

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| <b>Kirkoswald Church of England Primary School</b>   |  |
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| Address  | Kirkoswald, Penrith, Cumbria, CA10 1EN |
| How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? |  |
| Overall grade  | Good                                   |
| The impact of collective worship   | Good                                   |

| <b>School's vision</b>   |
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| <p>'Explore, Dream, Discover.'<br/>Mark Twain</p> <p>Learners have high aspirations with a 'have a go' attitude and an independent spirit. Learning is an exciting, relevant and challenging adventure.</p> <p>Teachers nurture, guide and support to inspire and motivate every child to find their potential.</p> <p>'Therefore encourage and build one another up, just as you are already doing.' St. Paul<br/>In Mind, Body and Spirit.</p>   |
| <b>Key findings</b>  |
| <ul style="list-style-type: none"> <li>The school's Christian vision is understood by its community. The clearly defined Christian values are embedded and promoted across the life of the school. However, the vision and its theological roots are less well developed.</li> <li>The school's Christian vision ensures a nurturing ethos that supports pupils, staff and parents. This creates a strong sense of belonging and mutual respect, impacting positively on learning and pupil behaviour.</li> <li>There are strong links with both the Anglican and Methodist churches. The vicar and church team enhance the Christian character of the school which, in turn supports pupils' spiritual development.</li> <li>Collective Worship develops pupils' understanding of Christian values and the relevance to their lives. As a result, pupils talk about how it is important to respect others and value everyone. Pupils' planning and leading worship independently is less well developed, stifling their spirituality development. Opportunities to pray and reflect outside of worship are limited.</li> <li>Religious education (RE) is planned as part of a cross-curricular topic approach and includes the study of both Christianity and a range of world faiths. However, limited monitoring of the subject restricts the breadth, depth and challenge of provision.</li> </ul> |
| <b>Areas for development</b>   |
| <ul style="list-style-type: none"> <li>Deeply embed the school's vision and its theological roots through the life of the school. For example, in the development of school documents, including key policies.</li> <li>Provide greater opportunities outside of worship for personal prayer and reflection, in order to deepen pupils' spiritual development.</li> <li>Further develop pupils' spirituality by providing more opportunities for them to plan and lead worship independently.</li> <li>Develop a robust monitoring system in RE to ensure that pupils access breadth, depth and challenge in the subject.</li> </ul>   |

## Inspection findings

Kirkoswald Church of England Primary is a welcoming and nurturing school which sits at the heart of its community. As a result, a deep sense of togetherness permeates the school. Leaders have developed an inclusive Christian vision which allows both pupils and adults to flourish. The Christian values of friendship, forgiveness and trust are understood and tangibly felt throughout the school community. Consequently, pupils readily show kindness and respect for one another. Staff articulate how the school's vision permeates daily life in school. For example, pupils understand the high expectations that staff have of them and respond positively. Governors also have a sound knowledge of the vision. However, the vision and its theological roots are not embedded in all areas of school life, for example, in key policies.

School leaders place a high regard on developing every child holistically. A well-established cross-curricular approach has been devised with the vision at its heart. As a result, this inspires enthusiasm and engagement from all, equipping pupils with key knowledge and skills. A rich programme of outdoor learning provides effective opportunities for pupils to learn about God's world, promoting the flourishing of the whole child. Leaders can identify the importance of spiritual development. However, planned occasions for deepening pupils' spiritual development are missed.

Pupils know they are special to God and therefore have a strong sense of belonging. Kirkoswald is a small village, rural school. Therefore, the school has worked hard to 'bring the world to Kirkoswald' through their teaching of diversity and relevant educational visits. As a result, pupils have a good understanding of and respect for diversity. One pupil accurately reflected that, 'We treat everyone the same.'

Kirkoswald school has a strong nurturing ethos, demonstrating care of all within the school community. This results in strong partnerships at all levels. Positive staff relationships, which provide mutual support, impact on their enthusiasm and passion for the school community. Wellbeing is a priority with one staff member rightly stating, 'You can always call on someone.' This sense of empathy and Christian love radiates from staff who feel valued and supported by the school's vision.

Parents understand the school's vision and say their children are happy to come to school. They feel that their families are supported and loved. They recognise the nurturing, caring aspect of school life and describe the school as 'an extended family'. This impacts positively on pupils' confidence and wellbeing, enabling them to flourish. Parents also state the staff are 'always accessible' and 'everyone feels welcomed here'. This creates a resilient, aspirational culture in school. A strong team spirit is evident, supporting pupils in living out the school's vision. This motivates them to achieve their potential. The school stated that the pandemic limited the staff's access to training from the local diocese.

The school has fruitful partnerships with local churches and is well supported by the clergy. The vicar leads weekly collective worship and makes a positive difference within the school. These strong partnerships bring a depth of Christian awareness and actively support children in flourishing. Pupils and their families feel welcomed and included at the church and enjoy attending services to celebrate key Christian festivals. Consequently, partnerships are consolidated, families feel valued and cohesion is brought to the wider community.

Pupils make a difference through social action, including meeting needs which they themselves have identified. Supplies have been sent to Ukraine and trees have been planted in the local community in response to pupils' suggestions. Pupils recognise that this is them living out Christian values.

Collective worship regularly reflects the Christian values. Each half term several key Christian values are highlighted, such as peace, kindness and love. This provides a focus for stories and topics which connect to the lives of pupils. This enables pupils to develop a more secure understanding of important Christian beliefs about God. Pupils enjoy worship and particularly

when stories from the Bible are introduced and shared by Northern Inter-Schools Christian Union (NISCU). This strengthens pupils' knowledge and understanding of biblical teaching. Some pupils have an understanding of the Holy Trinity. Pupils contribute to the organisation of worship at key festivals in church and also have some opportunities to lead worship in school. However, pupils lack the opportunity and independence in planning and leading their own worship on a more regular basis. Some evaluation of worship is undertaken by pupils, and suggestions are made about how to improve it further. Prayer and reflection are important to the school, although they are not central to its life and the lives of pupils. Pupils use the Lord's Prayer during worship with the vicar and they also pray at lunchtime and home time. There are limited opportunities for pupils to pray and reflect in their unstructured school time. This restricts pupils' spiritual development growth.

Pupils enjoy RE and talk enthusiastically about aspects of their learning. Staff regard the church as a valuable resource for teaching about Christianity in RE. However, pupils are unable to recall a depth of knowledge in the subject. In a safe environment, RE is delivered through many different forms including discussion and philosophy. All pupils feel included and able to participate. Pupils understand the activities that are required of them. There are limited opportunities for pupils to write at length and depth in RE, using age appropriate religious vocabulary. Opportunities for deepening understanding are missed. Monitoring lacks rigour and this impacts on the provision of RE. The curriculum supports pupils' understanding and respect of people of different faiths and contributes to pupils' eagerness about exploring different cultures. As a result, pupils have a knowledge of world faiths.

| Information        |                                     |                 |          |
|--------------------|-------------------------------------|-----------------|----------|
| School             | Kirkoswald Church of England School | Inspection date | 23/01/23 |
| URN                | 112253                              | VC/VA/Academy   | VC       |
| Diocese            | Carlisle                            | Pupils on roll  | 59       |
| Headteacher        | Greta Ellis                         |                 |          |
| Chair of Governors | Mark Bowman                         |                 |          |
| Inspector          | Jane Davis                          | No.             | c21/22   |