



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

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

### Raughton Head Church of England Primary School

Raughton Head, Carlisle, Cumbria CA5 7DD

<b>Previous SIAMS grade:</b>	<b>Good</b>
<b>Current inspection grade:</b>	<b>Good</b>
<b>Diocese:</b>	<b>Carlisle</b>
Local authority:	Cumbria
Date of inspection:	14 May 2015
Date of last inspection:	17 November 2009
School's unique reference number:	112257
Headteacher:	Andrea Armstrong
Inspector's name and number:	Anne B. Woodcock 445



Diocese of Carlisle  
Growing Disciples

#### School context

Raughton Head is a very small primary school. It serves a rural community near Carlisle, but some pupils travel from Wigton and Carlisle. The vast majority of pupils are of white British heritage and come from mixed socio-economic backgrounds. The school experiences high pupil mobility. Few children attract the Pupil Premium grant. The school supports an above average proportion of pupils with additional needs. Attendance is well-above the national average. The headteacher currently works 0.7 in school.

#### The distinctiveness and effectiveness of Raughton Head Church of England Primary School as a Church of England school are good

- The headteacher's purposeful Christian leadership inspires and drives all aspects of school improvement.
- Strong, nurturing relationships, based on Christian love and trust, ably support all members of the school family.
- Links with the church and local faith groups contribute significantly to the school's Christian character and to pupils' spiritual development.
- Collective worship inspires pupils and impacts very positively on their attitudes and behaviour.

#### Areas to improve

- Develop pupils' understanding of Christian values so that they can more easily explain links with the teachings of Jesus.
- Provide regular opportunities for pupils to engage with people of other faiths and cultures so that they develop their understanding of diversity by gaining insight into different ways of life.
- Undertake regular church school self-evaluation involving all members of the school community, so that it can clearly inform school development planning.
- Refine the evaluation of collective worship so that it more clearly informs future planning and identifies the impact on pupils' spiritual development.

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

The school's mission statement, 'Trust ourselves, trust others, trust God', is well-known and expressed by children. Many children describe the school as being 'one big happy family'. Children who recently joined the school explain that the friendliness of others made adjusting to a new school very easy. The Christian values of hope, respect and love influence all relationships and impact strongly on children's attitudes. However, children do not fully understand these as specifically Christian values. Behaviour is good. One Year 5 pupil explained, 'We treat people with respect and kindness, as you would like to be treated, as it says in the Bible.' Pupils make good progress and standards of attainment are consistently good. Those with additional needs are very well-supported, enabling all to make positive contributions and achieve their potential. Parents say they value the way in which their children's individual needs are met. Pupils' spiritual, moral, social and cultural (SMSC) development is good. They express their ideas creatively through art and music. Outdoor learning helps children to appreciate God's world. Exciting visits and cross-curricular activities, such as those planned for the recent Fairtrade Fortnight, help children to develop skills, collaborate and achieve common goals. Children are increasingly reflective. Well-used interactive displays, such as those on humility and 'Jesus is special' illustrate the depth of their thinking. One Key Stage 2 pupil wrote, 'Humility is not going around thinking you are better than others and knowing that you always need God's help.' Religious education (RE) contributes well to pupils' SMSC development. Children enjoy and are challenged by their lessons. They study different faiths in RE and respect diversity, saying that everyone has different beliefs and can choose what to believe. However, they do not have regular opportunities to engage with people of other faiths and cultures and their understanding of diverse lifestyles is limited.

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

Collective worship is a joyful and participatory experience for all members of the school family. It is well planned and firmly based on Christian values and Bible teaching. 'Worship teaches us about Jesus and how God wants us to behave,' explained one Year 5 child. Pupils talk confidently about events in Jesus' life and the way in which Christian festivals are celebrated. Some children have well-developed ideas about the nature of God. One older pupil wrote, 'Jesus is our saviour because he died on the cross for us to take away our sins and bring us back to God.' Links with the church and other local faith groups provide children with a broad experience of collective worship. The vicar and members of the Methodist and Free Churches all lead worship. The church is used for festival services, which are valued and well attended by parents and members of the local community. Children lead worship in school and in church, taking responsibility for significant aspects. Year 6 children plan and lead worship independently. Younger groups deliver class-led worship each half term. Daily worship is evaluated by staff, pupils, governors, parents and visitors. Children complete evaluations each half term and staff use these to support some future planning. For example, the Ascension Day worship focused on personal loss because the children had requested time to think about how they feel when a family member dies. However, the evaluations do not indicate personal responses in any depth, so they do not support future planning clearly or identify the impact on children's spiritual development. Prayer and reflection are key features of worship. Children know traditional prayers and graces. They write their own prayers, explaining that in talking to God, they say sorry, ask for help and think about others.

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

The headteacher has inspired significant changes which have substantially improved the Christian character of the school. This is recognised by all members of the school family. Governors and staff work together to develop the shared values and vision which influence all

aspects of school improvement. Governors ensure that church school issues are prioritised within school improvement planning. They are engaged in the self-evaluation process, meeting staff, talking to pupils and observing lessons and worship. However, feedback is given informally and does not ensure that evaluation informs development planning effectively. Issues from the previous inspection have been addressed and have helped the school to move forward. However, the school recognises that there remains a need for pupils to further engage with people of different faiths and cultures. RE and collective worship are well managed and contribute significantly to the school's Christian character. It is clear that the changes introduced since the last inspection are having a significant impact on collective worship. Links with the church, local community and other Christian faith groups support pupils' understanding of their communities. The focus on gaining Fairtrade status is having a very positive impact on pupils' understanding of global issues such as poverty and injustice. Pupils are aware of different cultures and ways of life and there are links with schools elsewhere in the world. For example a recent visitor was a cocoa producer from Belize. The school is also developing links with the Falklands and Germany. Parents are highly supportive of the school, recognising that the nurturing family atmosphere and school's values have a strong impact on their children's well-being. Partnerships with other church schools support teaching, curriculum development and governance. The recent changes in staff roles are having a positive impact, developing middle leadership and improving teaching and learning.

SIAMS report May 2015 Raughton Head CE Primary School, Raughton Head, Carlisle CA5 7DD