

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Borrowdale Church of England Primary School			
Address	Stonethwaite, Keswick, Cumbria CA12 5XG		
Date of inspection	7 March 2019	Status of school	Voluntary Aided Primary
Diocese	Carlisle	URN	112333

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

<p>School context</p> <p>Borrowdale is a primary school with 46 pupils on roll. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. The school was judged to be good by Ofsted when inspected in September 2018.</p>
<p>The school's Christian vision</p> <p>'Educating for life in all its fullness' (John 10:10)</p> <p>We aim to equip our pupils with skills and knowledge together with the wisdom, courage and confidence to use them well.</p>
<p style="text-align: center;">Key findings</p> <ul style="list-style-type: none"> • Leaders have revised and developed a succinct, explicitly Christian vision based on the school's long-established Christian values and ethos. Rooted in Bible teaching and inspired by the Church of England Vision for Education, it is highly inclusive and aspirational. Although not yet fully embedded, the impact can already be seen because it is fully shared across the school community. • God's love is evident in the extremely supportive relationships which nurture pupils and adults, so that all can flourish. The vulnerable, disadvantaged and those with special needs and/or disabilities are extremely well-supported so that everyone makes a positive contribution, inspired to be the best they can be. • Spiritual development is woven across the innovative, creative curriculum which is designed to meet the needs of the school community. It ensures that pupils appreciate the wonder of God's world and take responsibility for themselves and others, treating all with dignity and respect. • Engaging collective worship, greatly enriched by the strong partnership with the church, inspires pupils and helps them to apply Jesus' teaching about compassion and friendship in their own lives. • Highly effective teaching in RE supports pupils' knowledge of Christian concepts and beliefs. It makes a significant contribution to their understanding of diversity and difference.
<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> • Use the school's effective monitoring and evaluation procedures to ensure that the impact of the renewed Christian vision is clearly identified. This is so that evaluation of the school's vision effectively supports planning for continuous improvement. • Provide a structure through which pupils can plan, lead and evaluate acts of collective worship so that they develop a greater understanding of different styles of Christian 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

Borrowdale's long-established Christian mission and values underpin every aspect of school provision. Leaders' desire to re-invigorate the school's vision, inspired by the Church of England Vision for Education, resulted in a full review of Christian distinctiveness and performance. This engaged all members of the school community and members of the church. Although the final vision statement is relatively new, all members of the school family know the vision. They speak positively about the way in which it impacts on school life. The vision is aspirational and highly inclusive. It expresses precisely the core purpose of the headteacher, staff and governors, who all strive tirelessly to provide the very best possible learning environment for every child. Leaders have established an innovative, creative curriculum which excites and inspires pupils. The rich diet of experiences supports pupils' personal and spiritual growth extremely well. The idyllic outdoor learning environment is used to full advantage. Pupils have frequent opportunities to explore the natural world, experiment and take risks. They work collaboratively, relishing challenges and overcoming obstacles. As a result, they become articulate, confident learners who are able to recognise their place in the world and the way in which they can support others. Imaginative cross-curricular themes stimulate interest and provide opportunities for pupils to explore and investigate the wider world. Older pupils talk knowledgeably about issues such as the injustices involved in palm oil production. They describe how they support the local food bank and an orphanage in Tanzania, showing an understanding of compassion and hope. They link this to the teaching and example of Jesus.

The school's highly inclusive vision is recognised and very much valued by parents. They know that their children are loved and nurtured within the caring Christian environment. 'Our children treat others with compassion and grow in self-confidence and resilience,' explained one parent. Vulnerable pupils, the disadvantaged and those with special needs and/or disabilities are supported extremely well. Governors and leaders ensure that human and financial resources are used to the best possible effect so that all pupils can flourish and achieve. The provision of nurture groups to support vulnerable pupils is an example of this. The school's commitment to equipping all pupils to 'live life in all its fullness contributes to good progress and standards which are in line with national expectations. Pupils are well-prepared for the next stage in their learning journey. Provision for their spiritual and ethical development is extremely good. Christian values are woven seamlessly throughout the curriculum, so that links are made consistently between Jesus' teaching and pupils' own actions and ideas. Pupils' responses to their frequent high quality experiences are represented in creative art, drama, prose and prayer. The lively debates about local and national issues reflect pupils' ability to disagree well. Educational visits to London and Glasgow, together with visitors from different spheres of life, such as the mountaineer Tori James, broaden pupils' horizons and raise their aspirations. Their understanding of diversity and difference is enriched by meaningful links forged with a school in London.

The way in which governors have championed the development and implementation of the school's Christian vision is exemplary. Governors support the headteacher and staff remarkably well. They recognise the challenges of working in a very small school and so work to alleviate them. Governors and parents take responsibility for the management of the school minibuses. Leaders ensure that the mental health and wellbeing of staff and pupils is prioritised. For example, the recently introduced governor monitoring and evaluation procedure has been developed to be effective but not intrusive. As a result, staff do not feel unduly pressured and governors increase their effectiveness and ability to evaluate the impact of the school's vision. The united, harmonious staff team support each other professionally and personally. They benefit from well-targeted training and professional development. Partnerships with the diocese and local clusters of schools also support staff and governor training. Governors have secured high quality leadership of RE and collective worship. Staff and pupils thoroughly enjoy RE. A Year 6 pupil stated that teachers 'push us to our limits' when exploring big questions such as 'Will there ever be peace in the world?' Pupils develop key skills and concepts through challenging, yet supportive, investigations. As a result, pupils talk confidently about their own beliefs within the safe, trusting atmosphere created by teachers. Visits to places of worship, including a mosque, enhance pupils' learning. They identify similarities between Christianity, Islam and Judaism. In doing so they come to understand and respect diversity and difference.

Collective worship is a much valued and key feature of the school day. Pupils' attitudes are very positive because they feel included and involved. Themes explore the life and teaching of Jesus, Christian values and festivals creatively. The three year programme developed by a member of the church is Bible based. It impacts strongly on pupils' knowledge of Old and New Testament stories and the way in which they use the messages they contain in their everyday life. They understand Christian beliefs about God as a loving father and creator. Pupils are familiar with aspects of traditional Anglican practices. Worship is enriched by clergy and other church

members who lead worship regularly. The school uses the church regularly for services at festival times. Parents attend these services, in which pupils take an active lead, because they value the opportunity to share in their children's work and worship. Pupils are aware that Christians worship in different ways because they experience worship led by visitors from Christian faith groups and organisations. Worship is a joyful and participatory experience. Pupils enjoy helping to act out stories, explaining that doing practical things helps them to remember and understand. They regularly take responsibility for delivering worship, using their knowledge and sharing their gifts and talents. However, they do not always include the significant features of Christian worship in their independent planning and evaluation. Prayer is a key feature of the school's worship. Pupils know the Lord's Prayer. Many write their own prayers displayed on the prayer tree. These are used during worship throughout the day. Pupils requested that the tree should become a focus for their prayers and reflections. Collective worship continues to evolve and improve. Effective monitoring and immediate feedback from pupils ensures that worship continues to have a positive impact on everyone's spiritual growth.

It is clear that the school's Christian vision and values are lived out daily. They help to transform pupils' lives and prepare them for future challenges. The renewed vision and resolve is driving change. The school is therefore very well-equipped to move confidently into the future.



The effectiveness of RE is Good

Consistently good or better teaching challenges and supports pupils' exploration of religious belief and practices. Pupils are excited and challenged by their learning, through which they develop the key skills of enquiry and analysis. High quality leadership ensures that staff are knowledgeable and skilled. Evidence of pupils' achievement in RE supports teachers' understanding of progression and attainment. Effective end of unit assessments ensure that all pupils, including the disadvantaged and those with special needs and/or disabilities, make good progress. As a result, standards of attainment for all pupils are good, being in line with other core subjects.

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Inspector's name and number	Anne B. Woodcock 445