

# Ongoing SIAMS Self-Evaluation Template: February 2024

## Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](https://www.churchofengland.org/siams).

## School's theologically-rooted Christian Vision

We educate for life in all its fullness. At Crosby Ravensworth this means:

- A close, cohesive family atmosphere where children are inquisitive, confident in the natural environment to which they are connected and supported as they learn resilience through challenge.
- Widened opportunities for children, alongside adults, to flourish. Cultural capital is prized and we prepare our children for a world of diversity.
- Richness and ambition throughout our academic, creative, sporting, social and spiritual ventures.

*I have come in order that you might have life; life in all its fullness.*  
John 10.10

## Inspection Conversations: Context

### Who are we?

*(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)*

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?

Crosby Ravensworth CE Primary is a Church of England Voluntary Aided School for children aged 3-11. There are 23 school-aged pupils plus 5 three-year olds currently on roll with a girl/boy ratio of 10:13. 5 pupils have additional support plans. One child is pupil premium funded. 100% children are white British, speaking English as their first language. The school is led by a teaching headteacher and board of governors. The school is funded and supported by the local authority and is part of a very active cluster of 12 primary schools in the area: Eden Rural Alliance.

Crosby Ravensworth CE School is a very small rural primary school in the heart of a spectacular area- the Eden Valley. Roll has maintained in the mid 20s over the past four years, having fallen from 42 in 2012 and is forecasted to reach 35 plus preschool in September 2026. 35 is considered by DfE as not sustainable, although Crosby has never set a deficit 3-year budget. The balance of the budget

<ul style="list-style-type: none"> <li>• What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?</li> <li>• Is the school an academy or a maintained school? Is the school part of a federation?</li> <li>• How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?</li> <li>• What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?</li> <li>• What church and DBE/MAST partnerships does the school have?</li> <li>• Does the school have any other links or partnerships?</li> </ul>	<p>is made via fundraising and the support of a group of trustees. The fluctuating roll has been due to the changing demography of the population in the catchment area. In 2018 the school extended its age range to take from 3 years of age. Wrap-around care was launched in spring 2017: afterschool clubs are well attended and self-financing with an average take-up of around 30% of the roll. The Eden Valley is deemed 'super-sparse', which can impact on children's wider opportunities. Pupils come from a variety of socio-economic groups. School has achieved certification marks for Diabetes care, Music Mark, Soil Association Food for Life bronze award and most recently an Artsmark silver award. Staffing in school has been very stable over the past five years, which is a strength. We enjoy very good, close links with our local Anglican and Methodist churches and also an independent church group, each of whom regularly join us to lead collective worship in school.</p> <p>The school is characterised by children who care for each other overtly. This is openly visible as old and young, boy and girl play together harmoniously each day in the grounds. This joyful play is at the core of the school and is why the school is effective in its mission as the children are ready to learn, feel safe and are cared for. Our Christian values are securely embedded: children are encouraged to apply lessons learned in RE and collective worship to everyday life in school and beyond. They are caring, compassionate and empathise with others as they follow Jesus' example. There is a family atmosphere in school that typifies the relationship between all staff and children. This is a key strength.</p>
<p><b>What are we doing here?</b> <i>(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)</i></p> <p>a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?</p>	<p>a) <b>Christian Vision:</b> We educate for life in all its fullness. At Crosby Ravensworth this means:</p> <ul style="list-style-type: none"> <li>• A close, cohesive family atmosphere where children are inquisitive, confident in the natural environment to which they are connected and supported as they learn resilience through challenge.</li> <li>• Widened opportunities for children, alongside adults, to flourish. Cultural capital is prized and we prepare our children for a world of diversity.</li> <li>• Richness and ambition throughout our academic, creative, sporting, social and spiritual ventures.</li> </ul> <p><i>I have come in order that you might have life; life in all its fullness.</i> <b>John 10.10</b></p> <p><b>Christian Values</b> Our mission statement is underpinned by core Christian values of courage, compassion and community. We explore the meanings of these core values and</p>

b) How is the school's vision a clearly-articulated theologically rooted Christian vision?  
How does the trust's vision resonate with this?

c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?

their significance through our Collective Worship and link them to the Christian faith by relating them to Bible stories and readings.

b) The Christian Vision was re-set in October 2023, following training by the diocese. It is rooted in Christian teaching – our connection to John 10:10 not only reflects our collective aim for pupils and adults in school to flourish, but also happens to mirror our diocese's biblical reference point for its vision.

The exact wording of the vision was discussed and modified at a twilight meeting which was well attended by staff and governors. It has been calibrated to celebrate the advantages that a very small school in a rural setting draws upon, while acknowledging the need to work hard to develop opportunities for the pupils to experience the wider world and to grow an understanding of diversity beyond our locality. The breadth of our curriculum ambition is defined and includes an important reference to offering space for pupils to reflect upon spirituality.

The chair and vice chair discussed our relaunched Christian Vision Statement with parents during Parents' Evening in November.

Year 6 pupils gave a presentation at full governing body meeting (Jan 2024) to summarise how, through their experiences, they feel the school lives out its Christian Vision.

c) Our school vision, as formulated within Governing Body, is centred on children flourishing, both academically and in their wider development. This is expressed in our tagline 'A love of learning for life in all its fullness' and links directly to John 10:10 –I've come in order that you might have life – life in all its fullness."

As explained in (b), our vision of 'living life in all its fullness' has been designed to reflect the uniqueness of education at a very small rural primary school. We know of the enormous benefits that this brings, but also of the importance of developing pupils' cultural capital beyond the school building– this is a phrase with extremely wide connotations and we know, from direct feedback, how much parents value the opportunities we give to the children to collaborate with other schools, to work outdoors, embrace the arts, take on competitive sporting opportunities, learn about industry and society (currently engaging in parliament week) and visit vibrant communities and cities. Our class 1 pupils recently attended a Hindu workshop that was facilitated by a local school. Our class 2 pupils are very excited to be visiting

d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?

the Houses of Parliament in December and will visit museums and galleries in Liverpool in January.

A significant proportion of our parents are church-goers. Consequently, we're especially committed to reflecting their need for a school that is fully committed to providing a theologically rooted education. Being such a small school, with 2.6 full time equivalent teaching staff, it's important to surround ourselves with as much support and experience as possible from volunteers. This has led to our very full engagement with a number of church groups who visit regularly to enhance our delivery of collective worship and RE in the classroom. We've also benefitted from some RE support from our parents, including contributions to our lockdown online content and involvement in church workshops. Attendance at school church services is good. Our board of governors draws upon a variety of talents from within the community who are well-placed to understand the needs of our school community from a theological perspective. They include the parish vicar and an LA governor who serves as an Eden district councilor and CE lay preacher. There are two parent governors, both church goers, and two members of staff plus the headteacher. Two of the board have prior experience of working in senior school leadership.

d) The headteacher, along with several governors including the chair, attended an academisation briefing session at a neighbouring secondary school last year. Subsequently, the head and chair attended a personal academisation briefing with the director of education at the diocese. The topic of academisation has been discussed as an agenda item frequently at governor board meetings and was the subject of an additional 'blue-sky thinking' board meeting last year. The school has been served well by the local authority as a maintained school since its inception. Relations with the local authority general advisor are strong and recently included 'OFSTED for governors' training which was particularly well attended and received. Existing support networks beyond the LA are strong: There is considerable strength in partnership within the cluster of 12 local maintained primary schools who form the Eden Rural Alliance. Headteacher meetings, chair of governor meetings, school business manager meetings and subject specific meetings are held termly to provide a shared forum for mutual support. The school is also part of a headteacher peer support triad with two other small rural primary schools. The Primary Headteacher Association in Cumbria provides another area of support; the headteacher attends termly conferences and the annual 3-day conference to stay abreast of latest issues of relevance. Ultimately, it is the view of the board that there continues to be no performance advantage to be gained by

<p>e) As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>f) How do governance accountability and delegated authority in the school enhance the work of the school as a Church school? How do leaders know this?</p> <p>g) What are the school's arrangements for collective worship? Why are these arrangements in place?</p>	<p>becoming an academy. <a href="#">This link</a> exemplifies the point. Governors will continue to monitor this area closely in future meetings as it strives to put the interests of the children at the heart of its decision making.</p> <p>e) Our inherited VA governance structure and our maintained status allow us the resource and freedom to ensure that our children have the breadth and depth of educational experience in a safe environment that our vision for life in all its fullness demands. We have a full complement of governors with relevant expertise. This includes an additional Associate Governor. Systems and structures are constantly kept under review.</p> <p>f) The school's budget is delegated to the governing body: A clear system of financial delegation is set out in a policy statement which is reviewed annually by the resources committee. The budget facilitates delivery of the school development plan (SDP). The SDP is a collaborative document between the headteacher, teaching staff and governors.</p> <p>Governors understand and know the vision, share the aims and apply this in our delegated areas of work. Resources are stewarded to support the school's vision that cultural capital opportunities are accessible for all. All policies feature school vision and values on the titular page. For example, compassion and community have been applied when reviewing school meal prices (protecting parents from the full extent of rising costs) and pay equality for part-time staff who were disadvantaged by additional Bank Holidays.</p> <p>Governors have particular roles and responsibilities in which they liaise with particular staff and feedback at committee meetings. They are involved in the SIAMS self-monitoring process. They attend church collective worship, attend parents' meetings, visit school for monitoring and evaluation of RE and collective worship and actively engage with training (the chair recently attended the diocesan conference). In addition to termly governor meetings, governors hold an annual 'blue-sky thinking' session which recently covered topics of Pre-school expansion, effects of teacher strikes and opportunities &amp; threats regarding academisation.</p> <p>g) Collective worship takes place daily and follows a format as described in our <a href="#">policy for collective worship</a>. "Collective worship is central to the life of Crosby Ravensworth CE school. It is part of the outworking of the school's Christian vision and is a time for the whole school community to gather, pause and reflect their own spirituality, values and place in the world and drawing on the opportunities described by the DfE (circular 1/94)."</p>
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h) How is religious education structured and organised? Why have these decisions been made?

All children are invited to join in prayer on three additional occasions during the school day: on the school yard at morning; before lunch; at the end of the day. Collective worship also takes place in [church](#) at least every term in services led by the parish vicar. The parish vicar is the school governor responsible for collective worship. The headteacher and both class 1 teachers are time-tabled to deliver collective worship each week alongside members of the local church community. Each session of Collective worship in school contains the following set elements:

- **Gathering** – *Pupils enter the CW venue with stimulation of the senses. This may be an image, artefact on the worship table, music, sounds or scents. A candle will be lit to signify the start of worship, the pupils will respond 'Jesus is the light of the world.'*
- **Engaging** – *This is the main content of the session. It will always contain reference to the bible. It might be a story, role-play activity, powerpoint, video clip and might be delivered by the teacher or a guest. It will usually follow the planned theme, but may also reference a current event or festival. Group praise is an important component and pupils will regularly engage in singing as part of this.*
- **Responding** – *Pupils are given time to reflect on what they have seen or heard. This may be prompted by reflection questions and may comprise of shared responses following group discussion or a period of thoughtful silence.*
- **Sending** – *Worship will conclude with a prayer and the candle will be extinguished. Music or singing may take place as pupils leave the worship space.*

h) The school's most recent policy for RE was presented to governors for adoption in February 2024. As a Church of England school, we consider Religious Education to be a core subject and high quality RE is the key to enabling every child to flourish. The subject is taught by the headteacher (class 2) and subject co-leader (class 1) for at least one hour every week, giving it the prominence it deserves.

The challenge in mixed-age classes is to use methods of adaptive teaching to ensure that, where units have been designed with older children in mind, younger children are supported in their understanding of the concepts. Similarly, where units have been designed with younger children in mind, older and more able pupils are supported to show greater depth in their understanding and output. In mixed-age classes, lessons are typically characterised by children working together collaboratively in mixed age/ability groups, although not exclusively so.

- i) What is the relationship between the school and the DBE? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

Following a review of practice held with the Diocese, the decision was taken from September 2023 to move to the Questful RE curriculum (Diocese of Blackburn) in both classes, which can be interchanged with content from Understanding Christianity. Prior to this, Key Stage 1 followed Understanding Christianity and Key Stage 2 made up a 4-year cycle of content from SACRE, Diocese of Carlisle and Understanding Christianity. It was felt on reflection that coverage in Key Stage 2 had begun to develop an insufficient balance, especially regarding other world faiths. A teaching commitment of other world faiths of between 30% and 40% has been approved by governors. This reflects the confidence we have that Christianity is well understood in school (in no small part due to the quality of daily collective worship) and gaining a strong understanding of other faiths is part of our vision to develop cultural capital and prepare children for a world of diversity. The headteacher and RE co-leader attended September 2023 INSET with Diocese of Blackburn to support delivery of the new curriculum.

Our new curriculum content is a balance of the three essential disciplines of quality RE: Theology, Philosophy and Social Science. This means pupils look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They are encouraged to think like philosophers, and are equipped with the skills that enable them to make sense of life's experiences. The children explore the major aspects of Christianity and other world faiths. The children learn about the beliefs, customs and practices to develop a deeper understanding and awareness. Parents have a right to withdraw their children from RE.

- i) The school works with the Diocese of Carlisle through our partnership agreement. Benefits include school improvement visits and reduced fees for attendance at conferences and CPD. The headteacher has involvement with the Diocese Peer Support Network so that good practice in other schools can be learned from. A specific example was the link formed with St Michael's CE School, Bothel, who helped with long term planning for mixed age classes. Relationships are being formed with Calthwaite CE Primary School, who will share an INSET training day on 'Questful RE' in September 2023. The school is one of a number of like-minded educators and institutions supporting and developing one another under the umbrella of the diocese. The school is aware of the need to be outward looking rather than parochial and values being linked to a larger, knowledgeable network of support.

<p>j) What is the relationship between the school and local churches? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p>	<p>j) The parish vicar is an active member of our board of governors and leads collective worship fortnightly in school as well as termly in church. The Methodist minister leads worship half-termly and frequently joins us at church and school events. Members of an independent Christian church lead worship on Fridays, before taking the children for after-school sports clubs. NISCU (Christian Union) attend frequently throughout the year to support the teaching of RE in both classes, run after-school RE art sessions and hold <a href="#">workshops in church</a>, liaising closely with the church warden. The children's artwork is now regularly featured in beautiful displays in church.</p> <p>Our church visitors adapt worship to make references to our Christian Values of courage, compassion and community each term as per our cycle. JAM Jesus and Me classes are organised with the church warden and are held monthly for our foundation children to learn about God through stories, song, crafts and other fun activities. Consequently, children and adults receive a diverse, well-rounded regular input and guidance to support their spiritual well-being.</p>
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### Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

Inspection Question (IQ)	Impact of provision and sources of evidence
<p><b>IQ1</b> How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p>	<p>a) The values follow the vision – we live out the values through our vision. The vision has been reviewed with staff and governors (October 23) to ensure that this remains relevant, appreciated and consistently applied to the children. The children reflected on how they see that this vision is lived out in school and presented to governors on the subject <a href="#">(February 2024)</a>.</p> <p>b) The school undertakes projects that are theologically rooted in Christian Vision as part of its delivery of the curriculum. A strong example was our summer 2022 <a href="#">‘Created to Create’ arts exhibition</a> at the village hall. The exhibition was the focal point of our bid for an Artsmark silver award. The exhibition encompassed elements of collage, painting, sketching, print, sculpture, photography, music, drama and dance where every piece was a celebration of our creativity, inspired by the book of Genesis. The vision was shaped with the very strong support of NISCU's Andi Taylor.</p> <p>The school demonstrates commitment to taking its theologically rooted vision into the community. Every Christmas, the children sing traditional carols at a retirement home, to a lunch club meeting at the village pub and at <a href="#">Tebay Services</a>. Our annual nativity play is available to all the community to enjoy (without charge) in the village hall. Each term, the school invites members of</p>

<p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p>	<p>the village community to join the children, staff, parents and governors for a 'community lunch', after which the children entertain the audience by playing recorder recitals. Year 6 pupils make an annual pilgrimage to attend the Year 6 leavers' service at Carlisle Cathedral. They return with a leavers' candle, which we light at collective worships and remember their time in school after they've left.</p> <p>c) The parish vicar is active as a governor in supporting pupils and adults to flourish. He undertakes staff well-being questionnaires and reports back to the full governing body. He is an identified point of contact to provide support in this area.</p> <p>A member of staff has been trained in providing ELSA emotional support to pupils. She conducts regular surveys to check on pupil wellbeing, which helps us to understand how pupils flourish.</p> <p><a href="#">Pupil satisfaction surveys</a> shows 100% of pupils report being happy at this school, feel safe, like their teacher and think other pupils are friendly. 100% of parents report that they would recommend the school to others.</p>
<p><b>IQ2</b> How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p>	<p>a) Christian Vision was revised at staff &amp; gov meeting, OCT 23</p> <p>We emphasised the strengths of both our rural location and very small size: family atmosphere bringing confidence, security, and closeness to the natural world. By contrast, we identified the challenges of both: the need to widen pupils' horizons, taking them out of their comfort zones- to raise cultural capital by all means possible and enrich their understanding of diversity.</p> <p>In our church school, teachers know the importance of making links to Christian teachings throughout the curriculum and the school day.</p> <p>Our vision:</p> <p><i>We nurture a love of learning in our safe and happy school where our children and adults can flourish, living life in all its fullness. Our Christian vision underpins everything we do.</i></p> <p><b><i>I have come in order that you might have life; life in all its fullness.</i></b> <b><i>John 10.10</i></b></p> <p><b>Safe school:</b> 100% of children say they feel safe (2023 questionnaire). Health &amp; Safety audits and Safeguarding audits with our H&amp;S advisor take place on a two year cycle. Governors attend the audit to gain a fuller understanding of the school's strengths and areas for development.</p> <p><b>Happy School:</b> 100% of parents agree their child is happy at school (86% strongly agree). 100% of children say they are happy at school.</p> <p><b>Children flourish:</b> Assessments show children make good academic progress in school to reach their potential in reading, writing and maths. We're</p>

b) How is spiritual development an intrinsic part of the curriculum?

committed to offering a broad and balanced curriculum – exemplified by our attainment of [artsmark silver award](#). We intend to work with the English Speaking Board in 2023 to develop oracy among the children. We have a wide range of experiences to support learning across the curriculum as we know that children flourish when learning through direct experience – a few recent examples include skiing, climbing, exploring Carlisle Cathedral, Hadrian’s Wall, arts workshops. [The end of year newsletter](#) summarises in the children’s own words. Flourishing involves treating others with respect: we teach children to show the Christian value of compassion as well as respect for people of all abilities – we’re fortunate to be visited regularly by an international [wheelchair basketball](#) star.

**Adults flourish:** Staff September 2022 INSET day had wellbeing focus. See also IQ1 (c) and ‘what are we doing here’ (f)

Our children are very environmentally aware and socially conscious. They learned that stewardship of the planet is a common thread that binds people of different faiths and listened intently to a multi-faith group of walkers who travelled through the village on a 500 mile to make a protest at Glasgow’s COP20 event. [Videos can be watched here](#). When teaching the Geography curriculum, links are regularly made back to our role as protectors of God’s creation. A further example was our involvement in [tree planting](#). As part of a soil association ‘Food for Life’ bronze award, pupils grow vegetables in the school garden for the school kitchen and are aware of food welfare standards and the impact that ‘food miles’ and seasonality have on the environment.

Despite the challenges of having few staff to call upon and being located in a remote rural area, the school remains fully committed to providing wrap-around care from 8-5pm every day so that it can offer support to families with working commitments. We believe that in doing so, we are providing an essential service to the members of community. This reflects our Christian Value of community, which we know to be at the heart of our school. Two of our most frequently repeated afterschool clubs are provided by members of the local church community (Art and Sports), during which reflection time is encouraged by the session leaders.

b) The school adopted the [Diocese’s definition of spirituality](#) in January 2024 at a development meeting for staff attended by chair of governors and vicar. Spiritual Development is intrinsic to our curriculum across the whole school – no effort is made to timetable this. We encourage children to question ‘why’ and challenge them to think about the big picture beyond their immediate horizons. Some examples... How many stars are there? Why is there a water

c) How do leaders know that the curriculum is having the intended effect for pupils?

cycle? Why does this piece of art inspire you? Why did we feel a responsibility to protect other countries during WWII? Why did God make the earth?

A current example of how spirituality has flowed through creative art and public speaking: Andi Taylor of Christian Union Supported delivery of RE units on The Holy Spirit in Class 2 during summer 2023. Children produced accompanying artwork which was displayed in St Lawrence Church during the open gardens weekend. ([link to videos](#)). Pupils speak comfortably at school services about their understanding of the bible stories and messages being given.

c) Our vision is to develop flourishing pupils nurtured in a close, cohesive family atmosphere, their cultural capital expanded and their potential fully explored in academic, creative, sporting, social and spiritual areas.

With small class sizes, we have a good understanding of the levels at which our pupils are working, and can readily adapt our teaching to support them moving through the demands of a basic, advancing and deep cognitive domain.

Internal tracking systems indicate the majority of children are making expected progress in all areas. Children are supported to meet all needs. Feedback from educational specialists and parents is very positive. An intervention timetable is in place to support educational and emotional needs: baseline and end of intervention assessments, where applicable, demonstrate progress and 'closing the gap'. 100% of parents would recommend the school to another parent. (survey spring 2024). A cycle of governor monitoring for all curriculum subjects is in place. Governors discuss curriculum strengths and areas of challenge with the subject leaders and report back to governor meetings. This involvement helps to inform monitoring of actions on the school development plan.

Progress of 2023 cohort throughout KS2 vs previous cohorts				
SUBJECT	EXPECTED	2023	2022	2019
MATHS	% at predicted KS1 - KS2	100%	100%	83%
WRITING	% at predicted KS1 - KS2	100%	100%	100%
READING	% at predicted KS1 - KS2	100%	100%	100%

Data refers to pupils reaching DfE predicted scaled points scores in KS2 SATS compared to old KS1 SATS assessment levels

Average Scaled Score CR vs National						
	Read (Nat)	Read (CR)	SPAG (Nat)	SPAG (CR)	Maths (Nat)	Maths (CR)
2019	104	113	106	109.5	105	107
2022	105	98	105	100	104	102
2023	105	103	105	98	104	102

Over the past three years, our school has had Year 6 cohorts of 3, 3 and 3: care should be taken when analyzing data from such a small field. Children have made good progress throughout KS2 as the tables demonstrate.

<p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p>	<p>d) <b>Statement of intent</b></p> <hr/> <p><b>What are your ultimate objectives for your disadvantaged pupils?</b></p> <ul style="list-style-type: none"> <li>For all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.</li> <li>To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.</li> <li>To raise the expectations and aspirations of pupils.</li> </ul> <p><b>How does your current PP strategy plan work to achieving those objectives?</b></p> <ul style="list-style-type: none"> <li>A range of 1:1 interventions and group interventions to support progress in key areas such as reading and maths.</li> <li>Subsidise educational visits and residentials every year.</li> <li>Subsidise participation in afterschool clubs</li> <li>Subsidise 1:1 music tuition so children have the opportunity to learn an instrument if they wish.</li> <li>Subsidise resources that will encourage engagement &amp; participation in learning</li> </ul> <p><b>What are the key principles of your strategy plan?</b></p> <p>At Crosby Ravensworth CE Primary School, we recognise that supporting the well-being and mental health of our children is equally as important as raising attainment so all of our priorities are centred around meeting the needs of the whole child.</p> <p>There is a cohort of one pupil premium child in school at present. Last year there were two. We use pupil premium to provide laptops for home, access to learning programmes, access to afterschool clubs and some outside school clubs, school trips and extra intervention time.</p> <p><a href="#">Link to pupil premium report 2022-24</a> on website.</p>
<p><b>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</b></p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p>	<p>a) The aims of collective worship <b>in this school</b> are:</p> <ul style="list-style-type: none"> <li>Collective worship will help educate for wisdom, knowledge and skills, hope and aspiration, dignity and respect as well as developing community and understanding of living well together.</li> <li>It aims to be inclusive, invitational and inspirational</li> <li>It is central to the life of the school</li> <li>It supports pupils and adults in their spiritual growth</li> <li>Supports pupils in their understanding of the Trinitarian nature of God in Christian belief</li> <li>Introduces pupils to a variety of forms of Christian worship that reflect the rich diversity of experience in Anglican (and other Christian traditions) locally and globally.</li> <li>Enables pupils to engage in silence or stilling, reflection and prayer</li> <li>Provides opportunities to explore the 'Big Questions' of life and to recognise the responses that have been made to these by people of faith</li> <li>Affirms the uniqueness &amp; contribution of every individual in the sight of God</li> </ul>

<p>b) How do partnerships with the DBE, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p>	<p>b) Partly answered in 'What are we doing?' parts (j) and (i) The diocese has provided consultative support during our reviews of collective worship policy. The parish vicar attends fortnightly to deliver collective worship in school and is sufficiently well connected as to bring luminary speakers for the children – such as the <a href="#">Archbishop of York and the Bishop of Carlisle</a> in June 2023. The Methodist minister leads collective worship half-termly. A local independent church leads collective worship prior to taking after-school sports club each Friday. RE reflection areas have been developed with the support of NISCU. The outdoor willow den was <a href="#">blessed as an outdoor chapel</a> in a service led by the vicar. This followed an action point from our previous church inspection and the den was funded by The Mothers' Union.</p> <p>c) We invite parents and members of the community to join us in worship at church each term. Parents are regularly invited to join in with celebration assemblies along with other members of the community in our community lunch every term. These always feature an act of collective worship read by the children.</p> <p>d) As per IQ2 (b) The school adopted the <a href="#">Diocese's definition of spirituality</a> in January 2024 at a development meeting for staff attended by chair of governors and vicar. Pupils are well prompted by staff and visitors to speak comfortably at school collective worship about their understanding of the bible stories and messages being given. Each week, a spirituality thinking question is shared with all children – families are encouraged to discuss this at home through our weekly bulletin to parents. Ideas are shared the following week during collective worship.</p>
<p><b>IQ4</b> How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p>	<p>a) Staff welfare is an important factor in the success of the school and is a standing item at governor meetings. The aim of nurturing adults to flourish as well as children was added to our Christian Vision in summer 2023 following attendance at the Diocese school leadership conference. A link governor for staff welfare will survey the staff in autumn 2023. Questionnaires taken immediately prior to the first COVID lockdown indicated extremely high levels of job satisfaction from all staff. It is a priority, living in such challenging times as now, to maintain this. Staff INSET September 2021 was a team-building exercise in the Lake District. The headteacher ensures 'back to work' interviews following any period of absence focus appropriately on staff well-being.</p>

	<p>Governors encourage and support the headteacher to take time to reflect and participate in well-being exercises such as the Church Foundation HT leadership development programme. Attendance was helpful, as it provided a forum to network share experiences, consider what ‘resilience’ is and how to develop it. The headteacher periodically works away from the school building to focus on leadership and management work – offering a stress-free environment where creative thinking can take place.</p>
b) How do school policies and practice create a culture in which people’s wellbeing is enhanced?	<p>b) Life in all its fullness – wellbeing is central to this and our vision statement is applicable to adults and children. The school is currently engaging in an NHS pilot project aimed at improving wellbeing and reducing workload for staff. Recommendations have been received and discussed at staff meeting attended by governors (Jan 2024). Complimentary NHS physical wellbeing check-ups for all staff will take place in Spring Term 2024.</p> <p>We work as a family, supporting one another in our convivial staffroom. We are self-aware of the unique demands of our workplace, our own capacity to deliver and our frailties. In our small school, we are able to support one-another emotionally with the challenges of the job. Staff are confident to speak up when they need support and communication with senior staff is a strength. All non-teaching staff are highly valued and celebrated. The office manager is supported to work flexibly in order to manage workload. A reduction in meal options was devised this year to reduce unnecessary extra burden for the kitchen manager.</p> <p>A pupil wellbeing coordinator was appointed from within the staff in Autumn 2023, who received full ELSA-training. Pupils are assessed and supported in weekly sessions each half term. The school has become much more aware of its pupils’ wellbeing needs since this development and is working proactively with parents to meet the needs of the pupils both in and out of school.</p>
c) How is enabling good mental health for all central to the school’s work?	<p>c) No-one has life in all it’s fullness if mental wellbeing is not a priority: the mind is a prism through which everything else is experienced. Well-being is a standing item at governor meetings and a well-being governor and oversees this. An emotional resilience governor has also been appointed.</p>
d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?	<p>d) Quality first mixed age teaching is delivered which is adaptive to the needs of our pupils in the classroom. Regular assessment helps us to identify pupils who might benefit from individual or small group intervention, which is delivered by a qualified teacher who is employed as our senior TA.</p>

<p>e)</p>	<p>Each term, a provision planner is updated to help us prioritise our resources to those whose need is greatest. Children's progress is tracked termly and scrutinized at pupil progress governor meetings. The county's educational psychologist attends as required to help draw specific support plans for pupils with the greatest academic needs. To meet the learning needs of two pupils, an extra year of support in class one was arranged last year. This followed extensive conversation with the educational psychologist and the parents concerned.</p> <p>We are pro-active in supporting pupils during the potentially concerning transition from our isolated rural primary school to secondary school. Year 6 pupils attend a number of events in the summer term aimed at helping them to develop relationships with others in our cluster who will attend the same destination school in Year 7. Annual examples include joining with other cluster schools for a spiritual transition day, delivered by NISCU, an <a href="#">outdoor singing musical transition day</a> at Warcop CE Primary and an outdoor pursuit transition day at Patterdale Outdoor Centre. Crosby children have a smooth transition and their welfare is planned for.</p> <p>Through its insurance policy, occupational health is available and promoted to all members of staff. Staff wellbeing is a standing item at governor meetings.</p> <p>Our school's approach to inclusion is informed by Christian ethos – children with SEN/behaviour/emotional/social needs are fully supported. Our TA will attend 5 days of ELSA training in September 2023 to help us provide even stronger support for the emotional aspects of learning. Parental feedback is extremely positive – Ofsted "Pupils enjoy their learning. Teachers help pupils when they struggle so that everyone, including pupils with special educational needs and/or disabilities (SEND), can be successful."</p>
<p><b>IQ5</b> How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p>	<p>a&amp;b) We teach our children that it is important to help others when we can, no matter who they are, where they come from or what challenges they may face. We teach this through the teachings of the bible and learning about other courageous advocates. Our Christian values and carefully planned opportunities in our curriculum ensure that the children regularly discuss and debate the big issues, challenge injustice and engage in activities that can bring about change.</p> <p><i>"Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy."</i> <b>Proverbs 31:8-9</b></p>

c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?

The children are encouraged to believe that they can be agents of positive change and that their actions, collectively and individually, can make a positive difference to the world they live in. Examples include: written protest letters to companies regarding plastic waste; asked questions of MP Tim Farron regarding river pollution and been involved with Cumbria Youth Climate Change Summit, with 2 pupils attending the conference and reporting back to the school. The example set by the [multi-faith walkers](#) to Cop 20 exemplified for staff and children the responsibility we have as custodians of God's earth and the difference we can make by expressing our right to peaceful protest.

Further examples:

#### **CHARITY**

[Shoebbox appeal](#) an annual event supporting children in poverty in Eastern Europe.

[Sponsored walk](#) annual fundraiser. Beneficiaries include air ambulance and Save the Children children's appeal for Ukraine.

A collection of produce is received from school families at the church Harvest Festival service: this is auctioned by the church warden and the proceeds benefit the Bishop of Carlisle's appeal.

Annual fundraising support for [Children in Need](#) and [Red Nose Day](#).

Support for [Diabetes](#).

Support for [Salvation Army Food Hub](#)

#### **COMMUNITY ACTION**

- [Planting wildflowers](#)
- [Litter picking](#)
- [Tree planting](#)

The school has recently signed up to Christian Aid's 'Global Neighbours' accreditation scheme with the aim of encouraging a deeper understanding of global injustice and to equip our pupils to join a national network to tackle this and become courageous advocates for change. – An action plan is being formulated to work towards this.

Children in Class 2 visited UK parliament in December 2023, gained a fuller understanding of how democracy works and were encouraged to take a strong interest in our political system.

- c) There are innumerable partnerships involved in running a primary school. The groups/organisations listed below are particularly key to our success in delivering our Christian Vision:
- The Diocese of Carlisle
  - The parish - St Lawrence CE Church

	<ul style="list-style-type: none"> <li>• The Methodist church</li> <li>• <a href="#">Church in the Barn</a>, Penrith</li> <li>• <a href="#">NISCU</a> (Northern Inter Schools Christian Union)</li> <li>• Eden Rural Alliance cluster of schools</li> </ul> <p>From the above, there is great expertise and experience that can be drawn from to support us with practice and help to set the vision.</p>
<p><b>IQ6</b> Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England's Statement of Entitlement for Religious Education</a>)?</p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>a) As a Church of England school, we consider Religious Education to be a core subject and high quality RE is the key to enabling every child to flourish. The subject is taught by the headteacher (class 2) and subject co-leader (class 1) for at least one hour every week, giving it the prominence it deserves.</p> <p>b) The culture in school is to be reflective and constantly review the quality of the curriculum we offer. There are considerable challenges in identifying quality mixed-age planning. During lockdown, with the help of the Diocese, the school identified another small school with expertise in delivering RE. Consequently a new cycle of long-term planning in Key Stage 2 was developed, drawing upon curriculum content from SACRE, the Diocese of Carlisle and Understanding Christianity. A further review took place in summer 2023, as the headteacher was still not comfortable with some inconsistencies including the mix of teaching of other world faiths and Christianity. Subsequently, the school trialled 'Questful RE' in Key Stage 2, and will adopt this in September 2023. The headteacher and RE co-leader will attend curriculum training during an INSET day.</p> <p>RE books are scrutinized as part of the annual cycle of school improvement, at which the class teachers identify areas of strength and areas of improvement.</p> <p>c) The school budget makes provision for the purchase of curriculum resources to support RE. In addition, funding has been received from the following sources to support the subject: Crosby Ravensworth United Schools Trust; Mothers' Union, Parish Council; Friends of the School.</p> <p>CPD – The RE subject co-leader is currently undertaking an 'NPQ Small Schools' 18 month leadership training programme through the church of England. There is a noticeable impact upon this member's performance in school – contributing to 'big picture' discussions about leadership &amp; management, particularly regarding curriculum. The headteacher has joined the NPQEL (executive leadership) programme through the Church of England.</p>

<p><b>IQ7</b> What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> <p>a) What is the quality of teaching?</p> <p>b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c) How does assessment inform teaching and learning?</p>	<p>a) The Diocese Deputy Director of Education Laura undertook joined a governor working party to inspect standards of RE, including observing some teaching in each class in Autumn term 2023. Teaching was observed to be of a good standard. An area of development in the mixed age KS2 class 2 was to aim to give more opportunities for pupils, particularly those who are older, to produce written work in their books. The use of floor books to summarise whole class learning in each class was commended.</p> <p>b) Our assessment systems show that all pupils in both classes are at age related expectations in RE and making good progress.</p> <p>c) The headteacher and RE co-leader developed the school's own formative assessment grids that record pupil progress. These were reviewed and adapted in Autumn 2023, following Diocese of Blackburn INSET training to match our Questful RE scheme. Assessment helps in the following ways:</p> <ul style="list-style-type: none"> <li>• set out steps so that pupils reach or exceed the end of key stage expectations</li> <li>• enable teachers to measure whether pupils are on track to meet end of key stage expectations</li> <li>• enable teachers to pinpoint the aspects of the curriculum in which pupils are falling behind, and recognise exceptional performance</li> <li>• support teachers' planning for all pupils</li> <li>• enable the teacher to report regularly to parents</li> </ul>
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