

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

Langwathby Church of England School			
Address	Salkeld Road, Langwathby, Penrith, CA10 1ND		
Date of inspection	5 December 2019	Status of school	Voluntary controlled primary
Diocese	Carlisle	URN	112255

<b>Overall Judgement</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>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Langwathby is a primary school with 141 pupils on roll, including four nursery children. 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 headteacher was appointed two years ago. In December 2018 Ofsted judged the school to be good.

### The school's Christian vision

Bringing out the best in one another.  
'Serve one another in love.' (Galatians 5:13)  
Service, hope and compassion are the school's core values.

### Key findings

- Since her appointment, the headteacher has worked alongside other members of the community to develop a shared vision which is understood by all. The school now has a new and growing confidence in its identity as a Church school.
- A refreshed vision, which is explicitly Christian, is lived-out by leaders and well-understood by pupils. It is shaping policies and leading to improved practice by helping everyone to bring out the best in one another through serving and offering hope.
- The headteacher leads inspirational, meaningful acts of worship which contribute richly to pupils' spiritual development and inspire them to live out the school's vision. Other staff lead only occasionally and have not received training to support them in leading collective worship.
- Pupils have many opportunities to serve one another in love. School councillors, worship leaders, playleaders and office angels make a significant contribution to the smooth and happy running of the school. The vision and associated values of service, hope and compassion drive their work as courageous advocates for change.
- High quality religious education develops respect for and curiosity about different faiths and worldviews.

### Areas for development

- Extend roles within the whole staff team to enable staff members at all levels to contribute fully to developing the school as a Church school.
- Further develop governor monitoring to ensure that evaluation focuses on the impact of the school's explicit Christian vision and values.
- Ensure all staff have access to training in leading collective worship so that they gain the skills to plan, lead and evaluate acts of 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**

The headteacher has involved all staff, pupils, parents and governors in developing a school vision which is explicitly Christian. Consequently, adults and pupils now have a shared understanding of the school's vision and of 'serving one another in love'. The vision is rooted in the Bible and can be seen in action throughout the school. The core values of service, hope and compassion support the vision and pupils know them well. An improvement area from the previous inspection was to involve the whole school family in reviewing and improving Church school distinctiveness and effectiveness. This has been partially addressed by the development of the vision. However, the responsibility for developing the school's Christian character, including the leadership of RE and worship, remains with the headteacher and the deputy headteacher. This means that not all staff contribute fully to the development of the school as a Church school.

The Christian vision shapes the broad and rich curriculum. Teachers build on individuals' unique strengths and abilities by providing hands-on, topic-based activities and clubs such as the farming and wildlife clubs. Pupil leadership is a strength. Through their roles as worship councillors, office angels, playleaders and curriculum representatives, pupils thrive. They become powerful ambassadors for the school and skilful trainers of their successors. The vision drives their work. As part of their mission statement, the school council commit to 'serve with love' and 'bring out the best in fellow learners and staff'. These pupils are extremely active and articulate advocates of change. They tackle successfully a comprehensive range of priorities, such as promoting wellbeing, discussing gender equality and campaigning for clean water. Pupil-initiated projects, such as fundraising to buy toys for the charity Refuge, sit alongside global links with a Church school in Argentina.

Relationships are shaped by the vision. Staff and pupils support and serve one another very well. Pupils and staff nominate one another for special mention for demonstrating Christian values. The worship council support younger pupils in collective worship and encourage them to be still during moments of silence. Parents praise the lunchtime initiative of 'family group' seating, where pupils help one another. They say it has 'massive impact'. Older pupils enjoy getting to know the younger children by serving them in this way and they say, 'We've become friends.'

Through her involvement in the diocesan leaders' programme and her strong links with leaders of other schools, the headteacher ensures that she is up-to-date with current thinking in Church school education. The document, Valuing All God's Children, helped shape policies including those for positive behaviour and inclusion. Staff describe the headteacher's deep-rooted faith as 'inspirational'. Working closely with the headteacher has prompted the deputy headteacher to consider the Church of England Qualification for Headship. In order to communicate effectively with a large staff team, the headteacher has introduced mini staff meetings. Consequently each part-time teacher is included in ongoing professional development relating to a Church school. The spirituality policy is the result of sustained, collaborative work between staff and governors. It is a good example of the headteacher's careful, inclusive approach to developing the Church school character of Langwathby. Governors have an accurate understanding of the school's effectiveness. This is because they make regular, focused visits and the headteacher provides them with detailed reports. However governors have not yet focussed their formal monitoring specifically on the refreshed vision and values.

Local churches and the school serve one another in love. Enthusiastic support from Anglican and Methodist clergy enriches collective worship. The headteacher serves the church by contributing to the Parochial Church Council. Members of the village community value sharing worship with the school. Recent specialist training by church members, diocesan staff and the Northern Inter Schools Christian Union (NISCOU) has benefitted staff and pupils. Godly Play training has enriched provision for spiritual development. Understanding Christianity training has developed staff skills and subject knowledge.

The school enables its vulnerable pupils to flourish. Pupils considered to be disadvantaged achieved exceptionally well in 2019. High quality RE expresses the vision well, with pupils showing a curiosity about others. Teachers bring out the best in individual pupils by adapting tasks and by posing challenging questions. Pupils' lively discussion shows that they respect and understand different religions and worldviews. Reflection

time in lessons prompts them to think more deeply. Pupils have a good understanding of Christianity as a living world faith, enriched by the strategic support of the vicar. Global Weeks further enhance pupils' understanding. Initial evaluation of Understanding Christianity shows that pupils' religious literacy is developing well. Rigorous assessment and monitoring by senior leaders ensures that strengths and areas for development are correctly identified.

Inspirational collective worship, rooted in the school's Christian vision, prompts pupils to serve both in school and beyond. 'Service superheroes', such as pupils who were inspired by worship to support a refugee family, are celebrated. One former pupil wrote, 'I've done everything you've told me about in assembly. I've made loads of new friends by being kind and doing the right thing.' The headteacher's leading of worship is innovative and creative. She ensures that pupils and adults have genuine opportunities for spiritual reflection. Effective teamwork between the headteacher, the deputy and Anglican and Methodist clergy enables pupils to experience different liturgical traditions. Occasional class-led assemblies are based on Christian values or key festivals. The worship council pupils have deepened their understanding of worship through leading specific aspects such as the welcome and prayers. By sitting close to the youngest pupils, they also ensure that these children are engaged and enabled to contribute. As a result of their feedback, pupils say that worship is now more interactive and inclusive.

The school's partnership with the Herdwick School, a local fell farm, is a very special example of pupils' flourishing. Visual reminders, such as beautiful felt pictures made from Herdwick wool by pupils themselves, are everywhere. Pupils talk excitedly about their visits during lambing season. One pupil who helped to deliver a lamb described it as 'a miracle from God'.

The Christian vision underpins the school's approach to bringing out the best in every pupil. Parents quote an example of staff working creatively and very effectively with a group of pupils who 'needed help to disagree'. In another example, staff established a debating club specifically to teach the etiquette and skills needed for debating contentious subjects, such as game-shooting, fair-trade and Brexit. Pupils say that this is a forgiving school where people say sorry and mean it. They are grateful to the adults who 'get you together and help you talk'.

Headteacher	Sally Hay
Inspector's name and number	Penny Burnside 772