

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| <b>Wreay Church of England Primary School</b>  |                          |
|--|--------------------------|
| Address  | Wreay, Carlisle, CA4 0RL |
| 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  | Good                     |
| The impact of collective worship   | Good                     |

| School's vision  |
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| <p>Children are a gift from the Lord; they are a real blessing. (Psalm 127:3)</p> <p>Children are unique, gifts from God, and we value and care for them accordingly, fostering a respect for, and understanding of Christianity, individual spirituality and the values and faiths of other people. We want each child to achieve their potential and use what God has given them to flourish.</p>  |
| Key findings   |
| <ul style="list-style-type: none"> <li>• Effective partnerships have a significant impact on the daily life of the school. There is effective support from the multi-academy trust, that works in harmony with the school's Christian vision. Therefore, all share in a common goal for all to flourish.</li> <li>• Strong relationships are deeply rooted in Christian love. Therefore, the wider school community flourishes through a safe and trusting environment.</li> <li>• Collective worship is an important feature of the day. The school community values their unique Christian heritage. They relish time spent in the church that shares the same origins. However, there are few opportunities for pupils to plan and lead worship.</li> <li>• Pupils access age-appropriate information about current world events. Involvement in a national youth scheme facilitates some pupils in taking a lead in charitable activities. However, the majority of pupils have few opportunities to champion relevant causes or engage in social action.</li> <li>• There are refreshed approaches to religious education (RE) through the recent introduction of a new curriculum. These enhance pupils' curiosity of the subject and desire to delve deeper into big questions. Currently, RE does not afford pupils a thorough knowledge of Christianity as a worldwide religion.</li> </ul> |
| Areas for development  |
| <ul style="list-style-type: none"> <li>• Facilitate pupils' involvement in planning and leading collective worship to support their spiritual development.</li> <li>• Build on current practice to facilitate all pupils in engaging with age-appropriate social action. This is to enable them to make a difference to the lives of others.</li> <li>• Extend opportunities in RE to ensure that pupils gain a clear understanding of Christianity as a worldwide faith.</li> </ul>   |

## Inspection findings

The Christian vision is steeped in the school's heritage dating back to local philanthropist Sarah Losh. This history is treasured by the school community, who embrace their uniqueness, extending it in celebration of the individual. This is a solid base from which every pupil feels personally cherished. The vision is clearly underpinned by a thoughtfully chosen Bible verse that is understood by all. Key words from the vision and verse are used in different contexts throughout the school day. Similarly, the vision uses associated Christian values to enhance key themes such as thankfulness and respect. One pupil correctly observed that the values 'point us in the right direction'. As a result, the vision is at the core of the school's everyday life, from policy to practice. It is accessible to all and has a significant impact through a shared understanding.

The partnership with the trust is mutually beneficial. Its structure provides highly effective support, whilst upholding the school's own distinct Christian character and vision. Continued school improvement is secured by governors and the wider trust members, through robust systems of self-evaluation. Leaders ensure that the local governing board access information regarding the school's effectiveness as a Church school. Leaders are driven in facilitating pupils fulfilling their potential. This is exemplified in bold financial decisions that respond to specific pupil need, enabling them to flourish. Successful collaboration with other schools in the trust secures effective staff training. Leaders ensure that governors and staff access training run by the local diocese. As a result, staff and governors understand the nature of Church school education.

The curriculum is deeply rooted in the vision. It is inclusive and is adept in growing pupils' individual gifts and talents. Parents of pupils with special education needs and/or disability (SEND) are attracted to the school. The school has a particularly nurturing approach and this is noticed and appreciated by parents. Pupils spoke of using the Christian values, such as perseverance, to support them in their learning. One parent accurately described the school's approach as giving 'children the opportunity to shine'. The school facilitates pupils in flourishing through bespoke provision. Extra-curricular activities are aspirational. For example, the choir is led by a music specialist, resulting in high quality performances.

The vision drives the school in ensuring that pupils have a broader perspective, than the immediate vicinity. Consequently, pupils engaging with the national youth scheme, Rotakids', are empowered to take the initiative in fundraising for local causes. There are many examples of pupils' compassionate response to disadvantage through their charitable activities. Weekly access to a young people's televised news programme ensures that pupils have current knowledge of world events. However, they have few opportunities to respond to issues or engage in social action that makes a difference to others' lives.

The vision celebrates pupils as a gift from God. The school extends this idea in the way they value each individual in their wider community. Parents spoke of how the school went the 'extra mile' during the recent pandemic. It was something that they came to rely upon for vital support. A member of staff correctly reflected that at Wreay school 'we all matter'. This is mirrored in positive relationships across the school, resulting in pupils thriving. Leaders model the vision's mandate to 'foster respect'. Staff are approachable and want to help, consequently, all feel listened to and valued. A recent innovation challenges pupils to 'make God smile'. This is particularly beneficial in promoting good behaviour. On the rare occasions where there is conflict, it is an effective tool in supporting forgiveness and reconciliation.

The vision challenges school leaders to ensure pupils gain a respect for diversity. A study of the Windrush generation is just one example of how the school explores challenging subjects

such as racism. Carefully chosen literature, including authors like Floella Benjamin, support pupils' understanding of difference. As a result, pupils have a good understanding of diversity and are respectful of difference.

The vision cherishes and promotes spiritual development. This is lived out through collective worship and planned curriculum opportunities. The school community relish their time together and pupils speak particularly fondly of time spent in 'their church'. Parents look forward to joining the Friday service which is well attended. Worship is well-planned with a balance of themes drawn from Christian values and the church festivals and seasons. This deepens pupils' understanding of values and how they can apply them to their own lives. There is variety in worship, with termly contributions from a local Christian puppet team as well as an outreach worker. Pupils look forward to visits from the vicar who regularly leads worship. Thus, pupils have a growing familiarity with words and traditions used in church. This includes using words and a song that supports pupils' understanding of the Holy Trinity. Worship is invitational with thoughtful strategies in place to ensure that it is also inclusive. Prayer and reflection are key features of worship. Younger pupils are encouraged to use appropriate and well-considered structures to help them in spontaneous prayer. Pupils spoke of using prayer in their own lives. For example, sharing worries about a pet with God or at bedtime, giving thanks for good things and passing on bad things. Reflection spaces around the school also provide pupils with moments of stillness, such as, sharing thoughts on a speech bubble. This promotes pupils' increasing spiritual development. However, pupils have limited opportunities in which to plan or lead worship.

RE is an effective vehicle in realising the school's vision. Pupils enjoy the refreshed approach brought about by the introduction of a new curriculum. Consequently, pupils are fully engaged in activities that require them to think deeply by exploring big questions. The well-planned curriculum meets the requirements outlined in the Church of England Statement of Entitlement for RE. School leaders are relentless in sourcing meaningful experiences in RE to support pupils' understanding of world religions and worldviews. Recent workshops led by a Muslim visitor ensured pupils' gained a pertinent understanding of the religion. However, pupils are less secure in their understanding of Christianity as global faith. The vision ensures that respect creates a safe space for pupils to explore theological and philosophical ideas. There is rigour in the subject through effective monitoring and ongoing assessments. RE is well-led, with staff being fully supported, including accessing training from the local diocese. Consequently, staff are confident in teaching the subject.

One member of staff correctly commented 'you can feel the spirit at work in the school'. This illustrates how the vision, from Sarah Losh's foundations, continues to enable all at Wreay School to flourish.

| Information                            |  |                 |              |
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| School                                 | Wreay Church of England Primary School | Inspection date | 9 March 2023 |
| URN                                    | 147397                                 | VC/VA/Academy   | Academy      |
| Diocese/District                       | Carlisle                               | Pupils on roll  | 91           |
| MAT/Federation                         | Good Shepherd MAT                      |                 |              |
| Executive Headteacher / Head of School | Rob Blake / Cath Gosson-Low            |                 |              |
| Chair of Governors                     | Bob Hewson                             |                 |              |
| Inspector                              | Jo Williams                            | No.             | 863          |