

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

<b>Flookburgh Church of England Primary School</b>			
<b>Address</b>	Winder Lane, Flookburgh, Grange-Over-Sands, Cumbria LA11 7LE		
<b>Date of inspection</b>	20 June 2019	<b>Status of school</b>	Voluntary Controlled Primary
<b>Diocese</b>	Carlisle	<b>URN</b>	112410

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Flookburgh is a primary school with 70 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school was judged to be good when inspected by Ofsted in December 2018. The headteacher has a 30% teaching commitment.

### The school's Christian vision

'Together we believe anything is possible' (Matthew 19:26)

To believe and trust our actions will inspire our community to be champions of their own destiny, knowing that they have been empowered by God to make a positive difference for their own futures and for future generations to come.

### Key findings

- Leaders have developed a highly distinctive, inspirational Christian vision. Based upon long-established Christian values and rooted in Bible teaching, the vision drives all aspects of school improvement. It is fully shared and clearly evident in the distinctly Christian learning environment in which every member is cherished and supported.
- God's love is evident in the extremely supportive relationships which nurture pupils and adults across and beyond the school. Clearly based on the Christian values of hope and compassion, they enable all, including the vulnerable and those with special needs and/or disabilities, to achieve and flourish.
- The rich, creative curriculum, designed to meet the needs of the school community, supports pupils' spiritual and personal development very well. They learn to appreciate the wonder of creation and are empowered to 'make a difference' in the world.
- Engaging collective worship, supported and enriched by the partnership with the church, inspires pupils and helps them to apply Jesus' teaching about respect and courage to their own lives.
- Effective teaching in religious education (RE) excites and inspires pupils. They gain a good understanding of important Christian concepts and belief. However, their understanding of diversity and difference is less well-developed.

### Areas for development

- Enhance and deepen pupils' understanding of diversity and difference by providing more opportunities for them to meet people of different faiths and cultures.
- Strengthen governors' monitoring role so that they can more effectively assess the impact of the vision and influence future development.
- Extend the evaluation of collective worship to further support continuous improvement.

## **How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?**

### **Inspection findings**

The school's vision is founded upon well-established Christian values and Bible teaching. It is the result of a full audit of the school's Christian character and performance carried out by staff and governors. Supported extremely well by the diocese, senior leaders have created, and swiftly established, a shared vision through which all aspects of school improvement are developed. The inclusive, highly aspirational vision expresses precisely the determination of the headteacher to broaden pupils' horizons and give them insight as to what they can achieve. Governors, staff and parents confirm that the changes already brought about are having a very positive impact on outcomes for pupils. This is most clearly evident in the development of the curriculum and the focus on mental health and wellbeing. Leaders have created a rich, creative curriculum which excites and challenges pupils. The wide range of visits and outdoor learning experiences support pupils' spiritual and personal growth very well. Highly effective use is made of the school's extensive outdoor learning environment. For example, pupils grow, harvest, use and sell produce from their allotment. In this way, they learn to appreciate the wonder of the natural world, work collaboratively and accept responsibility for aspects of God's creation. A Year 6 pupil likened this to being 'rooky shepherds' acting as God's stewards for the environment. Cross-curricular topics, through which Christian values are woven seamlessly, provide pupils with an understanding of global issues such as poverty and injustice. Year 5 and 6 pupils explain that they support a Christian community in Uganda because they want to help others have education and health care. They link this to the teaching of Jesus and how they can 'make a bit of a difference' in the world through showing love and compassion.

Leaders are committed to ensuring that all pupils, including the vulnerable and those with special needs and/or disabilities, are very well-supported so that all flourish and achieve. Governors ensure that human and financial resources are used effectively to support the needs of all pupils. For example, a teaching assistant is employed to support those with identified gaps in their learning. Parents recognise and value highly the nurture and support offered to their children. They trust the staff implicitly, explaining that every child is known and helped to be the best they can be academically and personally. Attendance levels continue to improve because pupils thoroughly enjoy all the school offers. They respect and trust their teachers who, they say, make learning fun. Their attitudes to learning are positive and their behaviour is very good because they all strive to apply the school's core Christian values of forgiveness and respect. They make good progress from their starting points. Levels of attainment continue to improve, reflecting the strong focus on high quality teaching and the provision of learning experiences which challenge pupils to think beyond themselves. Pupils are increasingly confident, eager and reflective learners who are willing to 'stand up' for what they believe. The letters written to Downing Street about the impact on the environment of genetic engineering are an example. Provision for pupils' spiritual, ethical and personal development is very well-planned. The Christian vision ensures that pupils have frequent opportunities to explore and debate how Jesus' teaching can be applied to their everyday lives. The big question approach, used in RE and collective worship, promotes debate and reflection. Pupils' responses are creatively displayed across the school using art, drama, prayer and prose.

Governors are a visible presence in school, meeting with staff and pupils. They challenge and support the school effectively. Partnership with the diocese has been instrumental in supporting governance since the last denominational inspection, helping them to address issues and meet staffing and other challenges. Systems are in place to monitor and evaluate the work of the school. However, as a significant proportion of governors are new to the role, monitoring is not yet fully effective in helping to influence future development. Partnerships with other local church schools within the South Lakes Rural Partnership support professional development, curriculum and assessment effectively. Access to nationally recognised training, for example, in Christian leadership and mental health, supports teachers' professional development. This enabled them to 'step up' during the absence of the headteacher. Governors wholeheartedly support the headteacher's focus on wellbeing and mental health. Governors have secured high quality leadership for RE and collective worship. As a result both make substantial contributions to achieving the vision. Pupils enjoy and are excited by RE. The balanced curriculum ensures that pupils acquire key skills and make good progress. They are inspired by the creative approaches through which they explore belief. They have a good understanding of Christian concepts and beliefs. Pupils share ideas openly within a trusting atmosphere. In doing so they learn to disagree well. However, their understanding of major world faiths is not as well-developed. They have limited opportunities to meet people of other faiths and cultures or visit different places of worship. So, although RE creates a safe space for the exchange of ideas, pupils' understanding of diversity and difference is not strong.

Collective worship is valued by everyone. It is engaging and inclusive. Pupils enjoy worship because they feel included, regularly participating in acting out stories and reading from the Bible. Themes are firmly based on Christian values and the life and teaching of Jesus. As a result, pupils make very good links between parables, Christian values and their own attitudes and actions. Links with the church enrich worship and support pupils' spiritual growth. Worship led by Christian faith groups, such as Jester for Jesus, and members of local churches broaden pupils' experience of different styles of Christian worship. They worship in different settings including outdoors and on residential. As a result, pupils are familiar with aspects of traditional Anglican practice. Prayer and reflection are key features of daily worship. Pupils write and use their own prayers and they willingly offer spontaneous prayers during worship. Many pupils regularly take responsibility for planning and leading worship in school and in church at festival times. The school's consistent focus on opening horizons means that pupils have a good understanding of Christianity as a multi-cultural world-wide faith. Informal systems are used to monitor collective worship. This includes some feedback from staff, pupils and governors. However, it does not provide consistent information as to the impact of daily worship or inform future planning to lead to continuous improvement.

The school is very well-placed to move confidently into the future because the Christian vision is helping to transform pupils' lives, broaden their horizons and prepare them for future challenges.

Headteacher	Gill Pett
Inspector's name and number	Anne B. Woodcock 445