

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Greenhead Voluntary Aided Primary	Greenhead, Brampton, Cumbria CA8 7HB
Current SIAMS inspection grade	Satisfactory
Diocese/Methodist District	Newcastle
Previous SIAMS inspection grade:	Outstanding
Local authority/	Northumberland
Name of federation	West Tyne Federation
Date/s of inspection	6 October 2016
Date of last inspection	3 and 7 November 2011
School's unique reference number	122284
Acting Executive Headteacher	Judith Meek
Inspector's name and number	Carole Snelling 519

School context

Greenhead Primary is part of the West Tyne Federation of schools and the Haydon Bridge partnership. This rural school is smaller than average primary with 32 pupils on roll and there is an attached nursery provision. Small year group cohorts are taught in mixed age classes. Children are of White British heritage. The school has faced reorganisation since the last inspection changing from a First school to Primary. An acting executive headteacher is in post and a new governing body. In April 2015 OFSTED judged the school to require improvement.

The distinctiveness and effectiveness of Greenhead Voluntary Aided Primary as a Church of England school are satisfactory.

- The enthusiasm and determination of the acting executive headteacher and head of school are driving the school forward to secure high quality education and in reinvigorating the distinctly Christian ethos.
- The Christian values of love, respect friendship and forgiveness inform the excellent relationships and pupil behaviour in the school community.
- The strong links with the local parishes and the input of the clergy in the planning and delivery of collective worship which supports spiritual development.

Areas to improve

- Use the SIAMS schedule documentation, to help formalise and structure the evaluation and celebration of progress when reviewing the impact of religious education (RE) and the school's Christian values on pupil achievement.
- Review the school's mission statement and policies to ensure that Christian values are made explicit, making it clear to all that Christian love informs the way in which children are educated and nurtured.
- Establish children's contribution to the planning, delivery and evaluation of worship to give them a sense of ownership and to allow them to have an additional dimension to their spiritual development.
- Develop assessment in RE to enable pupils to be confident about their achievement and know what they need to do to progress to the next stage of their learning.

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

Every child is nurtured and valued within an environment that places great emphasis on Christian values which shape the approach to personal and academic development: Greenhead school is fully inclusive of those of the Christian faith, other faiths and none. Children's attainment is in line with expected progress and the difference between disadvantaged pupils and their peers is diminishing. The experienced acting executive headteacher is leading the drive to improve the quality of teaching and learning and to ensure that children are provided with challenging learning opportunities. Children recently decided which values to adopt and they are beginning to understand the Bible teaching behind them. Pupils describe their school as being happy, fun, interesting and a good place to learn, this has contributed to improved attendance. Children are confident that they could approach an adult in school if they were experiencing difficulties. Pupils say that there is no bullying, everyone cares for each other and the recently introduced Buddy system is giving an opportunity for taking responsibility for others. Kindness boxes encourage pupils to post a short note of good deeds and kind thoughts about others, this is valued by all and it adds a dimension to spiritual, moral, social and cultural (SMSC) development. Children know that they will be given another chance if they misbehave because Jesus taught the importance of forgiveness. The children are tolerant and respectful of their peers recognising that not everyone believes the same things. Great progress has been made since the last inspection in providing opportunities for the learner voice to be heard. Pupils now have a democratically elected School Council. Contributions to developments in school include the introduction of a reward system 'Star of the Week', fundraising for charity, purchase of play equipment and recent pupil questionnaires about RE and worship. Although this is rural community opportunities are provided to gain understanding of religious and cultural diversity through RE, worship and curriculum visits. British values and Christian values of forgiveness, trust, hope, love and peace are articulated by pupils. Reflection on these takes place in worship and RE giving scope for SMSC for example, considering the importance of the Ten Commandments and how these can influence the way others are treated. Parents' questionnaires reveal that they "strongly support the spiritual ethos of the school that promotes the values of both the Christian and other faiths." Displays around the school support learning, celebrate children's achievements. The importance of RE has recently been enhanced by the introduction of discrete lessons and the appointment of an RE coordinator.

The impact of collective worship on the school community is good

Worship plays an important part in the daily life of the school, it is enjoyed as a time of community, celebration and thanks. Christian values are explored, given relevance and the children are encouraged to live them out. The worship themes follow the Christian year and also afford opportunities to discuss topical issues and festivals from world faiths. The children are engaged, enjoy singing and listening to Bible stories which teach them about Old Testament figures and gospel stories about Jesus. Prayer is an integral part of the day. Children are keen to write their own prayers and have selected their favourites for various times of the day. During worship, prayers composed by the children are chosen from the Prayer Cross and shared with others. The knowledge that prayer can impact beyond the school is evident, 'Dear God I hope that all the Syrians get all the help they need' and, 'Dear God I am really mad at my sister right now show me what to do, so that our house can be peaceful'. The local vicar is link governor for RE and worship and his input is reflected in the pupils' understanding of prayer and the understanding of the person of Jesus and the Trinity. Together with the head of school the themes are carefully planned to deliver worship in school and for the celebration of Anglican festivals in church. A number of staff deliver worship and there are occasional visitors from other faiths in the community. A formal evaluation of worship is carried out by staff however this needs to be developed to incorporate the children's views. A simple system of pupil evaluation has recently been introduced, this needs further piloting and review. Children are not involved in the planning, delivering or formal evaluation of their worship experience, encouraging them to do this will lead them to experience a greater sense of enjoyment and ownership. Additional opportunities for SMSC are created for pupils by carrying the themes from worship into RE lessons. The school has identified the need for training in delivering worship and in improving resources and staff are currently working with diocesan advisers with the intention of making worship inspirational and outstanding for all.

The effectiveness of the religious education is satisfactory

The school has adopted units from the Blackburn Diocesan syllabus which ensures that the entitlement for RE is met and opportunities to study Christianity, world faiths and local topics are afforded. Themes from worship are often followed up in RE contributing to the development of SMCS and for questioning and reflection. Learning about and from world faiths, Judaism, Islam and Hinduism play an important part in the development of social cohesion. The head of school is reviewing the lesson planning to ensure that opportunities are included for pupils to show the skills of enquiry and reflection. Recent lesson observations indicate that most teaching is good and that pupils are often excited by their learning in RE. The best practice in RE needs to be shared and consistently applied, use of subject vocabulary, skilled questioning, incorporating pace and challenge and encouraging children to become independent learners. Differentiation of work is by task and outcome. In Key Stage 1 lessons, children are challenged to discover 'what is in the bag?' They employ thinking skills, talking with partners and are able to make comparisons between Harvest in Christianity and Sukkoth in Judaism. Older children learn about rules for living giving good opportunities for SMCS. Pupils decided after watching news footage of the floods in Haiti to raise money to send to aid agencies. Pupil progress in RE is in line with other subjects and national expectations. As a result of moving away from levels of achievement teachers are not yet secure in assessing pupils' attainment. At present children do not have any written feedback on how well they are achieving or their next steps for learning progression. This uncertainty was reflected in a recent pupil survey which asked them if they knew how well they were doing in RE. New assessment procedures are still in the planning stage and advice has been sought from the diocesan RE advisor. Preparations are in place to introduce pupil evaluation using 'I can ...' statements. When this practice is embedded, teachers will be able to plan more effectively for progress.

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

The experienced acting executive headteacher and head of school are working effectively to bring about a renewed and more robust approach to teaching and learning. All staff are being exhorted to allow children to become independent learners. The intention to reinvigorate and enhance the distinctive Christian ethos is clear 'We want this school to feel more like a church school.' The school's self-evaluation as a church school is slightly generous. The planning is in place to bring about the required and desired changes. Much has been achieved; reflection areas have been introduced, children are given opportunities to take responsibility, Christian values have been revisited and given greater emphasis and RE and collective worship are under revision. Time is needed to embed recent implementations and to evaluate the impact on children's learning and progress. Productive and positive working relationships have been established with diocesan advisers and some training for governors and professional development for staff in RE assessment has already taken place. The executive headteacher has given careful attention to providing professional development opportunities for governors and for staff including for those who might wish to progress to senior leadership roles in church schools. Following a period of instability Greenhead now has a new governing body. To ensure the rigorous development of the Christian ethos governors should review the mission statement and policies to further embed the ethos of the school. The use of the SIAMS framework to evaluate and monitor RE and worship will further inform governors of progress and areas for development. Governors should also monitor how the distinctive Christian values impact on raising attainment. A link governor is in place for RE and worship and his regular visits to school are valued in terms of pastoral support and spiritual development. The school has an RE co-ordinator who has been well supported by the link governor and school leadership. The head of school has been responsible for many of the most recent initiatives to enhance Christian distinctiveness. Links with the church, parish and local community are strong and pupils enjoy their contributions to village life. The school is compliant in delivering an RE entitlement and in holding a daily act of collective worship. If Greenhead continues along the path of innovation and improvement and bring their planning to fruition, then their strapline of 'Alone we can do so little together we can do much' will be realised in the resulting educational success and a very obviously Christian ethos of love and care for all.

