

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Captain Shaw's Church of England Primary School			
Address	Main Street, Bootle, Millom, Cumbria LA19 5TG		
Date of inspection	5 March 2020	Status of school	Voluntary Controlled Primary
Diocese	Carlisle	URN	112290

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

School context

Captain Shaw's is a primary school with 35 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 above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Ofsted judged the school as requires improvement in September 2019. The village nursery provision was relocated to the school site in 2017 to become a governor led provision. Pupils are taught in two mixed-age classes. The headteacher has an 80% teaching commitment.

The school's Christian vision

'Therefore encourage one another and build each other up.' (Thessalonians 5:11)
Within the Christian environment of our school, which lies at the heart of our community, it is our wish for children to be happy, secure and prepared for life. We support children to value and love themselves, their families and their community and to build their knowledge and acceptance of the wonderful diversity of the wider world. 'When you go through deep water, I will be with you.' (Isaiah 43: 2)

Key findings

- Leaders have created an inclusive Christian vision founded upon established Christian values and rooted in biblical teaching. The vision inspires all aspects of church school improvement. Although articulated by staff and governors, it is not expressed explicitly in the public domain. Members of the wider community do not, therefore, understand the way the Christian vision drives practice and provision.
- God's love is clearly evident in the highly supportive, nurturing relationships which support pupils, their families and the adults working in school. The vulnerable and those with special needs and/or disabilities are very well-supported so that everyone can flourish and blossom.
- The creative curriculum, designed to meet the needs of the school community, supports pupils' spiritual and personal development well.
- Engaging daily collective worship, supported by strong links with the church, inspires pupils and helps them to understand the teaching of Jesus.
- Effective teaching in religious education (RE) excites and inspires pupils. They gain a good understanding of important Christian concepts and begin to understand and respect different faiths and cultures.

Areas for development

- Ensure that the school's Christian vision and distinctiveness is fully and explicitly expressed on the website and in public documents. This is so that all members of the school community can understand and celebrate the way the vision is driving practice.
- Strengthen the evaluation of collective worship. This is to more clearly assess the impact of daily worship on pupils' attitudes and inform planning to ensure continuous improvement.

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

Captain Shaw's is a happy place of love and learning at the heart of village life. The Christian vision, reviewed last year by staff and governors, is based on the school's long-standing Christian values and distinctive character. It is rooted in biblical teaching. However, although the inclusive, aspirational vision is driving school improvement and inspiring change, it is not fully understood by the wider community. The vision and distinctly Christian character of the school are not fully explained on the school's website or in public documents, such as policies. The determination to raise standards and improve outcomes for pupils is inspired by the vision. This is most clearly evident in curriculum development and the priority given to the mental health and wellbeing of pupils and adults.

The vision for building knowledge of the world and acceptance of diversity is developing a bespoke curriculum designed to broaden horizons and inspire a sense of self-belief. Enriched by frequent outdoor learning, pupils learn to appreciate the wonders of creation and take responsibility for themselves and others. They take positive action and are regularly involved in community projects, such as the Drigg beach project. Involvement in the project has deepened pupils' understanding of the effects of plastics pollution. Pupils are inspired by their collaborative, active learning experiences. They explain excitedly how they plan and prepare the weekly community lunches, using vegetables they have grown and giving due consideration to dietary concerns. As a result, Key Stage 2 pupils have a very clear idea of the dangers of allergens and how to keep people safe. The creative curriculum supports pupils' spiritual and personal development well. Cross-curricular topics, through which Christian values are threaded seamlessly, provide repeated opportunities for pupils to explore issues such as injustice. Many pupils explain that they support local and national charities because they want to help those less fortunate 'like Jesus did'. They become confident, increasingly reflective learners who share their ideas and skills to support others. Parents confirm that their children blossom and become more resilient because the school identifies and nurtures each child's talents and abilities.

Although not all pupils achieve and make expected progress, the commitment to achieving the vision for all to be happy and prepared for life is evident in the levels of nurture and support provided. Vulnerable pupils and those with special needs and/or disabilities are nurtured and fully included. Parents are highly appreciative of all the support they and their children receive, explaining that they feel part of the school's 'big, happy family'. Attendance is good overall because pupils enjoy all that the school offers, including a range of extra-curricular clubs and activities accessed by everyone. The provision of a school minibus ensures that isolated families are fully included in all school activities.

Governors are a visible presence in school. They meet regularly with staff and pupils, share book scrutinies and engage in reviews of provision. As a result, they have a very good idea of how the vision is being lived out. Governors know that the revitalised Christian vision and established Christian values underpin all improvement planning and decision-making. The vision for everyone to value themselves inspires the focus on emotional health and wellbeing. This can be seen in curriculum design and use of approaches to build resilience and self-esteem. The daily mile, undertaken by staff and pupils, including the nursery, is an example. Governors have established effective monitoring and evaluation processes for RE and some other aspects of church school performance. Feedback from their visits informs church school self-evaluation and improvement planning. Governors have secured effective leadership for RE and collective worship. Both make significant contributions to achieving the vision and to pupils' spiritual, emotional and personal development. Issues from the previous denominational inspection have been addressed. As a result, pupils have a clearer understanding of the multi-cultural nature of Christianity.

Pupils are excited by their work in RE. The balanced curriculum ensures that they acquire key skills and effectively supports progress. They have a good understanding of Christian concepts and belief. Through the study of Judaism, Islam and Buddhism, pupils develop an understanding of different cultures and beliefs. Varied creative approaches ensure that pupils share and express their ideas openly, often debating big questions. In doing so they learn to disagree well.

Partnerships with the diocese, other local church schools and the Partnership of Millom Schools support professional and curriculum development and governor training. Leaders seek ways to overcome financial and distance barriers to participation in training, to support staff in their professional development. For example, a member of staff is attending a middle leadership course. The small, harmonious staff team supports each other personally and professionally, secure in the knowledge that their efforts are valued and respected by governors and parents.

Collective worship is a valued feature of the daily life of the school. Worship is fully inclusive and participatory. Pupils say that they enjoy their worship times. A reception pupil explained, 'Worship is when we're together, thinking about Jesus and God.' Themes based on Christian values and biblical teaching ensure that pupils have a very sound knowledge of Jesus' life and teaching. Year 5 pupils explain that they try to use Christian values, such as forgiveness and friendship to follow Jesus' example and live happier lives together. As a result, their behaviour is excellent. Pupils confidently take responsibility for planning and leading worship. They do so in small, mixed-age groups, so that even the youngest pupils begin to take leadership roles. Pupils worship regularly in church, often on significant dates in the Christian calendar. As a result, they learn more about festivals such as Epiphany and All Saints Day. The vicar leads worship in school and in church and supports learning by, for example, providing experience of the Eucharist. As a result, pupils are familiar with some Anglican and multi-cultural Christian traditions. For example, they talk about a gospel version of the Lord's Prayer heard recently. Prayer and reflection are key features of daily worship. Pupils know traditional prayers, and many write their own prayers, such as those used at the Friday community lunch. Collective worship is monitored by leaders. However, although some informal verbal feedback is taken from pupils, it is not recorded. As a result, the evaluation of the impact of collective worship is limited and so opportunities to influence continuous development are missed.

The school is well-placed to move confidently into the future because the Christian vision is helping to transform pupils' lives by broadening their horizons and preparing them for future challenges.

Headteacher	Adelaide Morris
Inspector's name and number	Anne B. Woodcock 445