

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

<b>Greenhead Church of England Primary School</b>			
Address	Greenhead, Brampton, Carlisle, CA8 7HB.		
Date of inspection	21 November 2019	Status of school	Voluntary aided primary West Tyne Federation of Church Schools
Diocese	Newcastle	URN	122284

<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>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

Greenhead is a primary school with 56 pupils on roll. All pupils are of White British heritage. No 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 is part of the West Tyne Federation of Church Schools. Both the executive headteacher and the assistant headteacher have been appointed since the previous inspection. They work across both schools alongside one single governing body.

### The school's Christian vision

***'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy 1:7***  
Inspire, Support, Believe, Achieve

### Key findings

- Greenhead is a good school on a journey to excellence. Leaders have reflected on, and revised, their distinctively Christian vision so that it fully reflects the local context. The school is welcoming of all. It provides a nurturing and inclusive environment where everyone is treated as an individual created in the image of God.
- Governors play an active role in monitoring and evaluating the impact of collective worship and RE. However they have not yet evaluated the wider impact of the school's distinctively Christian vision across all areas of school life.
- Leaders across the federation work proactively with the local church community. The strong partnership between church and school is mutually beneficial. It provides support and sustainability, whilst enhancing the learning of both the pupils and the congregation.
- There is a real strength in the quality of relationships across the whole school community. The vision is lived out through these relationships based on the core values of hope, friendship and respect.
- It is clear that the Christian vision impacts on the wider work of the school which allows all pupils to flourish holistically. Leaders have begun to develop spirituality as a distinctive part of the curriculum offer. This is in the embryonic stage.

### Areas for development

- Develop the work of the Christian Distinctiveness Committee in order to evaluate and enhance the effectiveness of the distinctive Christian vision across all areas of the school to shape further improvement.
- Extend the provision for spiritual development. Embed this across all areas of the curriculum so that pupils can explore spiritual and ethical issues in depth.
- Further develop pupil-led collective worship, so that it inspires and motivates both pupils and adults to make a difference in their own lives and of others.

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 shapes the work of the school both strategically and on a day-to-day basis. It is clearly rooted in the Christian narrative, taken from St Paul's letter to Timothy. It encourages and supports all members of the school community to celebrate their God-given talents. It states that 'God doesn't want us to be shy with his gifts, but bold and loving and sensible' 2 Timothy 1:7. Since the previous inspection the school has experienced a very difficult and turbulent period. Leaders are committed to do the very best they can, to enable all members of the school community to flourish. They display true resilience. They live out reconciliation and forgiveness in order for the school to grow and flourish alongside its community. The passion and determination of the Headteacher is the 'glue that holds everyone together'. She provides a positive role model. She walks the walk of the vision and brings the whole community along with her in her work. School policies and procedures reflect the distinctively Christian vision. Development plans are focused on the vision's aim to 'inspire, support, believe and achieve'. The partnership between the school and local church community is excellent. The local clergy are instrumental in supporting the school as part of the federation to grow and develop as an 'unashamedly Christian school'. A wide range of forward-looking projects support the spiritual development of pupils. This ensures pupils experience a breadth and depth of understanding of who they can be in God. This includes regular visits and worship in church, families attending Messy church, and the creative use of 'God's tent' to develop prayer and reflection for all. Governors are very supportive of the school's Christian distinctiveness. They regularly monitor the work of the school, in particular the effectiveness of RE and the impact of collective worship. Even though governors have not formally evaluated the wider impact of the vision, they have a good understanding of the strengths and areas that need to be developed, in order to continue on its journey to excellence.

The school's curriculum provision stems from the Christian vision and is supported by the core values of friendship, hope, and respect. It allows pupils to develop effective learning behaviours, consequently they are reflective and show high levels of independence. Leaders ensure the curriculum enables pupils to value their gifts from God. It gives them rich experiences, which allow them to be 'bold, loving and sensible' in their learning. The needs of the pupils always come first and the learning experiences in school are shaped to help individuals flourish. Parents choose the school because it provides 'a solid foundation to build on character wise and education wise'. Pupils do well in this school. They are well-rounded children who can serve the community both locally and globally. Staff work hard to ensure that the needs of more vulnerable pupils are met so they can make good progress across the curriculum. There is a real sense of spirituality within the school. This is well developed through collective worship, prayer spaces and regular opportunities for reflection. There is a shared understanding of spirituality as awe and wonder, care for nature and living things, wanting to be loved and to love. Opportunities to explore spirituality in depth are not fully in place across all areas of the curriculum.

Pupils can articulate how the school's vision and core values encourage them to have hope and aspirations for themselves and for others. Pupils want to make a difference and they are actively engaged in supporting charities and taking actions to change peoples' lives, such as raising money for local charities. They also support children globally, for example through their shoebox appeal, which provides toys for children in countries within Africa. Pupils' work is recognised through the Young Leaders award and Global Citizen award. Pupils have a genuine sense of fairness and justice, relating to their own lives and the lives of others.

Pupils and adults live well together at Greenhead. The vision shines out through positive and caring relationships. The headteacher makes it her business to notice how people are, and offer support if it is needed. Staff, parents and pupils all feel highly valued as individuals and they know their God-given gifts are treasured and celebrated. Pupils behave well and they enjoy being at school. This is reflected in good levels of attendance. They relish the opportunities to explore the 'big questions' in life and are able to debate and disagree well. Leaders prioritise well-being and positive mental health for both children and staff.

Driving the school's vision, leaders have effectively shaped an environment where all pupils and families, whatever their background are treated with friendship, love and respect. Leaders are committed to ensuring that pupils experience a wide range of cultures, religions and beliefs. Staff use the personal, social and health

education curriculum well to promote equality, and pupils show respect for difference and diversity. The theme of 'relationships' brings this work alive and to makes it relevant. Bullying is very rare and pupils are confident that if it did happen staff would tackle it immediately. All of God's children are valued at Greenhead.

Collective worship is an important part of the school day. It reflects the school's vision and it clearly has an impact on the school community. The whole school come together as one to offer thanks and praise, to reflect and to ask questions. Worship is mostly lead by adults. Pupils and adults are given opportunities which allow them to consider how they might act differently so that it impacts on their lives and serves the common good. They are familiar with the school prayers and the Lord's Prayer, which they say with confidence. They spontaneously pray as a response to the collective worship theme. Pupils are involved in worship and say they feel proud and special when asked to contribute through readings or prayer.

The provision for RE is good. Leaders regard and treat RE as a core subject. The subject leader shows real passion for, and a good understanding of the subject. Staff expertise is strong because of effective staff training on the new diocesan syllabus and Understanding Christianity. The RE curriculum effectively combines a theological approach, philosophy for children and a clear focus on Christianity as a living world faith. As a result pupils are engaged, learn well, and show a deep understanding of core concepts and knowledge.

Greenhead is fully inclusive school that serves its pupils and community very well. It is a place of genuine 'richness and flourishing'.



**The effectiveness of RE is Good**

As a result of effective leadership and staff expertise, the quality of RE teaching and learning is consistently good across school. All pupils make good progress. They are able to articulate key concepts, use appropriate vocabulary, and talk with enthusiasm about the subject. The effectiveness of RE is regularly evaluated by both the RE leader and governors. This leads to continuous improvements in the curriculum offer, including through enrichment activities.

Executive headteacher

Sarah Hutchinson

Inspector's name and number

Jo Warner 950