

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Bega's Church of England Voluntary Aided Primary School

Vision

Our inspiration: John 10:10 'I have come that they may have life and have it to the full.' At St Bega's, our mission is to create a secure, enjoyable environment enriched by Christian values, where an inclusive community of children become successful learners, confident individuals and responsible, active citizens through a broad and creative curriculum.

Strengths

- The staff actively support and care for one another, enhancing their resilience and helping everyone through happy and difficult times. Staff wellbeing is a priority for leaders, including governors.
- Collective worship is passionately led, creating valuable time for pupils and adults to come together as one loving family. It is joyful and provides meaningful moments of reflection enhancing pupils' knowledge of Bible stories.
- Although at an early stage, leaders are ambitious to develop religious education (RE) and accurately understand the strengths and development areas of the curriculum.
- Loving relationships are evident throughout the school. Older pupils actively care for the younger members of the school, modelling kindness and how to treat each other well.
- Staff create a caring and nurturing environment where pupils and adults are known, loved and respected for the unique individuals they are.

Development Points

- School leaders have not ensured that there is a theologically rooted Christian vision for the school that is enabling pupils and adults to flourish. Therefore, school leaders must ensure that there is a theological rooted Christian vision for the school that is enabling people to flourish.
- School leaders have not ensured that the curriculum reflects the school's Christian vision. Therefore, school leaders must ensure that the curriculum reflects the school's Christian vision, and that spirituality is an intrinsic part of the curriculum.
- School leaders have not ensured that the provision, profile, and priority of RE result in an effective curriculum. Therefore, school leaders must ensure that the provision, profile and priority of religious education result in an effective curriculum, which enhances pupils' understanding of a range of worldviews and faiths, including Christianity.
- School leaders have not ensured that the quality of RE teaching is good, and that pupils make at least expected progress. Therefore, school leaders must ensure the quality of RE teaching is good, and that pupils make at least expected progress.
- Ensure that there is a shared understanding of spirituality. This is to enable pupils and staff to express the impact of opportunities for spiritual development on them.



Inspection Findings

St. Bega's is an inclusive school where the contributions of adults and pupils are cherished. This creates a sense of togetherness and a sense of this small school being one big caring family. Pupils accurately explain how the school's Christian values help them to be kind and considerate to their friends. This is seen in the loving way that they develop positive relationships and how they actively care for each other. The school has positive links with the local church, with clergy visiting and collective worship being held in both the school and church. Their role is seen as an integral part of school life and their contribution to worship and pastoral support is highly valued. Daily collective worship is a meaningful time when pupils and staff come together. It provides moments to strengthen their understanding of Bible stories and provides time to reflect on what they can learn from them. It also provides an opportunity to reflect. Time to worship outside, surrounded by the beauty of the local countryside, enhances the spiritual development of adults and pupils. However, as there is no shared language of spirituality, the way they express the impact of this is less developed.

St. Bega's is in a period of transition following a recent, and significant, time of turbulence for the school. However, developments in the curriculum are embraced by the whole school community and a tangible sense of hope for the future permeates the school. The importance of the Christian vision has been lost during this period of transition. Consequently, leaders, including governors are unable to share the way that the Christian vision directly impacts on the decisions and direction of the school. Governor monitoring is not explicitly guided by the Christian vision, consequently, its impact on the Christian foundation of the school is limited. Pupils have the opportunity to develop and grow in this school through the love of staff and the development of a personal curriculum. The Christian ethos of the school is lived out through a set of known values which the school has adopted. School leaders have not ensured that there is a theologically rooted Christian vision for the school that is enabling pupils and adults to flourish. Therefore, school leaders must ensure that there is a theological rooted Christian vision for the school that is enabling people to flourish.

The curriculum does not reflect the school's Christian vision. Consequently, the Christian foundation of the school is not used to explicitly shape the learning experience of all pupils. However, leaders have identified a strategic direction for the curriculum although the way this is explicitly rooted in Christian vision is unclear. Leaders are working to enhance opportunities for pupils who have special educational needs and/or disabilities (SEND). The implementation of a personal and adapted curriculum is being developed to support pupils with SEND. However, there is no shared, whole school understanding of what is meant by spirituality. Therefore, pupils' spiritual development is not planned for, or explored, within the curriculum. This limits opportunities for their spiritual flourishing and the way the curriculum enhances the holistic development of each pupil. School leaders have not ensured that the curriculum reflects the school's Christian vision. Therefore, school leaders must ensure that the curriculum reflects the school's Christian vision, and that spirituality is an intrinsic part of the curriculum.

The school's Christian values create a culture in which adults and pupils are treated well. School policies and practices create a culture in which wellbeing is enhanced. Leaders are supportive of strengthening the mental health and wellbeing of staff and pupils. Staff are particularly grateful to those who have nurtured the school during the period of staff instability. Consequently, they are highly supportive of the drive to develop the school. An example of this is the way they actively embrace changes to the curriculum. Pupils mix well across age groups and play happily together during social times. They care for one another with the older pupils actively supporting younger pupils. Parents value this and rightly speak of the nurturing community of the school. This caring and compassionate culture enhances nurturing relationships which is the heart of the school. These flow from the school, enriching the wider community. The way this caring culture is specifically created by a Christian



vision is unclear as leaders have not accurately established this link. However, pupils can accurately express how their Christian values are helpful guides in the decisions that they make.

Leaders create a respectful culture of justice and responsibility. Interactions are based on mutual respect and trust which strengthens the sense of a cohesive community. Pupils are aware of, and contribute, to a culture of justice and responsibility. The school works with partners from the diocese on a 'young leaders' project which supports discussions about personal faith within the school. There is a genuine sense of love and care at St. Bega's. Partnerships are valued within, and beyond, the local community. Staff know their pupils and families well. An open-door culture has been established and parents and carers feel like an integral part of the school. There is a strong sense that nothing is too much trouble. Pupils feel confident and will happily engage in conversation with adults across the school. Pupils speak with enthusiasm about being agents of change in the local area. For example, they purposefully engage in improving the environmental impact of littering in their own community. However, the way this is inspired by the Christian vision is not evident.

The RE curriculum has recently been updated but is not fully embedded. Leaders have adopted an ambitious RE curriculum, with the aim of developing pupils' knowledge of world faiths, including Christianity. Leaders are keen to ensure the curriculum is well-balanced and relevant to the pupils. A link governor has been appointed to support the monitoring of RE. There is some evidence of some continuing professional development, but it has not had a full impact on the effectiveness of the curriculum. Pupils demonstrate an understanding of some aspects of world faiths although this lacks depth. Leaders have not ensured that the provision, profile and priority of RE reflects its place in the curriculum of a Church school. School leaders have not ensured that the provision, profile, and priority of RE result in an effective curriculum. Therefore, school leaders must ensure that the provision, profile and priority of religious education result in an effective curriculum, which enhances pupils' understanding of a range of worldviews and faiths, including Christianity.

Changes to the RE curriculum have not had the time to impact positively on the quality of teaching. Teachers are in the early stages of the implementation of the curriculum. Consequently, there is very little evidence of progress in RE lessons and pupils' work. School leaders have not ensured that the quality of RE teaching is good, and that pupils make at least expected progress. Therefore, school leaders must ensure the quality of RE teaching is good, and that pupils make at least expected progress.

Information

Address	Longrigg Lane, Eskdale Green, Holmrook, Cumbria, CA19 1TW		
Date	27 September 2024	URN	112349
Type of school	Voluntary Aided	No. of pupils	18
Diocese	Carlisle		
MAT/Federation	Not applicable		
Headteacher	Terentius Jackson		
Chair of Governors	Madonna Adams		
Inspector	Wendy Kendall		