

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Temple Sowerby Church of England Primary School			
Address	Temple Sowerby, Penrith, Cumbria. CA10 1RZ		
Date of inspection	11 July 2019	Status of school	Voluntary Controlled primary
Diocese	Carlisle	URN	112266

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 Judgement		
The impact of collective worship	Grade	Good

School context

Temple Sowerby is a rural primary school with 42 pupils on roll and a school-run nursery with ten children. 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 above national averages.

The school's Christian vision

Living for learning, learning for life.

Our vision is rooted in deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards, a wide range of experiences and encourage all children to flourish and discover life in all its fullness (John 10:10).

Key findings

- The school's deeply embedded Christian vision and values impact all areas of the school's life, community and work. This positively influences relationships, decision-making, policy and practice throughout the school.
- The shared passion and powerful commitment of the headteacher, along with his highly dedicated and enthusiastic staff, creates and sustains a vibrant school which lives out its vision. This enables all to flourish, succeed and discover life in all its fullness.
- Through its vision and values, the school works tirelessly in ensuring that vulnerable pupils and families are fully supported and included, enabling them to engage with and make progress in their education and learning.
- Governors and leaders effectively monitor and evaluate the school's work and the impact of the Christian vision to ensure that it is constantly developing and responding to the needs of its community.
- Collective worship strongly reflects the school's vision and values, inspiring spiritual growth in pupils and adults. Through this, they are able to relate the teaching of Jesus and the Bible to their own life and experience. The scope and opportunity for pupils to be involved in the leadership of worship have not yet been fully developed.

Areas for development

- Extend the role of pupils in the planning, leadership and evaluation of worship in order to further promote their spiritual development.
- Continue to develop opportunities for pupils to engage with big questions, enabling them to think more deeply beyond their own life and experience

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 strength and impact of Temple Sowerby's Christian vision is evident throughout the school. It shapes and informs all that is done. It creates a warm nurturing community in which each person can flourish and discover life in all its fullness. The vision, which is firmly embraced and understood by all, is firmly rooted in the Bible and gospel values. Through it, all members of the school community are inspired to have a deep care and concern for one another. A governor summarised this saying, 'The Christian ethos accompanies and supports the children throughout their life here'. Highly supportive relationships create a positive family atmosphere in which all are known, nurtured and inspired. Governors know the school well and through robust monitoring and evaluation they ensure that the school's vision is at the heart of all decision making. Leaders, governors and staff are committed to continuous improvement and to enabling each pupil to achieve their God-given potential. This results in a safe, purposeful environment in which there is a joy of learning and where pupils experience flourishing and life in all its fullness. As a result, they make strong academic progress. In a further outworking of its vision and values, the school and its families have worked hard to be at the heart of the life of this rural village. Through its mutually beneficial links with the church, the community is drawn together.

The school curriculum is broad, imaginative and effective at meeting the needs of all pupils. This results in a high level of focus, motivation and behaviour. The school's strong commitment to being fully inclusive means that the headteacher and staff go to great lengths and make bold decisions to ensure that every pupil's individual needs are met. The significant investment of additional time, with families and support agencies, means that barriers to learning and inclusion are minimised. Thus, all pupils, especially the most vulnerable, are given dignity and self-worth as children of God. Spirituality is given a high priority and the beautiful, creatively developed garden, along with visual cues throughout the school, inspire reflection. They help to promote the calm atmosphere in the school and deepen opportunities for pupils to develop their spiritual language and experience. The extensive and varied programme of extra-curricular opportunities enriches pupils' learning and experience.

Parents welcome the way that the school prioritises character development and spiritual and moral values in addition to academic achievement. Pupils naturally recognise and apply the school's Christian values and are motivated to persevere with their learning, instinctively supporting one another. 'The Golden Rule, do to others what you would have them do to you, is important around here,' said one pupil, 'it guides our decisions and how we treat each other.' Big questions are sometimes explored, however, opportunities for pupils to do this regularly at a deeper level have not yet been fully developed. In supporting a range of charities locally, nationally and globally, pupils gain a grasp of issues relating to disadvantage and deprivation. Links with a school in The Gambia are becoming well established. This, along with a regular focus on current affairs, helps pupils to gain an understanding of injustice and the world. Pupils show an understanding of disadvantage and deprivation and in response are becoming courageous advocates. They have begun to engage with the climate change agenda and the exploitation and stewardship of God's creation. This motivated some pupils to initiate action on litter and waste in the area.

The Christian vision, values and ethos are well-lived out in the school with pupils having a concern for the wellbeing of each other. Thus, on the rare occasions when things do go wrong, forgiveness and restoration of good relationships are quickly and effectively secured. One pupil summarised this saying, 'We never want anyone to feel left out or sad. That doesn't help, and it's not loving your neighbour.' Staff, pupils, governors and parents speak of their experience of the school's vision through the high priority given to well-being and good mental health. This demonstrates that every individual matters. Staff speak of their strong mutual support and how everyone looks out for those who may be experiencing difficulty, offering care and support where needed. This helps to ensure that no one who may be struggling goes unnoticed.

Governors, leaders and staff are conscious of the predominant White British context of the local area. The school is successful in creating opportunities to develop and broaden pupils' understanding of difference and diversity in a number of ways. Learning programmes and resources are carefully selected and visits to cities and faith centres

are successful in promoting an awareness of other cultures and faith practices. As a result, pupils are beginning to gain an awareness of difference and diversity.

The school's Christian vision and values are the heartbeat of collective worship, which is a key part of each day. Pupils are enabled to make highly effective links between Christian values and their own lives and experience. Collective worship is firmly rooted in Jesus' teaching and is underpinned with opportunities for prayer, delightful singing and reflection. Various staff, local clergy and visitors, such as one of the team from Northern Inter-Schools' Christian Union, support in its leadership. This helps pupils to understand and experience different styles of Christian worship. Pupils say that they enjoy planning worship and being involved in readings and presentations. However, at present, they are given few opportunities to do so. Governors, parents and members of the village frequently attend, and pupils say that they value these times of worship and reflection.

RE is effectively led and monitored, with a carefully planned curriculum which is in line with national expectations of the Church of England. Work done in the subject is effective in motivating and challenging pupils who enjoy lessons. They gain a clear understanding of the importance of faith in the world. Teachers use effective questioning to deepen understanding and skills. Pupils talk about how they can express views and opinions confidently, safely and respectfully. They develop a clear understanding of Christianity as a living, worldwide faith which believers experience in diverse and varied ways. Other world faiths are taught, helping pupils to compare, contrast and evaluate their own understanding of spiritual matters.

Headteacher	Karl Laithwaite
Inspector's name and number	Peter Coates 937