

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crosscrake Church of England Primary School	
Address	Stainton, Kendal, LA8 0LB

School vision

At Crosscrake Church of England Primary School, our caring environment enables ALL children to thrive in their friendships and learning, achieving their full potential.
 "I have come that you may have life, life in all its fullness" John 10v10

School strengths

- The Christian vision is a constant and living reality interwoven through school life. This means that pupils and adults are provided with opportunities to live life in all its fullness.
- With school and church at its heart, many organisations in the community contribute to enable a fruitful school ethos. Because of this, pupils and adults are enabled to live well together and thrive.
- There is an exceptionally strong, reciprocal and mutually beneficial relationship with the local worshipping Christian community. As a result, pupils and adults are enabled to thrive spiritually.
- Each pupil is treated as a unique child of God. Inclusivity is the norm. Pupils and their families are welcomed into the warm embrace of the school. Everyone is cared for and given many opportunities to blossom.
- Pupils make notable progress in religious education (RE). This is because it is a highly valued subject in the curriculum and the quality of teaching and learning is consistently good.

Areas for development

- Embed the worldviews aspects of the new religious education syllabus. This is so pupils are fully prepared for life in modern Britain.
- Explore opportunities for social action on a global scale. This will enhance pupils' understanding of ethnic, cultural and social diversity and better equip them for futures as world citizens.
- Enhance outdoor opportunities for quiet reflection and collective worship. This is to further enable spiritual development.

Inspection findings

The school's Christian vision is lived out on a day-to-day basis through three especially chosen values, kindness, perseverance and hope. There is visible as well as intrinsic evidence of the vision and values in multiple aspects of school life. As a result, pupils and adults are provided with numerous opportunities to be successful. A natural focus on lifelong learning, reflection and self-evaluation means that staff and leaders are always looking to make things better for everyone.

In line with the Christian vision, the curriculum has been thoughtfully planned to be interesting, broad and challenging. Pupils are provided with many rich and exciting opportunities that enable them to begin to think about their futures. Leaders are keenly aware of the need to equip pupils for their lives beyond this rural area, in multicultural modern Britain. Therefore, a variety of images, music, art, visits and examples of notable people are planned into the curriculum to enable this. Likewise leaders recognise that they must utilise frequent opportunities to promote ongoing learning about diversity. The school grounds are used for reflecting, collective worship and outdoor learning. Spiritual enrichment opportunities occur naturally in the curricular and extra-curricular offer. The school does not have an overarching shared interpretation of spirituality and so this limits deeper development.

The mental health and wellbeing of everyone is a priority, so that pupils and adults can make the most of opportunities to thrive. Kindness, compassion, trust and supporting each other are to the fore in daily life and especially during difficult times. Pupils and adults treat each other well and 'belonging' is an important concept. As a result, pupils feel safe and secure in school and they are enabled to prosper and thrive. The school has built up a richly deserved reputation for its transformational provision for special educational needs and disabilities (SEND) pupils. There is also noteworthy support for other vulnerable or disadvantaged pupils. This is because Jesus' teaching about giving people a chance underpins practice. Adults in school believe that all pupils are entitled to a good education. Staff and leaders are sensitive to the needs of pupils and families and nurture and care for them exceptionally well. Extra support is provided when necessary. Parents are full of praise for the way the school educates and cares for their children. Because of this good reputation it is not unknown for pupils to join part way through the primary phase. One parent described how her child had said, 'my teachers at this school have changed my life.' Parents are regarded as partners in their child's education and are welcomed into school.

The stated aim of 'making the world a better place through God's love' is lived out through social action. Many opportunities in the area are taken to do this. One example is the pupils' involvement in an intergenerational project to restore the canal at Sedgwick. Small groups of pupils regularly represent Crosscraze at the South Lakeland Pupil Parliament and then re-run the day back in school. Pupils have hope for the future and are agents of change in the locality, deciding who and what to support. The school council make decisions that help the school to be a good place. They recognise how the impressive school grounds could be further enhanced by developing a new reflection area. Pupils recycle, litter pick and do what they can to enhance natural diversity in the local environment. There are fewer opportunities for them to be courageous advocates on a national and international scale.

The most is made of many and varied opportunities for collaborative working with local schools, the diocese and other local partners. One example of this is the Labyrinth Project with the Diocese of Carlisle. Another example is the regular visits made by the local toddler group to school. The governing board makes a highly significant contribution to school life. For example, they prioritised the appointment of additional staff to support emotional wellbeing. Governors are a visible presence in school and are greatly valued for everything they do. As a result, the school is successful both operationally and strategically. Pupils are well-prepared for

the next stage in their education and make a good transition to their secondary schools. This is partly due to the initiative whereby Year 7 pupils return to share their experiences with Year 6.

Worship and prayer are well-established in school life, so pupils and adults develop spiritually. A variety of people lead worship. This includes staff, pupils and a team of both clergy and lay people from St Thomas's Church. Engaging activities, Bible stories and links to Christian values are used to make worship inclusive and meaningful for pupils. Invitational prayer is a natural part of daily life. It is sometimes spontaneous, in response to thoughtful reflection time or spiritual occasions. The cross is regularly used to 'post' prayers. Teaspoon prayers are utilised for pupils to say thank you, sorry or please. Multiple activities are testament to the school's Christian foundation. There exists a close relationship between school and church that enables people to feel part of a community. For example, the church is used for special school occasions and services. Members of the congregation are affectionately welcomed to these events and often provide refreshments. Pupil 'reporters' write a monthly article for the parish magazine. This allows them to feel they are contributing to village life. People from the worshipping Christian community are often in school. They provide enhancing opportunities, such as making Christingles, discussing 'big questions' in RE and providing a Lent Journey.

As a result of strong subject leadership, RE has the priority it deserves in this Church school. Continuing professional development and robust monitoring and self-evaluation, including by governors, means there are ongoing improvements. A new RE syllabus has recently been introduced. This provides a challenging, accurate and well-sequenced curriculum. An enquiry-based approach to teaching and learning affords opportunities for pupils to think deeply about big questions. A range of resources are used to ensure variety and interest. Visits and visitors enhance pupils' learning about a range of faiths as well as the diversity that exists within faiths. Pupils understand and accept that people may belong to a variety of different faiths or may have no faith. The quality of teaching is consistently good. Teachers utilise effective assessment and tracking systems to ensure work is well-matched to pupil abilities. As a result, pupils make good progress in their learning. Individual exercise books and large 'floor' books are successfully used alongside each other to record work. Pupils take pride in the work in their books. They describe how RE helps them to know the difference between right and wrong and how to do the correct things.

The inspection findings indicate that Crosscrake Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	6 March 2024	URN	112316
VA/VC/Academy	Voluntary aided	Pupils on roll	64
Diocese	Carlisle		
MAT/Federation			
Headteacher	Linda Fletcher		
Chair	Paul Blackburn		
Inspector	Janet Tringham	No.	2134