

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Bishop Harvey Goodwin Church of England Primary School	
Address	Harold Street, Currock, Carlisle CA2 4HG
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
<p>'Bonum Vincit et Amour Dei' Good wins within the love of God.</p> <p>The Bishop Harvey Goodwin School is a nurturing, inclusive and loving school which serves the community of inner-city Carlisle. Our vision inspires us to be aspirational for all in every aspect of school life because we have faith in the goodness we see in our loving God and know that he shows his goodness to all. We want our children to look up at the stars, not just in the gallery but also in their lives.</p> <p>'Trust in the Lord and do good' Psalm 37:3</p>
Key findings
<ul style="list-style-type: none"> • The clearly expressed and deeply embedded Christian vision is underpinned by an impressive theology that includes Christian teaching, church tradition and local faith heritage. The vision has a life-changing impact on pupils, adults and families. • The wellbeing of staff is of central concern to leaders. The nurturing Christian vision extends to all members of staff who are supported and sustained both professionally and personally. • The inclusive Christian vision encourages all pupils to develop exceptionally well in all aspects of their lives. Multiple opportunities are provided to enable pupils to discuss big questions, challenge injustice and develop aspiration. • The rich and engaging collective worship programme is both outstandingly well-crafted and constantly developing. This sustains a deep culture of reflection and spiritual development for both adults and pupils. • A rich and well-structured religious education (RE) curriculum enables pupils to make good progress. However, opportunity to consider a wide range of worldviews is insufficiently developed.
Areas for development
<ul style="list-style-type: none"> • Ensure that the RE curriculum includes confident consideration of a wide range of worldviews. This will help pupils develop knowledge and understanding of the diversity of belief and faith on a global scale. • Share excellent practice with other church schools in partnership with the local diocese. This will strengthen partnerships and help to maintain the drive for constant improvement.

Inspection findings

Under exceptional and inspirational leadership, the dynamic Christian vision impacts positively on the lives of all pupils, adults and families. As a result, the school has a transformational influence on the local community. The vision is rooted firmly in Christian theology, church tradition and the original foundation established by local faith heritage. The unwavering commitment to inclusion, and ‘never giving up on a child’, traces its roots to the vision and work of Bishop Harvey Goodwin after whom the school is named. Pupils clearly embody the vision and can explain ways in which it impacts on their lives and relationships.

The governing body and senior leaders are driven by the vision in developing all aspects of the work of the school. Development as a Church school guides and sustains all planning for improvement. Inclusivity and aspiration in the vision guide financial decision making. Strong partnerships with the diocese, local authority, churches and other schools, guided by the vision, are mutually beneficial. Staff are very well supported and sustained, both professionally and personally, in a relentlessly compassionate culture informed by the vision. There is a strong track record of the school empowering staff, through encouragement, training and coaching. Some have then taken on leadership roles in other church schools with confidence. They are motivated by a compelling vision for the potential of church school education. Regular robust self-evaluation, involving staff, parents and pupils, enables leaders to take clear actions to further develop a highly effective Church school.

The school’s rich and creative curriculum has been carefully developed with the specific needs of pupils in mind. Their experiences and learning are enhanced by a varied extra-curricular offer. They enjoy learning and are strongly encouraged to build resilience by learning from failure and mistakes. As a result, the school has been able to address, with success, many of the longer lasting impacts of the pandemic. There is a fiercely strong commitment to meeting the needs of vulnerable pupils. A wide range of intervention strategies, delivered by a large team of dedicated support staff, ensure that all pupils are supported and able to make progress.

Over time the school has developed a coherent and clearly expressed understanding of spirituality. This enables adults and pupils to discuss and reflect deeply on issues, ideas and experiences with a shared language. The care and attention paid to spiritual wellbeing serves to sustain the whole school community. Regular, rich opportunities are provided for spiritual development, not only in worship, but in curriculum lessons and beyond. The school environment includes interactive displays, a prayer room and reflective spaces in each classroom. Together these contribute to an exceptionally vibrant context for meaningful spiritual experience and development for both adults and pupils. High value is given to this aspect of the life of the school, which is carefully monitored, with the impact regularly evaluated.

Commitment to the inclusion, nurture and aspiration of all pupils ensures that the development of character is a foremost concern. Pupils flourish as a result of the vision and the idea of ‘good winning in the love of God’ guides their actions and responses. Strong relationships and trust have been developed between staff and pupils. As a result, time and space are given to listen to pupils and encourage the resolution of conflict. The caring, authentic and open culture enables staff to act consistently as good role models of expected behaviours and flourishing relationships.


The inclusive vision ensures that pupils support each other in their development as a matter of course. Discussion of big questions with other pupils is encouraged in worship times. Older pupils regularly care for younger pupils and those with specific responsibilities train their successors. The impact of this is evident in the many ways pupils are able to flourish and live well together across the whole school. There is a well-considered programme of opportunities for pupils to examine examples of injustice, local or global, and take appropriate action. Driven by the vision, this activity, whether class based or at a whole school level, is meaningful and effective. For example, pupils took part in wheelchair basketball training to better understand aspects of disability.

The wellbeing and mental health of staff and pupils is a priority for leaders. Annual appraisal is provided for all members of staff, and a wellbeing target is set for each. This widespread and sustained consideration of staff needs contributes to a strong sense of wellbeing. The level of care and consideration

for all members of the school community is exceptional. This often extends to the families of pupils, many of whom are supported by the vision-led work of the school.

The collective worship programme is rich, varied and outstandingly well-crafted. This includes a very wide variety of experiences, settings, leaders and approaches. By invitation, all pupils and adults are able to learn, contribute and develop spiritually in the context of worship. Worship themes and key concepts are often linked with work in the curriculum and other whole school activities. This results in worship running as a golden thread through the life of the school. Regular training and evaluation enable leaders to constantly develop the worship programme, maintain its relevance and improve its effectiveness. For example, the decision to include discussion of 'big questions' in the context of worship. Along with the vicar, leaders of several other local churches and faith groups contribute to the worship programme. This helps to provide pupils with knowledge and experience of a variety of Christian traditions. It also strengthens partnerships across the local community, furthering the nurture and aspiration of the school's vision.

Leaders have worked hard to ensure the provision of high-quality RE. As a result, pupils gain a good understanding of Christianity as a living world faith. They are able to use religious texts confidently and explore core concepts comparing teaching and practice from different religions. RE lessons also provide a safe space for pupils to share their own thoughts and reflect on what is discussed. Reflection by older pupils is increasingly critical and philosophical. The teachings and practices of a number of world religions is included in units across the curriculum. However, opportunities to consider a range of non-religious worldviews is insufficiently developed.

	The effectiveness of RE is		Good
	Planning for RE is well-structured, appropriate and effective. It has a high profile in the curriculum and is taught very well across the school. Strong leadership and confident teaching ensure that pupils across the school make good progress. Pupils enjoy RE lessons. They are able to talk confidently about their learning with understanding and a high level of religious literacy. Regular assessment, monitoring and evaluation contribute to a curriculum that is constantly improving.		
Information			
School	The Bishop Harvey Goodwin Church of England Primary School	Inspection date	25 April 2023
URN	133727	VC/VA/Academy	VA
Diocese/District	Carlisle	Pupils on roll	179
MAT/Federation	n/a		
Headteacher	Sarah Nuttall		
Chair of Governors/Trust Board	Heather Conroy		
Inspector	Peter Barfoot	No.	c.21/22