



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crosscanonby St John's Church of England School	Garborough Close, Crosby, Maryport, Cumbria CA15 6RX
Current SIAMS inspection grade	Good
Diocese/Methodist District	Carlisle
Previous SIAMS inspection grade:	Good
Local authority	Cumbria
Date/s of inspection	6 October 2016
Date of last inspection	3 July 2012
School's unique reference number	112273
Headteacher	Chris Steele
Inspector's name and number	Caronne Field 866

School context

Crosscanonby St John's Church of England Primary School is a very small rural school situated near Maryport in West Cumbria. The 55 pupils are predominantly of White British heritage and from mixed socio-economic backgrounds. They are taught in four mixed age classes. The proportion of special needs and/or disabilities and those pupils in receipt of additional funding via the pupil premium is above the national average. The headteacher has been in post since January 2016.

The distinctiveness and effectiveness of Crosscanonby St John's as a Church of England school are good

- The effective leadership of the new headteacher, supported by governors, staff and parents, has developed the school's Christian character and made a good impact on school improvement.
- Distinctive Christian values permeate relationships across the school community and result in the school being a happy and secure learning environment.
- The strong, purposeful and mutually beneficial links with the church and local community enrich collective worship and the wider curriculum.
- The school's highly inclusive character has a positive impact on pupils' spiritual development and well-being.

Areas to improve

- Develop self-evaluation and monitoring of the school's distinctiveness and effectiveness as a church school in order to ensure that they are an integral part of the development planning process.
- Extend opportunities for pupils to plan and lead collective worship so that they develop their understanding of the nature and purpose of worship.
- Develop a deeper understanding of Christianity as a world faith by extending pupils appreciation and understanding of different expressions of Christianity globally.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Christian values are evident in highly supportive and nurturing relationships between all members of the school community. Parents speak of the welcome they and their children always receive and the willingness of staff to listen and respond to individual needs. Children say, 'We are like a big family. Everyone is really happy and gets on well together.' Staff and parents agree that the school's core Christian values encourage children to be tolerant, kind and caring towards others. Worship, lessons and displays celebrate the school's Christian character and help to reinforce the links between each value and Biblical teaching. As a result, children develop a practical understanding of each Christian value and an appreciation of its impact on their lives. They describe how Jesus gave us an example in stories like the Widow's Mite, explaining, 'We can show our own generosity by helping others and offering friendship.' In this friendly, secure learning environment, behaviour is exemplary and children achieve well. The school's commitment to meeting the needs of all children, including the most vulnerable, results in pupils making good levels of attainment and progress. Children's religious education (RE) challenges children to think deeply about big questions, for example, 'How might a person trust in God?' and is making a good contribution to children's spiritual, moral, social and cultural development (SMSC). Strong partnerships with the church and local community enhance RE and promote the Christian character of the school. After-school Discovery and Adventurers Clubs are very popular and provide a variety of high quality experiences that allow children to explore questions of meaning. Children are developing a respect for faiths and cultures different from their own. Clergy and other visitors give children an understanding of different Christian traditions through RE and collective worship. This is mainly at a local level and there are fewer opportunities to learn about Christianity as a global world faith.

The impact of collective worship on the school community is good

Collective worship is a valued and integral feature of daily life for the school community. Children enjoy their worship experiences and participate in different ways through role-play, reflection and prayer. These activities help to underpin Christian values and enable children to understand how the teaching of Jesus can be a guide to daily life. Leadership of collective worship draws on the experience of staff, clergy and other Christian groups. The mutually supportive partnership with St John's Church significantly enriches worship experiences. Celebrations such as Experience Easter, with a variety of activities relating to the Easter story, effectively contribute to children's understanding of Christian beliefs. Consequently, children have a developing knowledge of the Bible and of the life of Jesus. They have some understanding of the nature of God. They enjoy sharing these experiences with parents and friends during special school services in church. Children express their ideas imaginatively, for example, making a large cross depicting the life of St John for the leavers' service. This results in worship that is memorable and an effective expression of children's thoughts and feelings. However, the school does not provide regular opportunities for children to plan and lead collective worship and this is an area for development. Children write and use their own prayers and understand the importance of times of reflection. A group of older children illustrated the Lord's Prayer with illuminated lettering and this provides a special focus for prayer in the school hall. Reflective displays around the school encourage children to think about how they can thank God. Children also appreciate opportunities to experience prayer and reflection during visits to the local church and Carlisle Cathedral. The vicar and headteacher review worship regularly. This ensures that future planning reflects any necessary changes for sustained improvement.

The effectiveness of the leadership and management of the school as a church school is good.

The new headteacher is committed to providing an inclusive learning environment, based on Christian values. He and his staff team lead by example and provide outstanding role models for pupils. They describe the school's distinctive Christian ethos as an intrinsic part of school life. Governors are highly dedicated and show a significant

degree of pastoral concern for all members of the school community. Consequently, everyone feels valued and accepted. There is a shared vision and sense of purpose, which promotes the personal, spiritual, and academic achievement of each child. Church school issues are included in the school development plan and reviewed regularly. Self-evaluation correctly identifies areas for improvement. However, some evaluation has been verbal rather than recorded and therefore does not impact fully on development planning. RE and collective worship have a high priority within the school and conscientious leadership ensures that both areas continue to improve. High standards of marking and feedback in RE ensure children understand next steps in learning. Support and training from the diocese along with mutually beneficial relationships with other schools play a key role in church school development. The school has a strong commitment to Christian service. This is characterised by the weekly lunch provided by the school for senior citizens and the school's breakfast club. Children appreciate being involved in decision-making and know that their ideas are important because they are acted upon. They say that they like to, 'think about what they can do to make a difference', and enjoy playing an active role in church services and charitable events. Parents and friends say that their new headteacher, 'gets everyone involved in school life.' This engenders a strong sense of community spirit.

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