



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Ennerdale and Kinniside Church of England Primary School

Ennerdale Bridge

Cumbria

CA23 3AR



Diocese of Carlisle  
Growing Disciples

<b>Previous SIAMS grade:</b>	<b>Outstanding</b>
<b>Current inspection grade:</b>	<b>Good</b>
<b>Diocese:</b>	<b>Carlisle</b>
Local authority:	Cumbria
Dates of inspection:	17 <sup>th</sup> June 2015
Date of last inspection:	5th March 2010
School's unique reference number:	112293
Headteacher:	David Moore
Inspector's name and number:	Penny Hollander 526

#### School context

Ennerdale and Kinniside is a very small voluntary controlled Church of England School with 51 pupils. It is situated in a rurally isolated position in West Cumbria and families come from a range of backgrounds. A high proportion of pupils live outside the catchment area. The number of children with special educational needs is below the national average and one of these has a statement of special educational needs and one is in receipt of pupil premium. Almost all pupils are of white British ethnicity. The headteacher has been in post since September 2014.

#### The distinctiveness and effectiveness of Ennerdale and Kinniside as a Church of England school are good

- The effective leadership of the new headteacher, supported by governors, staff and parents, has developed the school's Christian character and made a good impact on school improvement.
- Christian values of trust, compassion and respect are explicitly expressed through the strong, nurturing relationships in school
- The inclusive nature of the school has a very positive impact on pupils personal, spiritual, moral, social and cultural development

#### Areas to improve

- Provide children with regular opportunities to plan and lead school collective worship in order to develop their understanding of Christian values and teaching.
- Ensure relevant training opportunities for staff and governors in order to promote the strategic development of the school as a church school.
- Develop, with the whole school community, the mission statement and website to articulate and promote the distinctive Christian character of the school.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Christian values have a positive impact on all of school life. Children can relate them to the teachings of Jesus and how they affect their lives. "We try to be like Jesus, particularly in helping others". Parents appreciate the focus on these values and the positive effect on their children's behaviour. However, Christian values are not always explicitly expressed in school documentation and the website. The school's Christian character results in a secure, nurturing environment where all children make good progress and achieve well. They know that they are special to God. In this atmosphere pupils are confident, clearly enjoying learning together. They say that the example of Jesus' life encourages them to look after one another. Older pupils particularly enjoy the responsibility of looking after younger ones. Children value the opportunities they have to express their ideas about God creatively, particularly through art. One example is their work on the meaning of Harvest displayed in church. Spiritual development is an important feature of school life and times for reflection throughout the day enhance this. Children appreciate the use of the prayer space which they say gives them time to sit and think quietly or write their own prayers to add to the Prayer Tree. Outdoor learning encourages awe and wonder of the created world. Christian values reflect pupils' understanding of right and wrong. Consequently their behaviour is excellent. Children benefit from links with other schools, particularly in sporting activities such as the recent cricket tournament. They have a good awareness of different cultures through a link with Tanzania and charity fundraising for different parts of the world. Religious education (RE) makes a significant contribution to pupils' spiritual, moral, social and cultural development. Children say that visits to different places of worship such as the two Liverpool Cathedrals and a Buddhist temple help them to understand different Christian traditions as well as other faiths. They respect belief systems which are not the same as their own. One pupil said "We know that people are different, but we can learn to understand one another".

### **The impact of collective worship on the school community is good**

Collective worship is recognised by all as an integral part of school life. Children say that school would not be the same without it. "It's an opportunity to pray and speak to God". They understand that these times are based on Biblical teaching and the love of God towards them. For instance, in one act of collective worship about the calling of Samuel, children were able to articulate that God knows each of them by name and that we are uniquely important to him. Pupils are fully engaged in worship and participate in different ways answering questions, drama and prayers. They enjoy the responsibility of planning and leading school services held in church at significant times of the year. A recent example was the Stations of the Cross they prepared for the Easter service. The school recognises the need for regular opportunities for children to plan and lead school worship so that they can express their understanding of Christian teaching and values. Children, staff and governors evaluate worship times and their comments inform future planning. The use of 'Values for Life' materials has had a significant impact on pupils' understanding of Biblical teaching which underpins Christian values. Pupils have a developing understanding of God, and talk about him as Father and Creator of the world. In prayers they say and write they recognise Jesus as the Saviour of the world. Clergy reinforce this knowledge through their regular leading of collective worship and input into school church services at different times in the church year. The different styles and approaches to collective worship enable children to appreciate a range of Christian traditions. Prayer and reflection are central to worship. Children say that they like to be able to think and pray on their own as well as with others. Their individual, thoughtfully written prayers for different areas in school express their thankfulness to God for what he has given to them in their lives and for the people who help them in school.

### **The effectiveness of the leadership and management of the school as a church school is good**

The new headteacher is an effective leader with a clear Christian vision for the school. His initiatives have had a good impact on the Christian character of the school, and have built on previous good practice. All leaders continue to articulate and actively promote the school's Christian vision. This is supported well by staff, parents and the local community. Increasingly, governors are involved in the strategic direction of the school as a church school. They critically self-evaluate the school as a church school and implement steps for further improvement of the school as a church school. For instance, they are aware of the need to expand children's knowledge of different groups within British society as well as other cultures and are planning a link with a school in London. Leaders, including governors, regularly monitor and evaluate lessons and collective worship. This has led to a greater emphasis on active pupil participation, questioning and critical thinking. The headteacher and chair of governors have benefitted from diocesan training but this now needs to be extended to other staff and governors so that all may be able to develop further good practice as a church school. This is particularly relevant with the arrival of a new teacher in September. Parents fully endorse all that the school does and are committed to supporting its activities and events, including church services and fundraising events. The local community also actively supports the school in many ways including a church cafe event in Whitehaven and the Christmas Fair. Children are proud of the responsibilities they have in school. The newly formed School Council in particular speaks of how suggestions made by the children have led to changes in school. The use of a "Compliments Book" to record others achievements and helpfulness is one example. Support for chosen charities is another way in which children are keen to exercise responsibility to help others less fortunate than themselves.

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