk to staff'. Parents feel that the school is 'friendly' and staff are caring' (Ofsted, 2021). Children are happy at Frisby, feel safe at school and parents feel that we ensure that our pupils are well behaved (100% of the 63 responses received agreed that their child feels safe in school (Parent Feedback Survey, November 2024 and 98.8% of pupils responded similarly in the Pupil Survey, March 2025). **Live in harmony with one another- Romans 12:16**

Through the fostering of positive relationships, and through creating a safe and inviting space in which children can be themselves, our pupils can experience the 'fullness of life' – and not just the 'good' things that life has to offer. Staff know their children exceptionally well, and the warmth within the school enables all children to feel safe and valued. Staff are quick to identify where a child may be struggling and are able to intervene quickly providing support where and when it is necessary. Through this approach, and supported by collective worship, and the wider PHSE curriculum, our children are taught the value of **resilience**: they understand that sometimes relationships can go wrong, or individuals can make bad choices, but they understand that through the behaviours of empathy, humility, grace and forgiveness, there is always a way to heal and repair those relationships. This approach is further supported through our school's Behaviour Policy. **God has given us different gifts for doing things well – Romans 12:6**

Children are given the opportunity to build **friendships** across the whole school through our House Groups system: by creating smaller connected communities (within the broader school community) which are not restricted by age, children have a 'built-in' place where they belong. Our children understand that by working together to gain house points, they must each recognise and encourage each other's talents and abilities, and it is this sense of belonging which has an impact on our children's happiness and identity. This sense of belonging is enhanced further through the use of our Year 6 buddy system which pairs up our oldest children with our youngest from their first day of school – this ensures that all new-starters are shown where to play, place their lunch boxes, how to move around the school, etc. ensuring that they feel a part of the school family from day one. **Do all that you can to live in peace with everyone – Romans 12:18**

The policies and procedures that are embedded into everyday life at Frisby, support all our children to demonstrate **responsibility**. Our Behaviour Policy, supported by the expectations of the adults in school, encourage our children to make good decisions, to be independent and to take responsibility for their learning, belongings and environment. This is supported further through opportunities within school to take on roles with an added 'level' of responsibility – being involved in the school's Young Leadership group (previously School Council), becoming a member of Eco-Club and participating in the Archbishop's National Young Leadership Award. Children who have participated in these activities have been able to articulate how they 'want to use my voice to ask people to take care of our community and how we live



together'. (NYLG takeaway task – Nov '24). ***If God has given you leadership ability, take the responsibility seriously – Romans 12:8***

Adults

Frisby C of E Primary prioritises professional development for staff to enable all individuals to flourish in their roles. Continuous Professional Development (CPD) is tailored to individual, School and Trust needs and is provided through a combination of in-school, Trust-level and external providers. Instructional Coaching is embedded across the school and is used to enable classroom-based staff to flourish in their roles. Staff are both encouraged and supported to undertake further professional development through the NPQ programme - release time is given to those staff who have chosen to participate to ensure that they have sufficient time to complete the requirements of their chosen course without adding further to their workload.

Staff wellbeing is considered in all decision making and policies. This includes release time to attend family events, taking planning time offsite, flexible working arrangements and focused meetings with a clear agenda and a prompt finish.

Parental engagement with the school is high. Parent events are always well attended, including Open Classrooms, House Group events, church services and parents' evenings. We have an active Parent Teacher Association (Friends of Frisby School PFA).

2. How does the curriculum reflect the school's theologically rooted Christian vision?



We have an aspirational curriculum which is underpinned by the belief that the purpose of education is to enable all people to flourish individually and collectively so that they live a life of value. Through educating for wisdom, knowledge and skills, we strive to achieve these aims, believing genuinely and unequivocally in the capacity and potential of every child. This is manifested through the careful sequencing of rich knowledge and skills within our planned curriculum and the provision of extra-curricular enrichment opportunities which build a child's cultural capital and prepare them for life in the modern world, and with the celebrating of their achievements, no matter how big or small they may be.

Our curriculum is designed to nurture the talents of the individual. The music curriculum includes the opportunity for pupils in Year 6 to continue to master a tuned instrument (violin) which is funded by the school (a continuation of their lessons in Years 4 and 5). In addition to this, the school facilitates the provision of guitar tuition for Key Stage 2 children, and piano tuition and singing lessons for all children on a weekly basis using peripatetic teachers. The school utilises some of its funding for those children in receipt of pupil premium to ensure that they have access to these opportunities. The school also has a choir which meets weekly and who have performed at several local community events. Twice yearly, we enable all the children who receive music tuition, and the school choir, to showcase their talents at a concert to the whole school and parents.



Frisby is passionate about providing excellent Physical Education and pupils from EYFS to Year 6 attend PE lessons twice weekly. Our provision is enhanced through the delivery of a range of extra-curricular clubs which are delivered by our teaching and support staff and allows our children to experience a broad range of sporting activities, including inclusive sports. We are currently hold our gold award for the School Games Mark. Feedback from our parents has been positive in respect of this, particularly in relation to the number of opportunities that our children are given to be involved.

We have established a working partnership with Trinity College, London, to enable all our children to participate in the Arts Award Discover – a qualification which is designed to inspire learners to grow their arts and leadership talents. To achieve their Arts Award, learners take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. Children are supported to create a portfolio of their creative work which enables them to express their creative identity through a range of art forms.

Our ambitious curriculum includes schemes of work adopted from our trust and include art, design technology, geography, history, science, and English (writing). These schemes of learning ensure high expectations and a research-based approach to supporting all children to know and remember more. We also include a range of enrichment opportunities, including daytrips, visitors and experiences. The impact of this is evident when speaking to pupils during book study, through lesson visits and internal assessment data.



3. How is collective worship enabling pupils and adults to flourish spiritually?



As it states in our school's Spirituality Policy...

At Frisby C of E, we believe in the vital importance of spirituality in the life of the school, since it forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. It is about the development of the non-material aspects of being a human being which animate and sustain us. It includes the development of a sense of identity, self-worth, personal insight, meaning and purpose and an awareness of the stories of others and their values and beliefs... and Collective Worship sits at the centre of this.

Collective Worship is structured as a time for all pupils and adults to come together and contemplate the world beyond us; it also provides us with an opportunity to have deep and rich spiritual conversations. Our daily worship is predominantly Anglican, including greetings, prayers, hymns and liturgical colours:

- **Monday** – Whole School Picture News CW delivered by HT/DHT considering 'The Big Picture' - how the story impacts upon us, our locality, the UK and beyond, helping us to strengthen our understanding of what it means to be a **global citizen**. Each news story is framed for the children within the 'Understanding Christianity' framework.
- **Tuesday** – Class based CW, based on the news story from Monday, but delivered in a way that is age-appropriate so that every child can **identify with the content** and **make connections** in a personalised way. Children are invited to record their thoughts and responses in a **reflection journal** that is shared across the class.
- **Wednesday** – Whole school choral praise – a chance to use our voices to lift our spirits and join together as a **school family**.
- **Thursday** – Visitor-led whole school worship (member of clergy, Pastor, charity leader, member of the community) who use the Picture News resource and link it to their work, often offering a **spiritual dimension** to our **understanding**.
- **Friday** – Picture Book Focus to share **representation** and **protected characteristics**. This CW also includes a whole school sharing our children's gifts and talents and celebrating those who have **lived our school vision and values** during the week.

Each half term, we focus on a Christian/School value with the aim of understanding how we can demonstrate each value. Our local clergy often lead us in worship, whether this be in school or in the church.

We are fortunate to be able to come together as a whole school in the church for special occasions - this includes Harvest, Christmas, Lent, Easter and our end of year leaver's service. These services, which are always well attended by parents, carers and a wider family, are planned and led by our children who are part of our Christian Ethos Team. After each service, parents and carers are invited to remain in church with



the children from an allotted class to enjoy the space, take time to pause and reflect, regardless of religious belief.

Reverend Harknett and Janet Norburn (Methodist lay pastor) are both members of our Local Governing Committee, providing spiritual support and guidance. In addition, the Multi-Academy Trust that we are part of supports the spiritual development of the school through its RE Network, through the provision of collective worship resources and through the support of a peer network which focuses on nurturing our school culture and ethos.

We are currently working alongside the local incumbent to look at how we can introduce prayer spaces/reflection spaces for our children and adults. The purpose of these will be to enable children, and adults who wish to be involved, to explore faith and spirituality from a broadly Christian perspective in a safe, creative and interactive way. It aligns closely with the aims of our Spirituality Policy and will be underpinned by our Pupil Personal Development Charter to support the development of the whole child.

4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?



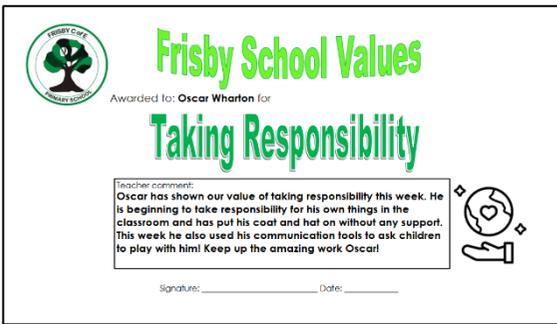
Our vision is for each and every pupil and member of staff to be the best version of themselves and our aim is to provide the environment and support in which this can happen. During our Friday worship, certificates are awarded to children who have demonstrated our school vision and values throughout the week.

Pastoral care for our pupils is strong. Staff are skilled at supporting children who have suffered trauma or are experiencing social or emotional difficulties – we have two members of staff who are qualified to support children through ELSA sessions, and this is further supported by the work of our Youth Mental Health First Aider; these staff are able to deliver a range of group and individual sessions to our students.

Reasonable adjustments are made to enable pupils to access the curriculum – staff within the school know their children exceptionally well and are quick to identify where a child may be struggling. This enables them to intervene quickly to provide support as and when it is necessary.

Our children have also taken ownership of this – we have several children who have taken on the role of play leaders, and they run lunchtime activities for the other children in the school. We have also had examples of children creating their own friendship support club over lunchtimes to provide a safe space where children can go and talk if something is troubling them/they feel lonely.

Our House Groups system, because it includes children from every year group in each house, fosters a sense of community across the school which enables our children to feel that they are an equally integral part of the school, and their contributions are equally valued and recognised. Not only does this help to motivate



Frisby School Values
Awarded to: **Oscar Wharton** for
Taking Responsibility

Teacher comment:
Oscar has shown our value of taking responsibility this week. He is beginning to take responsibility for his own things in the classroom and has put his coat and hat on without any support. This week he also used his communication tools to ask children to play with him! Keep up the amazing work Oscar!

Signature: _____ Date: _____

our children, but it also gives all our children a voice and makes them feel included. The student leadership team takes responsibility for planning these sessions and use our vision and values as a basis for the content.

Policies aim to minimise workload and focus staff time and efforts on what matters. We have purposeful meetings, with a clear agenda, that finish promptly and only require relevant staff to attend. We avoid meetings during parents evening weeks and every year, the school calendar is reviewed to spread out events and avoid pinch points on workload.

There is a culture of support, respect and teamwork throughout the school. Staff are supported to be able to attend family events and appointments, have access to the Schools Advisory Service, and have access to our mental health first aider. Relationships between colleagues are strong and we aim for excellent communication with no surprises.

5. How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?



Part of our school vision is that as a school we will ‘Serve with compassion’. This is underpinned by our school values of ‘Building friendships’ and ‘Showing compassion’. This resonates with our staff and pupils and is fundamental to the work that we do within our school, and more widely in our community.

Older pupils take responsibility for supporting younger pupils within their House Groups and our Year 6 pupils run a KS1 mini-olympics event during the Summer Term. Our House Captains and Vice Captains are elected democratically. All our Year 6 pupils can take on the role of a ‘Young Leader’ and over the last twelve months, those pupils have made tangible improvements to the school (Purchasing new equipment and resources by generating funds through in-house competitions).

Our school choir has actively been involved in bringing joy to our local community – singing at the Christmas Light Switch-On Events at the local pub, and in Melton Mowbray town centre, and for the members of the Hot Potato club which meets at the Methodist Chapel every last-Thursday in the month.



Throughout the year, we operate as a collection point in the village for our local food bank, Storehouse, and we have collected and donated food parcels for local families in need. Children in Years 4 and 5 can put themselves forward to be a part of the National Young Leadership Group which aims to give our young people a voice and empower them to act on an issue which is close to their hearts. This year, our NYLG group have chosen to focus on how we can support the families within the village who have been affected by localised flooding, and on traffic calming measures around the school. They are given the opportunity to share their work with our Board of Governors. This will be further enhanced through the provision of a service week which will take place towards the end of Summer 2.

Our curriculum includes a range of topics which develop global understanding and a sense of justice, including ‘Civil Rights’ and ‘Remembrance’ in History, and ‘Migration’ and ‘Renewable energy’ in

	<p>Geography. Weekly themes for collective worship also include a 'window into the world', for example, in recognition of International Stammering Day, Black History Month, LGBTQ+ History Month and International Women's Day.</p> <p>Recent charity work includes joining schools from across the trust to fundraise for Rainbows, our local children's hospice, through a whole school 'Santa Run'. This was a wonderful event, during which all pupils and staff came together on our school field and raised over £400 for this worthy cause. In addition to this, and because one of our families accesses the support provided by Rainbows, a group of pupils ran an enterprise initiative and raised just over £180 which they decided to donate to the respective family.</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>At Frisby C of E Primary School, the RE provision that our children receive reflects the Church of England's statement of entitlement. Working from the Trust's overview we follow the NATRE planning, which combines the local agreed syllabus and 'Understanding Christianity' units, we provide our children with a balanced approach that includes a comprehensive understanding of different religious traditions, beliefs, practices and ethical teachings, with Christianity at the forefront of R.E. learning across our school.</p> <p>Teachers are provided with planning and resources from the agreed syllabus to enable them to deliver high quality learning, which is accurate and well-sequenced to build on prior learning. R.E. is delivered through weekly age-appropriate lessons and collective worship and cover Islam, Hinduism, Judaism, Sikhism and Buddhism in addition to Christianity. Being members of NATRE also enhances teacher's knowledge and delivery. High quality resources are available which contribute to a better learning experience and help to minimise teachers' workload. Pupils know and remember more of their learning in RE due to the accessible and engaging RE curriculum which challenges them through an exploration of core concepts and questions.</p> <p>Professional development is provided through teacher in-service training and external support from both the DBE and the Trust. This helps to ensure that teachers have the confidence in their subject knowledge to deliver excellent lessons and respond to children's questions.</p> <p>Our curriculum intentionally readies the children to grow with hope, serve with compassion and transform with humility; helping them to prepare for the opportunities, responsibilities and experiences of life in a multicultural modern Britain.</p>