

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Scotby Church of England Primary School | | | |
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| Address | Park Road, Scotby, Carlisle, Cumbria, CA4 8AT | | |
| Date of inspection | 23 January 2020 | Status of school | Voluntary controlled primary |
| Diocese | Carlisle | URN | 112403 |

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| 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

Scotby primary school has 255 pupils on roll. The proportion of pupils who have special educational needs and/or disabilities has increased considerably since the last inspection. It is now significantly above national averages. The majority of pupils are of White British heritage. However, there is also a small proportion of pupils representing a diverse range of ethnicities. The proportion of pupils who are considered to be disadvantaged is below national averages. The school serves the local communities of Scotby and Wetherall but there is a large proportion of pupils from outside the local area.

The school's Christian vision

'Let your light shine before others, so that they may see your good works and give glory to your father in heaven.' (Matthew 5 v16) At Scotby Church of England Primary School we let our light shine through by living out our core values: kindness, commitment, respect, responsibility, fairness and honesty.

Key findings

- Leaders have been courageous in making bold ethical arguments for the inclusion of the significant number of pupils with special educational needs and disabilities. They ensure that the curriculum is accessible and enables all pupils to thrive and reflect the school vision.
- The school's Christian ethos is unambiguous and established throughout the school community. It permeates curriculum and core values at all levels.
- Pupils are extremely empathetic, deeply respecting the needs of others, valuing everyone and giving them dignity.
- Religious education (RE) is an important core subject, providing thought-provoking questions stimulating pupils to debate religious belief with consideration and respect. Leaders have identified the need for more extensive RE training for all staff.
- Pupils and staff highly value collective worship. Leaders recognise the need to extend opportunities for pupils to explore interactive prayer, stillness and personal reflection, complementing those established outside.

Areas for development

- To enrich the indoor spaces for interactive prayer, stillness and personal reflection so that they complement those established outside.
- For pupils to have a role in evaluation of collective worship, so that they have meaningful opportunities for their own spiritual development and to see the relevance of the Christian faith in today's world.

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 finding

At Scotby, leaders at all levels demonstrate exceptional determination to ensure that every member of the school community has the opportunity to 'let their light shine'. This vision truly reflects the way the whole community acts out its recently-reviewed core values. The consultation was extensive, since the opinion of each person is seen as valuable. Therefore, all stakeholders now understand how it is clearly rooted in biblical theology. All leaders and staff have embraced the increasing numbers of pupils with special educational needs and disabilities (SEND) as a result of wanting everyone to shine. Each child is recognised as unique, with their own potential to make a positive contribution. Leaders make brave strategic decisions in reducing barriers to inclusion and they do all they can to minimise anything that might limit the life chances of pupils. There is a shared commitment to 'make it work' and there is an inescapable sense of care and compassion for the individual.

The revised curriculum is designed to 'hook children in' through the use of 'big questions', memorable experiences and meaningful texts. This pedagogical approach extends pupils in their understanding of global ethical issues. For example, justice is explored through Science, English and Geography in the question 'Just because we can, does it mean we should?' Typically, pupils reach standards in line with national averages by the time they leave school. All pupils, including those with SEND and the more able, make good progress. Leaders rigorously and rapidly identify areas of concern and put effective strategies in place speedily. Pupils and parents engage enthusiastically with the recently established reading initiative, with significant impact. More able pupils are given appropriate challenge through interventions and stimulating questioning. They are recognised as peer leaders, being 'Punctuation Police', 'Grammar Detectives' and 'Learning Doctors'. Older, skilled pupils take their roles as playground leaders responsibly and support younger pupils with play and friendship issues.

Adults also flourish through opportunities for new roles including leadership responsibilities. Senior leaders ensure that staff receive appropriate support and training. Consequently, staff, including those who are newly qualified, feel confident and supported in their roles. This extends to the teaching of religious education (RE) where the supportive subject leader is described as a 'fount of all knowledge'. Diocesan training is planned to help teachers support pupils in developing their own understanding in RE. Pupils comment on the variety of ways RE is taught, such as through art, drama and debate. They therefore enjoy RE. In a lesson about the Good Samaritan, pupils were observed discussing whether you should be kind to your enemies. One pupil disagreed, introducing the concept of 'stranger danger'. Pupils challenge each other respectfully. Pupils explain how RE is a place where they feel safe to explore their beliefs. Pupils enjoy the occasions when they meet visitors from other faiths, to help them extend their understanding of the multicultural society in which we live. Pupils make articulate observations noting similarities and differences in Christianity and Islam.

Pupils and parishioners speak enthusiastically of the local church and partnership links. These enhance both religious education and collective worship. Collective worship is both invitational and inclusive. Staff describe it as fundamental to school life. It clearly supports pupils in articulating the importance of Christian values. Pupils talk enthusiastically about how they have 'shone their light' through the way in which they live out the values. Staff proactively identify those pupils 'caught in the act' of demonstrating the Christian vision, who are then celebrated on the 'Flickering Flames' display. Pupils feel valued as worship leaders in acting out bible stories, as well as regularly leading prayers. However, pupils do not yet have opportunities to evaluate worship in order to improve practice. Pupils understand the importance of Holy Communion as a special time for remembering Jesus' death. Pupils are familiar with a good range of Bible stories, although were less confident at describing how these connected to Christian values. Pupils are now being encouraged in their understanding of the trinitarian nature of God symbolised in the lighting of three candles. Outdoors is a well-used resource for inspiring reflection and stillness. An example is the creation of a beautiful memorial garden which is much-valued as a space for quiet contemplation.

School leaders are highly regarded by parents in the way they extend their vision and values into the whole community. They describe how staff 'go above and beyond' in support for the whole family. The headteacher is especially praised by adults for being sensitively caring, when the school and community has faced challenging situations. Her approach in creatively addressing adversity, brings light and hope into difficult circumstances. One member described her as a 'life-saver' in the way she demonstrated exceptional kindness. Parents recognise the

significant and time-consuming dedication by the school team. Staff encourage good mental health through personal action, school interventions and timely expert advice for pupils and their parents. Parents feel pupils are very well prepared for life beyond the school walls: academically, physically, emotionally and spiritually. New pupils settle very quickly into school life.

Pupils are inspired by the school's vision to social action. Pupils act as 'Planet Protectors' striving to make a positive difference to the lives of others and the natural environment. Even the youngest pupils contribute to being effective global agents of change. They wash their yoghurt pots after lunch so that they can be recycled. Parents are enthusiastic about how their children challenge them, for example involving them in caring for the environment by doing a litter-pick. Pupils extend their determination to recycle and use less plastic beyond school, where they even recycle whiteboard pens. Pupils also identify worthwhile causes. One class learning about rural Africa decided to raise money for a cow.

School leaders recognise the need for pupils to have a greater awareness of other cultures and links with Pakistan are now proactively being developed. However, pupils do show respect for all members of the community. They do not tolerate bullying and they talk about how they sort out any disagreements. Pupils talk enthusiastically about opportunities to celebrate difference and diversity. For example, they enjoy the opportunity to connect with older people through dance.

Staff at all levels describe it as an honour to work in the school and play their part in establishing the nurture, which is consistently threaded through the school community. Church members also describe pupils as being 'little lights in the community'.

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| Headteacher | Jackie Watson |
| Inspector's name and number | Jan Potter (939) |