

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Staveley Church of England Primary School			
Address	Brow Lane, Staveley, Kendal, Cumbria LA8 9PH		
Date of inspection	28 November 2019	Status of school	Voluntary controlled primary
Diocese	Cumbria	URN	112264

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

School context

Staveley is a primary school with 113 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. Since the last denominational inspection, there have been significant staffing changes. The acting head teacher has been in post since September 2018.

The school's Christian vision

Our school vision is to follow Christian values and develop an understanding of Faith. We inspire pride in our work, enable creativity, instil in children a love of learning and engage with our families, community and environment. We 'teach children how they should live so they will remember it all their life.' Proverbs 22:6

Key findings

- The school's biblically-based, inclusive and distinctive Christian vision is in place, but it does not inform all aspects of school life.
- The committed governing board is led faithfully and has a deep and accurate knowledge of the school. It is clearly focused on the future strategic developments that are required to enable all pupils and staff to flourish.
- The core values ensure that the school community lives in harmony, but not all members understand their Christian foundation.
- Collective worship, which inspires social action, is highly valued and enjoyed. It unites the church and school communities. However pupils do not plan and lead worship independently.
- Religious education (RE) provides pupils with a deep understanding of Bible stories, but teaching about Anglican traditions and world faiths is less secure.

Areas for development

- Strengthen the impact of the school's unique Christian vision, so that it informs all aspects of school life.
- Improve teaching in RE, so that pupils' knowledge and understanding of Christianity and other world faiths is strengthened.
- Deepen the pupils' awareness of the Biblical roots of the core values that are central to school life.
- Enable pupils to independently plan and lead collective worship.

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

Staveley School's unique Christian vision is based on the established core Christian values of friendship, compassion, resilience and respect that are central to the life of the school. It has united the school community following a turbulent and unsettled period. It is central to the school's improvement plan and strategic development. The vision is inclusive and aspirational, but not widely understood. School leaders and governors demonstrate an unwavering and effective determination to improve outcomes for all pupils, by working in partnership with the community that they serve. The seamless relationship with the parish significantly enriches the worship life of the school and the quality of religious education.

Since the last denominational inspection, the governing board has engaged with the strategic improvement of the school and has had a significant impact. The Christian leadership secures the unique foundations of the school and its Christian character. Through involvement in the self-evaluation process, governors are able to articulate key strengths and areas of development.

The highly effective and dedicated staff team, under the direction of the acting headteacher, ensure that all pupils are able to flourish. Staff feel valued and therefore create a community that is rooted in love. Governors are dedicated to providing quality professional development for all staff. They also prioritise their wellbeing.

The school's innovative curriculum, founded on the vision, motivates and inspires all pupils to make excellent academic progress. This is evident in the recent Ofsted inspection report (April 2019). Attendance is excellent because pupils enjoy coming to school. School provides pupils with many opportunities to learn more about the environment in which they live and often inspires social action, such as litter picking and stalls at local craft fairs. Support for pupils with special educational needs and disabilities is effective. Leaders have begun to provide more focus on spiritual development.

Religious education is led by an effective leader. However, the impact of recent developments, such as the introduction of Understanding Christianity units of work is not yet evident in outcomes for all pupils. As a consequence, pupils are not confident in explaining Anglican traditions nor do they have a secure knowledge of world faiths.

Pupils' behaviour is exemplary. They are proud of the caring and forgiving community that they have created. They speak confidently about how they nurture and support each other using the whole school analogy of 'filling buckets, not dipping into them'. This is particularly evident in the family groups that pupils are proud to be part of. Pupils are dedicated to their roles and responsibilities in school, such as school councillors and play leaders. The school's core Christian values are the bedrock of all relationships and pupils confidently and commendably articulate their significance in their lives. Pupils are less confident in articulating how the values are rooted in the Bible. Pupils are empowered and motivated to make a difference to others and live out the vision through both practical and prayerful support. Pupils talk passionately about ways in which they make a positive difference to their neighbours and put faith into action. Inspired by both the curriculum and collective worship, pupils have made a difference to local, national and global causes. For instance, inspired by a parishioner's charity work in Cambodia, the school now sponsors a child's education. Pupils talk enthusiastically about the child that they sponsor and enjoy communicating with her through social media.

Parents speak highly of the school and the significant impact that it has had on their children's character development and academic progress. Pastoral care and support is recognised as a particular strength. Parents have a confident understanding of the school's ethos and the difference that it makes to individual pupils. They recognise the impact that the Christian values have on pupils and the inclusive nature of the school. They see how this impacts positively in equipping pupils to be unique human beings.

The worship life of the school is of central importance and unites the school community. The inclusive and creative nature of worship provides staff and pupils with time to reflect, pray and strengthen their knowledge of the Bible. Prayer is central to worship and pupils say The Lord's Prayer with confidence and conviction. Pupils particularly enjoy worshipping in church. One pupil explained, 'I feel closer to God in church and it is a very calm place.' Pupils value their prayer and reflection spaces and are challenged by the deep questions that are displayed in classrooms.

Partnership with the parish is particularly strong. The school community is strengthened and enriched by the regular presence and prayerful support of clergy and members of the congregation. Parish walks of faith enrich the spiritual development of the pupils. Pupils and staff value the close relationship with the vicar and enjoy the contribution that she makes to worship and RE lessons. School has benefitted from close partnership with the diocese for professional development and pastoral support.

Acting Headteacher

Lisa Strange

Inspector's name and number

Kathryn Pym 726