

School's theologically-rooted Christian Vision

'For God everything is possible' Matthew 19:26

Storth Church of England Primary School is a happy and welcoming community where everyone is included, valued and supported to reach their potential as we learn and laugh together. Through our trust in God, we believe that everything is possible, doing all that we can to care, help and love each other.

Inspection Conversations: Context

Who are we?

(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- If a former voluntary controlled school does it, as an academy, provide denominational religious education?
- What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

Storth CEVC Primary School, Milnthorpe, Cumbria.

- Geographical location: Rural, affluent village. 86 children on role
- Challenges/Strengths: Lot of mid-term starters and high levels of SEND- 9 EHCP children.
- Religious and cultural profile: Strong links with Arnside Parish and the local church – Father Andrew and Rev. Hannah Wallace. Local group – Open the Book - regular attendees.
- Other schools in the area 17 schools within the Cluster and three within the local area – 2 of which are Church schools.
- Needs and aspirations of community: Parents are generally affluent and are very supportive of the school and work well with staff to enable pupils to flourish. A culture of strong attendance that the majority of parents are supportive of.
- Pupil profile: Predominantly white British. Two Ukrainian pupils on role
- Vulnerable pupils made good progress. SEND and PP support is effective – see Ofsted report.

What are we doing here?

(This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships.

This information informs the judgements that the inspector makes.)

- a) Considering the answers under 'Who are we?', what is the vision of the school and of the trust?
- b) How is the school's vision a clearly-articulated theologically rooted Christian vision? How does the trust's vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school's context, and do they know how to respond to it theologically?
- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?
- e) As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?
- g) What are the school's arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?
- i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian

We are an inclusive school, where everyone has a valuable contribution to make to our school community. We believe that everything is possible and we strive to give the children the confidence needed to make this happen. Our School Values of perseverance, hope, love, respect, trust and forgiveness are embedded in all we do and have been chosen by the school community as values we should all try to adopt and live by. They align with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

A] Our vision – Storth Church of England Primary School is a happy and welcoming community; where everyone is included, valued and supported to reach their potential as we learn and laugh together. Through our trust in God, we believe that everything is possible, doing all that we can to care, help and love each other.

We aim to provide and deliver excellent teaching and learning opportunities that allow pupils to explore and develop their own values, beliefs and spiritual awareness; to demonstrate high standards of behaviour; to understand their social and cultural traditions and appreciate the diversity and richness of others'.

B] Our vision is shared with all pupils, parents and the wider community through emails, letter templates and on the community notice board. Each classroom and the entrance foyer celebrates our belief and the children contribute to the display, through their thinking and ideas of what they have been able to achieve.

C] Parents and Carers have selected the school because of its reputation as a caring and nurturing environment that allows all children to flourish and enjoy their learning. We attract a high number of mid-term starters because of this and we strive to ensure that all children are treated the same no matter their background, ability or socio-economic background.

D] The school and Governing body have had no reason as yet to join a MAT and no realistic option seems available at the moment.

E] Cumbria County Council's recommendations stipulate a Governing body of 11 members – two of whom are Foundation Governors.

vision and to live up to its foundation as a Church school, enabling people to flourish?

- j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

F] A rigorous Governing body schedule and carefully linked roles and responsibilities enable the Governors to work with the school. They hold leaders to account through annual head teacher appraisals and regularly visit the school to gain insight and understanding of how the school works. They attend training when it is made available and feedback at Governors meetings.

G] The school follows a Collective Worship rolling programme that includes the whole school, church-led and child-led Collective Worship. This provides opportunities for the children to develop their understanding of the school values as well as global and national events. Collective Worship also allows time for singing, reflection, prayer and stories as well as being a time when the whole school community unites and shares experiences.

H] The school follows the Questful RE Syllabus across all key stages. RE is a core lesson and is given one hour a week by all classes. This is monitored by the RE coordinator. The school has worked with the Diocese in making this decision and the situation will be monitored closely and renewed if necessary.

I] The school is proud of its links with the local Church and the Diocese. We have weekly visits from the local Vicar and Reverend, with a Methodist lay preacher included in the school Governing body. The Church and school hold joint events to support one another which are very well attended by the community and parents.

Inspection Question (IQ)	Impact of provision and sources of evidence
<p data-bbox="107 217 1115 284">IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p data-bbox="107 323 1115 391">a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p data-bbox="107 443 1115 510">b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p data-bbox="107 563 1115 630">c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p data-bbox="107 699 1115 810">d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	<p data-bbox="1137 217 2145 400">Collective Worship is expressed daily and is an integral part of the timetable. All children and staff attend and Parents and Governors are always invited. The local Vicars carry out Worship weekly and the Open the Book group attend school on a fortnightly rota. These sessions enable the children to participate fully in the stories that are retold.</p> <p data-bbox="1137 435 2145 547">There is a standing agenda item on the FGB agenda to discuss the vision of the school and the Christian Distinctiveness. This keeps the Governing body fully informed of any changes or developments in the ethos of the school.</p> <p data-bbox="1137 582 2145 766">Parents recognise that the school is a place where everyone is included, valued and supported to reach their potential. The school is selected by parents as a nurturing and supportive environment where all the children are treated equally whatever their circumstances. The most recent Ofsted report supports this culture of support and nurture.</p> <p data-bbox="1137 801 2145 912">The school is known for providing a high-quality educational experience as well as a nurturing environment achieving a 'good' grade in the most recent Ofsted inspection.</p> <p data-bbox="1137 948 2145 1099">The school vision is underpinned by the words found in Matthew 19:26 '<i>For God everything is possible</i>'. This biblical verse was chosen because the school leaders and governors are determined that all pupils and all adults are given every opportunity to achieve well and to reach their potential.</p> <p data-bbox="1137 1134 2145 1201">Children are very well-behaved, motivated and engaged in their learning, as recognised by Ofsted (July 2022)</p> <p data-bbox="1137 1236 2145 1303">Parents are as involved as they can be with what occurs in the school and all events are very well attended.</p> <p data-bbox="1137 1339 2145 1374">Links with the local church are strong and very well established.</p>

CPD is up to date among the staff with regular relevant training undertaken when available.

The Governing Body's schedule of work and allocation of roles and responsibilities provide a clear focus for members of the Governing Body in supporting the school in improvement. Training records and attendance at Governing Body meetings show the commitment of the board. Following visits, Governors provide reports to feedback at the Governor's meetings.

The vision drives all decisions in school and can be seen in the way that children and adults treat each other in school each and every day.

The curriculum intent is driven by our vision and Christian values.

Teaching in all subjects is of a consistently high standard with CPD and staff meetings carefully planned to meet the needs of the school.

<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>Opportunities to explore SMSC are identified in planning, across all subjects, in order to ensure that the spiritual needs of all children are met.</p> <p>Staff set high expectations for all groups of children no matter what their starting points. Every child is encouraged to meet their potential.</p> <p>Vulnerable pupils are given appropriate support, scaffolding and encouragement. Intervention strategies are used to good effect and the school has a dedicated SENDCO to support those children that require assistance.</p> <p>Collective Worship allows all the children the opportunity to discuss or reflect upon topical and global issues.</p> <p>Visitors to the school comment upon the family feel of the school and the way in which the children look out for each other and help whenever they are able.</p> <p>Christian values are clearly displayed across the school are displayed in all classrooms.</p> <p>Progress, evidenced by half-termly assessment and school data, is strong across all curriculum areas.</p> <p>Data suggests that the vulnerable pupils are making good progress that is broadly in line with their peers.</p> <p>A high percentage of pupils achieve a level of 'greater depth' at the end of KS2.</p> <p>Subject leaders have a deep understanding of the intent of their subjects and are scrupulous in their monitoring and assessment of their subjects.</p> <p>Access to the pod allows a nurturing environment for those children that require it and enables us to offer a completely inclusive curriculum.</p> <p>We continue to develop our forest school provision which enables outdoor learning and caters for different learning styles.</p>
---	--

We use bespoke curriculums for our PP and EHCP children where needed which addresses any gaps or barriers they may have. Data suggests that PP children are performing in line with national averages.

The whole school curriculum ensures the school's core values are developed through well-planned curriculum subjects.

<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <p>a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?</p> <p>b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?</p> <p>c) In what ways is the worship life of the school inclusive, invitational, and inspirational?</p> <p>d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?</p> <p>e) How does the trust contribute to and enhance the school's worship and spiritual life?</p>	<p>Collective worship takes place every day and is led by a different member of staff. The Vicar and Open the Book regularly support and lead Collective Worship. All staff and children attend.</p> <p>A dedicated school prayer has been written and is used regularly.</p> <p>Focus areas are in each class where children can be still and reflect.</p> <p>The outdoor prayer space is utilised by children as an area where they can be quiet and reflect.</p> <p>Prayer is a natural part of school worship and this is repeated at lunchtimes, where child-written prayers are offered before meals are served.</p> <p>Worship includes everyone.</p> <p>The Trinity is a regular feature of Collective Worship.</p> <p>Community links are extremely strong. Our Toddler Forest School mornings enable us to reach out further into the community.</p> <p>Collective Worship is the uniting force within the school – it is the core of our curriculum and sets the tone, atmosphere and vision of the school.</p>
---	--

<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b) How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>Pupil Parliament allows topical and global issues to be discussed and then fed back in whole school assemblies.</p> <p>Parental feedback is very positive in the questionnaire and report reply slips. These are collated and published on the website.</p> <p>ELSA - Emotional Literacy Programme – is in place to support those children who would benefit.</p> <p>CPD for all staff is embedded and targeted at those who would benefit/use it most.</p> <p>SEND provision is a strength. Each pupil is known by all staff resulting in early intervention where required and effective ongoing support.</p> <p>Ofsted report commented on the supportive and nurturing aspects of the school.</p> <p>Each child and their family is known by all staff</p> <p>Teachers are enabled to have their PPA time at home.</p> <p>Senior Mental Health Lead is in place to support staff and pupils when needed.</p> <p>The Head Teacher promotes healthy work-life balance and supports staff in achieving this by regularly reviewing teacher workload.</p> <p>We have a senior mental health lead who helps with staff wellbeing.</p>
---	---

<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<p>Courageous Advocacy equips children with the skills, tools, confidence and opportunity to speak up and take action on issues of justice.</p> <p>Policies and procedures reflect the school's Values and vision.</p> <p>The school has worked hard over time to forge very positive links with the wider school community. These links include events that engage parents daily and termly; a busy and very supportive PTA and the support of various charities by the school, such as Children in Need and the Poppy Appeal..</p> <p>Pupils have access to many 'out of school' activities.</p> <p>Children become better citizens by engaging in activities that take them out of their comfort zone, such as residential experiences, performances and Community events (carol singing, litter picking, etc.).</p> <p>There is a very strong sense of needing to care for others.</p> <p>Children at the school are curious and have a genuine love of learning. They demonstrate empathy for others in many ways. They are inspired and challenged to achieve their potential both in their academic pursuits and in their support for their peers and adults.</p> <p>Safeguarding is taken very seriously (July 2022 Ofsted Report) and there is a cohesive and collective approach to keeping everyone in the school safe as per the latest DFE KCSIE document.</p> <p>Time and effort are put in to develop the skills of each staff member and they are appropriately supported.</p> <p>Work on inclusion is a focus right across the curriculum and all phases of the school.</p> <p>Children are given many opportunities to perform in and out of class and in presentations to the whole school.</p>
---	--

Every member of the school is important to the day-to-day operations. Staff know their pupils really well and how they can best help them in their learning. Appropriate training supports this aspect of the adults' work.

Pupils know that the adults care about them and children know who to talk to if things are not going well.

Parents know that the staff often go 'above and beyond' that which is expected of them in order to support individuals and groups of learners. Responses to parent surveys indicate that 100% of children feel safe, know that they are well cared for and enjoy coming to school.

Children support each other no matter what.

Children are confident, engaged and curious learners.

Our core values underpin all our learning and interactions with others. Global issues are studied and discussed in the curriculum and in Collective Worship.

<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>The school has subscribed to Questful RE on the recommendation of the Diocese, and this has been rolled out across all year groups and has been a great success. Children are inspired and totally engaged in their RE lessons.</p> <p>CPD in RE has been well attended by all staff and regular staff meetings and discussions cement understanding.</p> <p>Governors monitor RE effectively and have contributed to the development of the curriculum and what RE looks like in the school.</p> <p>The HT leads RE and monitors the subject across the school. Assessment grids are in place for each termly or half-termly unit of work.</p> <p>The subject is well-resourced and the pupils benefit from a number of visits from members of the community and the local Church to enhance their RE learning.</p> <p>Questful RE ensures that the children receive a well-sequenced and progressive RE curriculum that encourages the children to flourish and reflects the Church of England's Statement of Entitlement.</p>
--	---

The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?