



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Braithwaite CE Primary School	Braithwaite Keswick Cumbria CA12 5TD
Current SIAMS inspection grade	Satisfactory
Diocese	Carlisle
Date of academy conversion	1 September 2015
Name of multi-academy trust	The Good Shepherd Multi-Academy Trust
Date of inspection	20 January 2017
Type of school and unique reference number	Primary 142106
Headteacher	Jo Laker
Inspector's name and number	Carol Berry 324

School context

Braithwaite is a very small school of 70 pupils situated within the Lake District National Park. Pupils are drawn from a variety of socio-economic backgrounds, including many from families involved in farming and tourism. The number of pupils with statements of special educational needs and disabilities (4%) is higher than usual. There are four disadvantaged pupils for whom the school receives the pupil premium. The majority of pupils (95%) are of White British Heritage. The longstanding incumbent, who departed in November 2016, also served as the chair of governors in partnership with the current chair of governors. The school has faced a number of staffing difficulties during the last few years. It was judged by Ofsted to require improvement in March 2015. The church is currently in a period of interregnum.

The distinctiveness and effectiveness of Braithwaite as a Church of England school are satisfactory

- Recent work on Christian values and the school's mission statement is resulting in a renewed understanding of a shared Christian vision for the school. Pupils gain a very good understanding of Christian values.
- The pupils' worship group is beginning to help pupils to take more responsibility for collective worship. The group is making a positive impact on pupils' attitudes to worship and their understanding of it.
- Partnerships with local churches and other members of local and national communities are making very effective contributions to pupils' spiritual, moral, social and cultural education (SMSC).

Areas to improve

- To ensure that procedures for monitoring and evaluation of the school's Christian ethos, collective worship and religious education (RE) are embedded in the school's annual planning and self-evaluation cycle. This is so that an accurate understanding of the impact of initiatives on pupils contributes effectively to strategic planning.
- To develop the use of assessment to support learning and teaching in RE. This is so that accurate assessment information is used to inform planning and provide pupils with helpful RE targets to support their progress.
- To help pupils to engage with times of quiet reflection and prayer in collective worship. This is to support pupils' spiritual development and their understanding of prayer.

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

This is a friendly school where pupils say they know everyone and feel well-supported by their kind and helpful teachers. Thinking about Christian values contributes to good behaviour and a positive learning environment. It underpins relationships and plays an important part in pupils' personal development. The school's focus on a different value each half term is very effective. As a result, children have a sound understanding of the values of trust, love and forgiveness. They readily explain that the world would be an unhappy place without forgiveness and talk about the benefits of forgiving someone. They have a very good ability to explain what the Bible says about these values, describing the way Daniel trusted God in the Lion's Den and the disciples trusted Jesus during the calming of the storm. Parents also understand the importance of Christian values to the school. The trial Christian values activity leaflet, sent home for pupils to work on with their parents, has contributed to this. The school is working hard to improve achievement and made an effective response to issues raised by the Ofsted report. Staff are working as a team to develop pupils' independent learning skills through a 'Building Learning Power' programme. As a result, children are becoming more responsible learners who are actively involved in their learning and this is helping them to make progress. The Christian ethos enriches pupils' SMSC. Staff sometimes grasp opportunities for awe and wonder or reflect on Christian values in subjects other than RE. Children appreciate the wonderful natural environment in which the school is situated. However, time for spiritual development is not secured by being included in formal curriculum planning. RE supports children's understanding of Christian values and makes an effective contribution to cultural development through the study of different faiths. The biennial residential visit to Manchester, where pupils meet their Muslim pen-pals and visit a Mosque, results in excellent attitudes to diversity.

The impact of collective worship on the school community is satisfactory

Collective worship is important to the school. It is making an effective contribution to children's understanding of Christian values and sometimes affects the choices they make about their lives. Some pupils were inspired by thinking about the values of love and compassion to give the profits from their enterprise project, 'Five a Challenge', to charity. Planning for collective worship ensures that pupils think about a range of Bible stories, different seasons of the Church's year and important Christian values. However, planning does not include a focus on important beliefs about God, with the result that pupils have a limited understanding of God as Father, Son and Holy Spirit. The pupils' worship group is transforming pupils' attitudes to worship. Pupils who have been involved in it are very enthusiastic about worship and children say they would like more acts of worship led by pupils. The group led an act of worship on forgiveness when children acted out the parable of the prodigal son. They organised a game to prompt thinking about a Bible verse and prepared a multi-media presentation which included their own thought-provoking creative writing. However, the excellent work of this group is not yet fully embedded as it was only formed last September and they have only led worship on three occasions. Other children are less enthusiastic about collective worship, although they recognise its importance. Collective worship makes a limited contribution to spiritual development. Children sometimes write prayers, but do not routinely take time to be still and reflect. The reflective areas in classrooms have been used for interactive approaches to prayer, although this has not happened recently. Pupils currently have a limited understanding of how and why Christians pray. Local partnerships greatly enrich worship. The vicar was a regular and valued contributor to collective worship, in addition to providing the school with much appreciated pastoral support. The partnership with other churches and local Christian organisations ensures that pupils experience diverse worship styles. Their contribution is greatly valued by the school, particularly while the church is without an incumbent. Parents enjoy the regular opportunities to attend worship. Developments in collective worship have been secured by inclusion in the school action plan and governors have been involved in monitoring the impact of these developments. However, evaluation strategies have not included listening to pupils to explore their attitudes to worship or the way it has developed their understanding. Consequently self-evaluation reflects only a limited understanding of the impact of collective worship on pupils.

The effectiveness of the religious education is satisfactory

RE makes a sound contribution to the Christian character of the school. It provides support for reflection on Christian values and promotes respect for diversity through the study of other faiths. Children have a good understanding of the different world faiths studied. Lessons are enquiry based and often include opportunities to

develop skills for learning. The development of skills in RE is well-supported by the 'Building Learning Power' programme. In a Key Stage 2 lesson, pupils reflected on the learning skills they would need for their research task about how people of different faiths pray. The use of the diocesan syllabus ensures that there is a broad and balanced curriculum which includes both learning about religion and learning from religion. In a Key Stage 1 lesson, children used drama to reflect on the story of Moses and to identify the qualities of good and bad leaders. However, the way in which concepts and skills are developed across the key stages is not clearly identified in planning. Standards and progress in RE are satisfactory overall and the achievement of the most able is sometimes below their achievement in the core subjects. Assessment in RE is an area for development. There are some helpful assessment strategies which support teachers in identifying whether pupils are achieving appropriately challenging learning outcomes. However, assessment records are not regularly supported by exemplars of pupils' work and teachers have not recently moderated their assessment of RE. The school has no records of the progress made by pupils over time to inform self-evaluation. Written work in pupils' books is sometimes below expectations and pupils' progress is rarely supported by feedback relating to RE targets. RE work is written in topic books used for several subjects, with the result that pupils have no clear idea about how to improve in RE. Monitoring and evaluation of RE has been limited in recent years. Although informal observations of RE take place, there are no records of lesson observations and RE is not included in the school action plan. However, there are now plans for a review of RE to take place as part of the governors' annual curriculum review.

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

There is a clear Christian vision for a school founded on Christian values. The vision is shared by all members of the school community. The headteacher provides committed Christian leadership and lives the vision through the compassion she demonstrates for her pupils. The school has faced a challenging time over the last few years and has had a number of staffing difficulties. Staff have worked effectively as a team to address issues raised by the last Ofsted report, although during this time some good practice with regard to RE and collective worship was lost. However, there is now a renewed sense of purpose for the school as a church school. The staff and governors' away-day at the end of the last academic year was the springboard for these developments and an action plan is now in place to develop Christian values and collective worship. All stakeholders were consulted about a new mission statement and a half-termly focus on Christian values is making an excellent impact. As a result, progress as a church school has been rapid during this academic year. The school has carried out detailed and honest self-evaluation. Although this sometimes lacks a focus on the impact of initiatives on pupils, this has identified some helpful ways forward. Collective worship and RE meet statutory requirements. Leadership of collective worship is resulting in significant improvements. However, leadership of RE is currently less effective as RE has not recently been the subject of a detailed review. Plans are in place to address this. Governance is now effective. Governors have evaluated the action plan for Christian values and worship. They have a very good understanding of many issues facing the school. The academy trustees are committed to maintaining the Christian character of the school. They have monitored the school rigorously with regard to pupils' achievement and have also reported on the school's Christian ethos. Good support has been provided for staff considering leadership in church schools. One member of staff has attended a Christian leadership course and another was supported in gaining experience, through secondment, to a headship in another school. There are excellent and mutually beneficial partnerships with local churches and other Christian groups in the local community. These make an excellent contribution to SMSC, for example, Bassenfell Manor Christian Centre supports the school through residential visits for outdoor pursuits and also leads worship in school on a regular basis. The partnership with the school and mosque in Manchester make an outstanding contribution to pupils' cultural development. Following a difficult time, the school is facing the future with enthusiasm and determination.

SIAMS report January 2017 Braithwaite CE Primary School Braithwaite Cumbria CA12 5TD