

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ennerdale and Kinniside Church of England VC Primary School	
Address	Ennerdale Bridge, Cumbria CA23 3AR
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Ineffective
The impact of collective worship	Ineffective

School's vision
We are a unique school where we listen, love, care and share following the examples of Jesus Christ
Key findings
<ul style="list-style-type: none"> • The school's vision makes links to its Christian roots by referencing Jesus as a role model. Governors' evaluation of the effectiveness of the school does not fully embrace the Church school aspect, resulting in its distinctiveness being unclear. • The governing body is small and the school is recruiting more governors. Currently, governors' effectiveness is compromised by not meeting their responsibilities with regard to the provision of collective worship and religious education (RE). • Collective worship is broadly based in the Christian faith. It is inclusive and brings the school together. However, a daily act of worship is not presently available for every year group. Likewise, pupils have limited openings or designated spaces for personal prayer and reflection during the school day. As a result, opportunities for spiritual growth are underdeveloped. • RE is a regularly timetabled part of the whole school curriculum. However, RE does not meet the requirements for provision of RE in a Church school for all year groups. • The school's Christian values assist pupils in developing a respect for diversity and their knowledge and understanding of the wider world.
Areas for development
<ul style="list-style-type: none"> • Enhance governors' knowledge and understanding of the school's distinctive Christian including establishing systems to monitor the effectiveness of the vision. This is in order that they are equipped to ensure the school meets the requirements of a Church school. • Embed the Christian distinctiveness of the vision across all aspects of school life including collective worship and RE. This is to enable leaders to enrich the school community's experience of a Church school, supporting all to flourish. • Expand meaningful opportunities for prayer and reflection in order to enhance pupils' and adults' spiritual development.



Inspection findings

The school's Christian vision is displayed in the entrance hall. It has biblical roots in aspiring to follow the examples of Jesus. Some reference is made to the vision during the school day. However, the extent to which adults, including governors, can articulate the vision is inconsistent. As a result, the effectiveness of the vision is limited as the school has not maintained its Christian foundation. This is reflected in the shortcomings in the provision of RE and arrangements for collective worship. Likewise, the vision does not underpin policies and the resulting practice. The school's vision promotes a caring ethos, however pupils and adults are unable to articulate its Christian roots. Christian values have a half termly focus. Pupils understand them and can explain the way the current value of trust features in collective worship. One pupil commented that values 'make us a nicer school'.

The school enjoys positive partnerships across the local community and the local church, which welcomes the school. However, pupils and adults are unsure of how the school's Christian foundation supports these partnerships. The recent school's harvest service and scarecrow festival provided valued opportunities for the community to come together. Pupils and their families have a sense of connectivity with church. It is left open and as a result, families on a weekend walk feel at home in using it for shelter from inclement weather. The school's leadership is committed to developing staff including for future leadership in Church schools. However, leaders have limited engagement with the local diocese, resulting in the school not keeping abreast of developments in Church school education. Although there are a small number of governors, they are committed to the school and engage in monitoring and self-evaluation. The extent to which governors evaluate the effectiveness of the school as a Church school is less developed. Consequently, this impacts on the ability of leaders and governors to ensure that the school maintains its distinctive Christian foundation.

The vision supports pupils in their learning. It recognises that not only is the school unique but also that everyone is individual. As a result, the school is inclusive and does much to support pupils' specific needs. However, leaders are unable to articulate how this is linked to the Christian foundation of the school. The school provides curriculum opportunities that enrich pupils' learning. For example, visits to places such as Lowther Castle and 'Forest Schools' sessions are regular events that deepen pupils' curriculum experience. Opportunities to provide openings to develop spirituality exist in these experiences. The level to which planned activities to grow pupils' spirituality is woven through the curriculum is underdeveloped. The caring and sharing elements of school's vision are effective in supporting pupils' character development. The school's outward looking approach has resulted in its fundraising benefiting a variety of causes. The school encourages pupils to make a difference. As a result, charitable giving reflects pupils' own experiences, such as supporting a local hospice. The vision also facilitates pupils' compassionate response to the wider world. It enables pupils to ask some big questions and develops their understanding of disadvantage and deprivation. As a result, pupils questioned the unfairness of the war in Ukraine and initiated fundraising activities in school. Although the school encourages pupils in charitable activities, there are few opportunities for pupils to engage in social action as courageous advocates for change.

Positive relationships are lived out throughout the school. There are positive bonds between pupils and adults. Pupils support one another, resulting in a 'caring and sharing' approach ensuring a family feel across the school. Pupils appreciate the need for forgiveness and reconciliation. One pupil explained that there is always someone to help you and that it 'lifts your spirits'. The school recognises its role in supporting good mental health and, as a result, has committed funding to provide training opportunities for staff. A culture of respect is evident throughout the school. However, how relationships are underpinned by a distinctively Christian vision is not clearly understood or articulated by pupils or adults. However, pupils did speak of how they were welcomed having moved into the area. Likewise, pupils have a good understanding of and respect for diversity. One pupil spoke with conviction in saying that, 'we are all the same and should be treated the same.'

Collective worship offers the school a time together to listen and share. Opportunities for a daily act of worship to take place are inconsistent. Elements of worship can include Bible stories, a prayer, song and opportunities to introduce one of the school's values. Pupils access some different traditions through visits from the local clergy. Collective worship is used to respond to news events locally, nationally and globally. Pupils value prayer and in some instances it supports them beyond worship. For example, sharing a prayer with an elderly relative and carrying a prayer of comfort with them in school. However, pupils have limited times and spaces around the school to engage in personal reflection and prayer, restricting their opportunities for spiritual growth. Pupils have little knowledge of the Christian understanding of the Holy Spirit. Pupils have few opportunities to plan and lead worship or provide feedback. Likewise, the planning, monitoring and evaluation of collective is informal, restricting opportunities for developing practice. There is a lack of consistency across the school in ensuring that a daily act of worship takes place. As a result, this reduces the opportunities for both adults and pupils in developing spiritually. Therefore, the school does not meet requirements for collective worship as a Church school.

RE to be a safe space for pupils to explore the subject. It is a weekly feature in the school's timetable. Pupils enjoy RE and are taught a range of multi-faith topics. Their experiences are enriched through trips and visitors. Experiences such as a workshop led by a Muslim visitor, enhances pupils' insight. As a result, they have a deepening knowledge and respectful understanding of a range of faiths. A review of provision for the RE curriculum has resulted in new resources being used. The balance of topics does not currently reflect expectations for a Church school. Subsequently, pupils have a limited understanding of Christianity as a living world faith. Therefore, the school does not meet requirements for a Church school, outlined in the document, 'Religious Education in Church of England Schools: A Statement of Entitlement'.

Contextual information about the school

School	Ennerdale and Kinniside Church of England VC Primary School	Inspection date	19 October 2022
URN	112293	VC/VA/Academy	Voluntary Controlled Primary
Diocese	Carlisle	Pupils on roll	54
Headteacher	David Moore		
Chair of Governors	Danielle Heap		
Inspector	Jo Williams	No.	863