

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

### Cartmel Church of England Primary School

Aynsome Road, Cartmel, Grange over Sands, Cumbria. LA11 6PR

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|--|-----------------------------|
| <b>Current SIAMS inspection grade</b>      | <b>Good</b>                 |
| <b>Diocese</b>                             | <b>Carlisle</b>             |
| Previous SIAMS inspection grade            | Outstanding                 |
| Local authority                            | Cumbria                     |
| Date of inspection                         | 3 May 2018                  |
| Date of last inspection                    | June 2013                   |
| Type of school and unique reference number | Voluntary Controlled 112283 |
| Headteacher                                | Rachel Battersby            |
| Inspector's name and number                | Jo Williams 863             |

#### School context

Cartmel is a smaller than average village school. The majority of the pupils are white British. The percentage of pupils with special educational needs is similar to the national average. The number of disadvantaged pupils is well below national comparisons. The school has undergone considerable change since the last inspection. It has experienced fluctuating pupil numbers, which are currently on the rise. A private nursery is accommodated within the school building.

#### The distinctiveness and effectiveness of Cartmel as a Church of England school are good

- The headteacher provides strong Christian leadership which has created a supportive and nurturing ethos.
- Key Christian values are a prominent part of school life and result in excellent pupil behaviour.
- Relationships, based on trust and compassion, create a safe and nurturing environment across the school.
- The school is effective in supporting pupils spiritually, morally, socially and culturally which in turn enhances their character development.
- Effective partnerships enrich the lives of the local community and pupils alike.

#### Areas to improve

- Involve all members of the school community in reflecting on the current Christian vision in order to enhance a shared sense of purpose and mission.
- Embrace more comprehensive procedures when evaluating worship, including pupil feedback, to ensure continued improvement.
- Enhance pupils' cultural development through recognition of Christianity as a multicultural world faith.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The Christian character of the school is lived out through key Christian values such as justice. This has created an ethos which has a significant impact on the daily life of the school. A member of staff commented that the pupils 'feel God's presence in the school'. Pupils are clear about the way in which their church school ethos benefits them personally. A pupil expressed the school's Christian character with confidence saying that 'if something goes wrong, we can pray to God and he'll help us'. The school's Christian character is extremely nurturing. Therefore, it is effective in supporting pupils' spiritual, moral, social and cultural development. One pupil noted that the Christian character made their school 'a lot more peaceful'. Children are eager to come to school and this results in good levels of attendance. Christian values are lived out on a daily basis and these are reflected in excellent pupil behaviour. Christian values ensure that every child is valued as an individual. Subsequently, there are highly effective and positive relationships across the school community. Pupils have a good understanding of mutual respect. The 'garden of good manners' demonstrates how this is fostered in the youngest pupils. Learning about world faiths deepens pupils' respect for diversity. One pupil commented 'it helps me understand about different people'. Pupils are very active in charitable projects, such as Fairtrade, and they understand how this aids different global communities. As yet links with a Ugandan school are not developed sufficiently to fully support pupils' understanding of diverse communities. Religious Education (RE) plays an important part in enriching the Christian character of the school. Pupils are given reflection time in RE lessons to enhance their understanding of core values. The predominantly Christian focus of RE also enables pupils to gain a fuller understanding of key aspects of the faith and festivals. However, pupils' understanding of Christianity as a multicultural worldwide faith is less secure.

### **The impact of collective worship on the school community is good**

Collective worship is important to the whole school community. The headteacher explained that it is given a high priority providing 'a time to think of the teaching of Jesus and make connections'. Pupils described various acts of worship that they had really enjoyed, particularly when they were directly involved. A recent pupil re-enactment of the story of St George was a particular favourite. This demonstrates pupils' positive experience of worship and their eagerness to participate. Parents and staff also enjoy their welcome to worship. Parents commented that they had been delighted by the pupil-led Easter worship in the local priory. Christian values play a prominent role in worship and are the main focus at the beginning of every week. Likewise, pupils' spiritual development is supported through allocated time to reflect on the current value and record their own thoughts. Pupils say that they use values to guide them in their daily lives. One pupil said that courage had helped him run up Hampsfell with his dad. The Christian value of service prompted another pupil to help his mum empty the washing machine. Time for prayer and reflection in worship is valued by pupils and deepens their spirituality. They described it as a 'time to talk to God', 'to be given guidance' and 'to show God how grateful we are'. Worship also includes traditional prayers such as the Lord's Prayer and the vicar includes relevant collects. This enhances pupils' understanding of church traditions. Four attractive altar cloths have been made by pupils and their families in conjunction with the local community. These cloths help pupils to recognise the different seasons of the church year. The lighting of three candles and the linked prayer fosters pupils' understanding of the Holy Trinity. In response to the previous inspection report, pupils now plan and lead worship on a more regular basis. This has had a positive impact on their growing spiritual development. Following worship, pupils have time to reflect on the current Christian value. However, wider opportunities for the monitoring and evaluation of worship are not yet in place.

### **The effectiveness of the leadership and management of the school as a church school is good**

The headteacher articulates a clear Christian vision. This vision impacts on different aspects of school life because it is underpinned by the values, such as service and friendship. These values are rooted in gospel teaching, referenced in the school's mission statement and embraced by the whole school community. However, beyond the values, the overriding Christian vision is less recognised or understood by the wider school community. Nevertheless, the Christian ethos is well established, creating a nurturing environment which impacts positively on academic standards. The headteacher reflected that 'progress comes from the environment you create, providing opportunities to flourish.' High levels of pupil wellbeing are linked to the established values with parents likening the school to a family. A governor commented that 'the Christian values are seen all the time in the pupils' behaviour'. Staff and governors evaluate their school effectively. Governor monitoring activities provide both insight and challenge for the improvement planning process. This results in focused strategic planning for school improvement. RE and collective worship are effectively led, resourced and managed. As a result, both have a clear profile in the school and meet statutory requirements. The headteacher's leadership has been enriched by the Christian Leadership Programme. Governors are committed to ensuring staff have access to a range of relevant continuing professional development including developing church school leadership. The school shares in a variety of partnerships which range from activities with other schools to community links. There are significant links with the local priory, each supporting one another. Pupils and older members of the congregation both enjoy 'sharing lunches' organised by the church. A prominent local restaurant and 'Cartmel in Bloom' have established links with the school which are mutually beneficial. The committed leadership of the headteacher, together with the support of the governors and wider community, place Cartmel School in a good position to build on its current strengths.

SIAMS report May 2018 Cartmel Church of England Primary School Aynsome Road, Cartmel, Cumbria. LA11 6PR