

## Keeping On Track

<b>School</b>	<b>Sir Thomas Boteler Church of England High School</b>
<b>Adviser</b>	<b>Robert Haigh</b>
<b>Date of Visit</b>	<b>25<sup>th</sup> April 2023</b>
<b>School's theologically rooted Christian Vision</b>	<p>The school's Christian vision resonates with the mission of The Challenge Academy Trust (TCAT) and inspires the school's mantra, mission statement and core values.</p> <p>As 'The Boteler family' we cast all our care on God because He cares for us (1 Peter 5:7). Inspired by the God of <b>Hope</b>, guided by the <b>Compassion</b> of Christ and empowered by the <b>Endurance</b> of the Holy Spirit, we aim to provide all our community with an outstanding educational provision in a supportive and inclusive Christian environment.</p>
<b>How was the vision developed and how does it respond to the CONTEXT of the school?</b>	<p>The vision was formulated following a process of wide and careful consultation with the local community the school serves and from which it draws strength. The school responds positively to its demographic and socio-economic context. Parents and carers recognise how the school seeks to meet the needs of families through its ministry of pastoral care, practical support and advocacy. Links with the local Church and the dioceses of Chester and Liverpool are vibrant and enable students and staff to know that they are part of a wider Christian community. Thorough attention is given to providing an engaging and holistic curriculum for all students. A culture of inclusion, ambition and high expectations permeates the school. Leaders, governors and trustees are aspirational for all students. No one is ignored or left behind.</p>
<b>How does the school environment and digital presence celebrate its theologically rooted Christian vision?</b>	<p>An attractive and exciting website leaves the reader in no doubt about the school's Christian identity, vision, mission and values. The resources for prayer are particularly appealing. Giving more prominence to the current vision as stated above and to its roots and impact would create an even more powerful and inspiring series of statements. The school environment is welcoming, vibrant and proclamatory regarding the school's Christian character and its ambitions for student achievement. The family atmosphere is pervasive. The reflective spaces are being developed so that there is a place in every classroom for prayer and reflection to happen.</p>
<b>To what extent have the area/s for improvement from the previous SIAMS inspection been addressed and with what impact?</b>	<p>The areas to improve identified in 2017 have been addressed.</p> <p>Careful provision for curriculum development and rich extra-curricular opportunities has secured the quality of education. This means that the school's vision for all students to experience success through high expectations, high aspirations and high standards within a supportive and inclusive Christian environment is becoming the reality. This has enabled the school to sustain the golden thread of tradition while setting out on its revitalised mission in the service of education through TCAT.</p>

	<p>Striking progress has been made in developing collective worship in response to the changing needs of the school. It has become the heartbeat of the school, remains a high priority and is constantly being developed. Worship is more invitational and engaging, inclusive and interactive. This has increased its relevance in the lives of students who are able to explain its value for them, especially the opportunities it gives them for prayer and reflection. Further work in developing student leadership of worship is planned.</p> <p>Religious Education (RE) has become a cornerstone of the curriculum and a strength of the school. It is given high priority, studied in various forms by all students and is making a positive difference to their academic progress and spiritual development.</p>
<p><b>How is the school's theologically rooted Christian vision enabling pupils to flourish?</b></p>	<p>Students do indeed flourish at the school. Their conduct and attitudes to learning reflect the high expectations of staff and the culture of compassion, aspiration and caring that the vision inspires. Students say that they feel safe and happy at school and that their teachers deal with any incidents of bullying swiftly and effectively. Students, including those with special educational needs and/or disabilities (SEND), engage in a wealth of opportunities which promote their personal development. Students readily assume leadership roles, for example as Worship Ambassadors, as members of the Ethos Council or in service to the community. These roles enable students to make meaningful contributions to the school and its locality.</p>
<p><b>How is the school's theologically rooted Christian vision enabling adults to flourish? [staff, governors and parents]</b></p>	<p>Members of staff comment that they feel empowered, supported and inspired in their professional roles and within the family life of the school. Their wellbeing and workload are given careful attention and their training and development are conscientiously supported. They say that they are proud to be part of the professional learning community knowing that they are valued and able to make a strong contribution to the school's mission.</p> <p>Governors are enthusiastic and visible in their service to the school and say they are hugely aware that 'first and foremost' it is a Church school. They feel part of the family and appreciate that the arrangements for governance within the school and TCAT enable them not only to contribute according to their strengths but also to learn new areas of expertise. Trustees echo the intention of governors to be a source of support and challenge and affirm that the school's vision and leadership ethos liberates them to fulfil the role.</p> <p>The school's relationship with its families is strong and flourishing. Parents and carers are increasingly recognising that the school's vision guides everything it does. They are confident in the school's support for, and advocacy on behalf of families in times of difficulty and need. They recognise that the school is approachable, listens and cares and therefore feel confident in seeking help as required.</p>

**Agreed current strengths:**

The headteacher's dynamic, committed and visionary leadership is strongly supported by the team of dedicated leaders, teachers and support staff, vigilant governors and trustees and students who are enormously proud of their school. The headteacher is regarded as the shepherd and servant of the school community in the mould of Christ. Students and staff talk about how her example inspires them to espouse and demonstrate the school's vision and values in their daily lives.

The feeling of family in the school is palpable. Students value the sense of belonging and the 'room to grow' they experience in this close, nurturing and diverse community. As a result they behave well and are keen to learn. Difference is celebrated. Highly supportive relationships between staff and students based on the school's core values, effective pastoral care and safeguarding arrangements are strongly evident. The ethos of supporting others is prioritised at every level. All are deeply known and cared about. This both enhances and expresses the school's Christian ethos and culture.

High quality Religious Education (RE) is a strong feature of an ambitious and broad-based curriculum. The subject is given high priority and special arrangements have been put in place due to the current staffing situation. Continuity has been maintained and RE remains expertly led, knowledge rich, well taught and effectively evaluated. Students recognise how their learning in RE builds their academic understanding, excites their curiosity, enables them to address 'big questions' and enriches their spiritual insight. The RE curriculum meets the requirements of the Church of England Statement of Entitlement.

Collective worship is paramount and at the heart of the pastoral curriculum. It is planned and led by a strong and diverse team of adult and student leaders. Students say that worship is engaging, thought-provoking and inspires them to pray, reflect and live out Christian values in practical acts of service in school, at home and in the local and wider community.

The school is a beacon of Christian distinctiveness within the mutually supportive alliance of TCAT. Its unique signature as a Church school within a largely secular trust has been preserved and enhanced. The headteacher and her senior colleagues have made a significant contribution to spiritual, moral, social and cultural (SMSC) development in other trust schools. Membership of TCAT has strengthened the direction, momentum and outcomes of the school's journey of improvement.

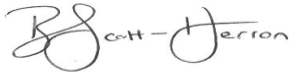
**Agreed areas for development:**

Enable trustees, governors and staff to prepare the school for the next SIAMS inspection under the September 2023 Framework and the seven Inspection Questions (IQ) contained therein. The refining of the school's SIAMS self-evaluation processes is already underway.

Continue to develop provision for collective worship through training for staff and student worship leaders and the evaluation of the impact of worship on the lives, learning and spiritual growth of students and staff.

Resolve the staffing arrangements in RE to maximise and sustain the effectiveness of the RE curriculum and the quality of teaching, learning and assessment in the subject.

**Signed Headteacher**

Handwritten signature of Robert Haigh in blue ink, with the name 'Robert Haigh' written in a smaller font below the signature.

**Signed Adviser**

Robert Haigh