

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crosby Ravensworth Church of England (VA) School	
Address	Crosby Ravensworth, Penrith, CA10 3JJ
School vision	
<p>A love of learning for life in all its fullness.</p> <p>Courage, Compassion, Community.</p> <p>A close, cohesive family atmosphere where pupils are inquisitive, confident in the natural environment to which they are connected and supported as they learn resilience through challenge. Widened opportunities for pupils, alongside adults, to flourish. Cultural capital is prized and we prepare our pupils for a world of diversity. Richness and ambition throughout our academic, creative, sporting, social and spiritual ventures.</p> <p>I have come in order that you might have life; life in all its fullness. – John 10:10</p>	
School strengths	
<ul style="list-style-type: none"> • Driven by their Christian vision, the school is deeply connected to its rural community. Staff work tirelessly for all members of the school community to grow and learn together. • Positive relationships are a strength of the school. A strong culture of support, including working with a range of agencies is enabling staff, pupils and families to flourish. • Spiritual development is given high priority. Planned and unplanned opportunities across the curriculum enable pupils to be inquisitive and develop their unique gifts and talents. • Collective worship is a valued part of the school day, providing meaningful opportunities to gather together. Music, story and time for stillness enhance the spiritual flourishing of pupils and adults. • Recent changes to religious education (RE) have improved provision. Experiences and resources are varied and enable pupils to respectfully express personal ideas and beliefs with confidence. 	
Areas for development	
<ul style="list-style-type: none"> • Establish robust approaches for the monitoring and evaluation of collective worship. This is to ensure a shared understanding of how the worship life of the school, distinct from RE, enables spiritual flourishing over time. • Deepen the awareness of global issues of justice and equality. This is to enable pupils to take a greater lead on social action, to affect change beyond their local community. • Embed the recently revised RE curriculum and assessment. This is so pupils retain and build on their prior learning of religions and worldviews, including the diversity within them. 	

Inspection findings

Crosby Ravensworth is a small school that makes the most of every opportunity. Deeply connected to its rural community, the embedded Christian vision of 'life in all its fullness' reflects all the school offers. Staff work as a harmonious team. They know and understand the community they serve and leaders make vision-led decisions in the light of it. For example, they provided additional support to pupils through training an Emotional Literacy Support Assistant (ELSA). In a small school, this long-term investment exemplifies the Christian vision in action. There is a relentless commitment to be a caring school family. This encourages all members of the school community, who know they belong. Governors are passionate about the school. They know it well and live out the vision in their role. Their work in evaluating the impact of the vision and values over time is ongoing.

Informed by the vision, the curriculum nurtures pupils' learning and development. Leaders and governors are ambitious for their pupils. They have deliberately looked outwards into the local community and beyond to create a breadth of diverse learning opportunities. They know the curriculum is more than subjects and spiritual development is given high priority. Pupils are reflective and inquisitive. 'Big questions' each week provide challenge and reflection. These are also shared on the school newsletter for families to explore together at home. Spiritual moments abound. They include the willow tunnel where pupils can 'zone out, listen to the birds, have some quiet space, and just be there'. These planned and unplanned opportunities across the curriculum are enabling pupils to explore their unique gifts and talents and develop spiritually.

The commitment to everyone experiencing life in all its fullness broadens daily opportunities. All pupils can learn a musical instrument during their time at Crosby Ravensworth and the school is rightly proud of this. Planned residential visits, accurately described by one teacher as 'widening the world for our pupils', enhance learning. They include trips to Keswick, Glasgow and London. Whether through visits to places of worship, experiencing urban living, art galleries and a river trip, they are loved by pupils and enthusiastically discussed. These rich explorations ensure pupils are ambitious for themselves and have a growing understanding of life beyond their rural area. Wider partnerships enhance this commitment further, including work with other schools through the Eden Rural Partnership. Links with the local Christian union, Methodist church and local parish church strengthen the rich culture of collaboration and support. Therefore, pupils are well prepared for their time beyond Crosby Ravensworth.

Positive relationships are a strength of this school. Staff know the pupils very well. Professional care and compassion exemplify work with pupils and families. This is highly inclusive and enables varied needs to be met. Supported by the school's open communication, parents are valued partners in learning. Many parents share experiences of welcome and belonging and, for some, finding a fresh start at this school. Staff consistently and intentionally model the school's vision and values. Even the school lunches are known by pupils and adults to be 'cooked with love.' Staff value how they are trusted and supported by leaders and each other. Ongoing training, including from the diocese, effectively supports their professional development and wellbeing. Everyone is treated well. As a result, morale is high and staff flourish in their roles.

Pupils know that everyone is special and valued too. This was beautifully summed up as 'we are all different, no one is the same as anyone else, we are all perfect in our own way.' Pupils know they are making a difference to the lives of others. They proudly and knowledgeably vote to nominate the school's charities. They are beginning to understand the difference their actions can make and they respond with compassion to the needs of others. An awareness of global issues of justice and equality in the wider world is less developed. Therefore, opportunities to lead on social action and affect sustainable change beyond their local community are not realised.

Collective worship is central to the school's Christian vision of community. It is a focal point in the school day and highly valued. Pupils and adults appreciate the special time for music, story and

stillness. Such enthusiasm for singing is inspirational. Varied opportunities for prayer allow pupils to explore their relationship with God across the school day and beyond. They are respectful and know being together is important, regardless of whether they believe in God or not. Pupils in Year 6 proudly see themselves as leaders of worship. They plan and lead significant aspects of it, ensuring pupils of all ages are included. Bible stories shared together support pupils' to reflect on the schools' values of courage, compassion and community. These include stories of Jesus in the Temple and the Good Samaritan. These values are more than just words. They are a part of daily reflection and conversations. Pupils share numerous examples of how they show the school values in action, such as courage to try new things and supporting others when they need it. Links with the Anglican and Methodist churches strengthen worship further and ensure the school community experiences a range of worship styles. These invitational and inclusive worship times enable those gathered to make meaningful connections with their wider lives and learning. Whilst collective worship contributes to spiritual flourishing, there is not a robust approach to its monitoring and evaluation. As a result, evidence of the impact of collective worship and of spiritual flourishing over time, is not secure.

RE equips pupils with a good knowledge and understanding of Christianity. Recent changes have improved provision. Supported by the diocese, staff are employing new strategies for deeper, creative teaching opportunities. These are reflected in the pupils' work and class floorbooks. Planned experiences and resources are varied. They enable pupils to be curious and respectfully express personal ideas and beliefs with confidence. Pupils' enjoyment of RE has increased. Leaders are aware that more work is needed to embed the revised RE curriculum and assessment. The use of a QR code to show pupils verbally describing their learning was a positive example of this continued commitment. Pupils enthusiastically engage with a range of learning activities including art, visits and debating. Reflecting the school vision, staff encourage pupils of all ages to be resilient and grapple with challenging questions. In one lesson pupils were encouraged to consider and discuss how Jesus would be feeling about people having to pay when they went to the temple to worship God. Pupils were able to sensitively consider other's feelings, disagree well and put themselves in others' shoes. Most pupils understand that RE is important because it helps them to develop an understanding of Christianity as well as other world religions and views. Pupils' knowledge on non-Christian faiths and worldviews and of diversity within faith is much less developed.

Overall, Crosby Ravensworth's vision is joyfully lived out day to day. Staff, parents and pupils are proud to be a part of this nurturing and loving school.

The inspection findings indicate that the school is living up to its foundation as a Church school and is enabling people to flourish.

Information			
School	Crosby Ravensworth CE (VA) School	Inspection date	23/5/24
URN	112315	VC/VA/Academy	VA
Diocese/District	Carlisle Diocese	Pupils on roll	24
MAT/Federation	N/A		
Headteacher	Duncan Priestley		
Chair of Governors/ Trust Board	Barbara Wallis		
Inspector	Yvette Sullivan		