

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Crosby-on-Eden Church of England Primary School	
Address	Crosby on Eden, CA6 4QN
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>We want to prepare for our futures. We want everyone to have a positive impact on our world. We want to feel fulfilment in our lives and to flourish. We support each other to develop resilience and to grow as individuals within our local community and God's wider world.</p> <p>"I have come in order that you might have life - life in all its fullness." John, Chapter 10 Verse 10</p>
Key findings
<ul style="list-style-type: none"> • The distinctively Christian vision is the golden thread that shapes the work of the school on a day-to-day basis. The headteacher is passionate about ensuring pupils and all members of the school community 'live life in all its fullness'. She leads with humility and compassion as a servant leader. • There are rich and varied opportunities to develop pupils' spirituality in collective worship and across the wider provision in school. • Pupils have a well-developed knowledge of courageous advocacy and are able to give examples of how this is lived out in others. They can talk with passion and insight about injustice, and how they themselves live out the school's vision and make difference in their own world. • The religious education (RE) lead has worked tirelessly to develop pupils' religious literacy, self-reflection and consideration of big questions linked to Christianity and other world faith and worldviews. Pupils are able to talk about Christianity and other faiths and are beginning to identify similarities to their own views and culture • Governors are passionate about the school. They have a good understanding of the day to day living out of the school's distinctively Christian vision. Their strategic role is not sufficiently embedded to ensure rigorous monitoring and evaluation of the work of Crosby-on-Eden as a Church school.
Areas for development
<ul style="list-style-type: none"> • Governors to further develop their strategic awareness of the effectiveness of the Christian vision on the work of the school. • Widen opportunities across all areas of school life, to deepen pupils' understating of diversity within their community and beyond.

Inspection findings

Crosby-on-Eden is a place where all members of the school community are trusted, nurtured and supported to have 'life in all its fullness'. The distinctively Christian vision is central to the work of the school. It places high importance on everyone growing and flourishing holistically. There is a strong sense of belonging and staff know the pupils very well. All are valued and know that they are valued. The school is friendly and welcoming. All pupils and adults are treated with respect, compassion, understanding, forgiveness, and love. Both adults and pupils talk with passion about the school vision and core values. They can explain how it influences them and helps shape how they act and behave on a day to day basis. The inspirational headteacher has an excellent understanding of the work of a Church school. She has worked collaboratively to develop and embed the inclusive and distinctively Christian vision. This is the golden thread that is woven through all aspects of school life. Governors play an active role in supporting the work of the school and its community. They have not fully developed their role in order to evaluate the effectiveness of Crosby-on-Eden as a Church school.

Leaders are passionate about preparing pupils for their future and educating 'for life in all its fullness'. In line with the vision, leaders have developed a curriculum which motivates and engages pupils. It supports them to grow and develop to become responsible members of society. Staff provide learning opportunities for pupils to be successful and make a positive impact on God's world. Staff make very effective use of the forest school area to enhance learning, develop spirituality and to develop social skills and life skills. Pupils show resilience through perseverance in all areas of school life. Leaders have developed a shared understanding of spirituality. The use of Philosophy for Children (P4C) encourages pupils to explore, discuss and respond to big questions. Individual talents and interests are noticed and encouraged, and pupils feel that they are supported to be the best they can be.

Lifelong social engagement is central to the school's vision. Everyone knows that they can make a difference no matter how big or small. Pupils learn about poverty, social injustice and global inequality. Pupils are able to talk about courageous advocacy, and the importance of 'speaking up for people who can't do it themselves'. Pupils speak with enthusiasm about the work of people who have challenged injustice, such as Nelson Mandela, Rosa Parks and Greta Thornburg. The school council gathers opinions and ideas from their classmates on ways they can improve the school as well as the wider community. Recently they led an initiative to raise awareness of single-use plastic, recycling, and energy saving. Pupils are now bringing in their own refillable water bottles and recycling milk bottles and are relentless in encouraging everyone to turn off lights. As a result, pupils are saving energy and making small changes to tackle climate change. Staff are committed to educating pupils as future global citizens. They equip pupils with the understanding, attitudes and behaviour that will allow them to be agents of change.

Pupils and adults alike, flourish at Crosby-on-Eden. Everyone in the school is treasured as a child of God. Parents and carers value the importance the school places, not just on academic achievements but also on the whole child. They say that their children are 'celebrated as individuals' and are encouraged 'to be who they are'. Relationships are a strength of the school. Adults provide excellent role models to the pupils. Pupils' behaviour is excellent, and they show respect and kindness to one another. This reflects the schools' vision and core values. The school has prioritised the promotion of positive mental health for all. They make sure no one goes unnoticed and support is given if needed. Pupils and adults genuinely do 'value all God's children'.



The RSHE curriculum focused is on developing positive and healthy relationships so that everyone can feel special and unique. Pupils are clear about how to keep themselves safe.

Collective worship is seen as the heartbeat of the school, inspiring pupils and adults alike to have a positive impact on themselves and their community. The school vision and core values shape the carefully thought-out worship. It is inclusive, invitational and inspiring. Worship is well supported by the input of the vicar and the Northern Inter Schools Christian Union team. It uses the window, mirrors and doors approach to allow for pupils and adults to grow both spiritually and personally. This involves; reflecting on the world around them through the window; on themselves through the mirror; and going out through doors to act. One pupil said, ‘after a long day it is my time to reflect – what I have done and how I can do better’. Staff say they also use it as a time to reflect on themselves and on the children in their class. Parents talk positively about the value of worship and the impact on their children. Older pupils have the opportunity to be part of the ethos group. They relish the responsibility to participate, support and lead worship. As well as these responsibilities the group also make sure that the well-used school reflection area is maintained. Pupils value class reflection areas and use them thoughtfully. One child enthusiastically gave very detailed instructions of how to use the area – ‘just like the headteacher’.

RE is very well led and managed. The RE lead and headteacher have very good subject knowledge and expertise. They confidently deliver engaging and stimulating RE lessons across school. Pupils creatively explore their own and others’ convictions, through P4C, discussions and practical experiences. They demonstrate a good understanding of Christianity as a living faith and of other world religions. They make links between their own experiences and thoughts, and those of faiths and beliefs other than Christianity. Leaders are keen to develop pupils’ understanding of a range of religions and worldviews, through rich and varied experiences within the community and beyond.

Crosby-on-Eden is a warm, caring and inclusive school. It is committed to serving the common good, enabling all pupils and adults in the ‘Crosby family’ to feel fulfilment in their lives and to flourish.

Information			
School	Crosby-on-Eden Church of England Primary School	Inspection date	18 November 2022
URN	138896	VC/VA/Academy	Voluntary controlled
Diocese/District	Carlisle	Pupils on roll	85
Headteacher	Julia Dagleish		
Chair of Governors	Rob Gordon		
Inspector	Joanne Warner	No.	950