

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ivegill CE Primary School

Vision

'Let your light shine'. Matthew 5:16

Ivegill CE Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The school is at the heart of the local community. The Christian vision binds the school together. Adults and pupils are encouraged to 'let their light shine' through words and actions.
- Leaders are passionate and determined, establishing a Christian vision which gives clear direction to support improvements. A highly valued staff team live out the vision daily. Therefore, they see the positive difference that it makes.
- Positive relationships are at the heart of the school. The staff in school work closely as a team. Both adults and pupils flourish because of the care and compassion provided. Their wellbeing is a high priority.
- Collective worship is highly valued. Pupils find it a joyous yet reflective celebration. It is thought provoking, and moments of silence and reflection are used to enhance personal spirituality.
- Strong, effective and enthusiastic leadership in religious education (RE) ensures the subject is well led and well resourced. As a result, pupils are enthusiastic learners who confidently both ask and respond to questions and share their ideas. RE has a high profile in school.

Development Points

- Ensure there are planned opportunities for responses to spiritual moments within the curriculum. This is in order to deepen pupils' spiritual growth.
- Extend pupils' focus beyond their local community to extend their understanding of inequality and injustice in the world. This is to enable them to decide how to make a difference both locally and globally.



Inspection Findings

This is a small, rural school with a big heart. Adults encourage pupils to 'let their lights shine' as they learn and grow to become confident and compassionate people. The Christian vision weaves through daily aspects of school life because it places people at its heart. One adult compared the school to a piece of rock with love running all the way through the middle. Families are warmly welcomed to a community where pupils are valued as unique individuals with different needs. Pupils and adults have a deep understanding of the vision and values. They take a deep pride in them. Using their logo 'etc' the values of endurance, trust and community, are known and referred to regularly during the school day. Pupils state the value of endurance reminds them to work problems through in lessons. The 'trust tree' in the main entrance reminds pupils of adults they know and can trust with any problem or worry.

The school celebrates individual achievements during 'let your light shine' worship every Friday. Pupils are supported to act as leaders, with roles being prized by pupils. Year 6 are proud to be buddies to Reception pupils, eagerly anticipating this responsibility. They carry out their role seriously, supporting them throughout the day and without the need to be prompted. For example, older pupils regularly help their younger buddies at lunchtime, cutting their food up for them. They are mindful of the struggles of others, recognising the needs of those in their school. Some pupils have taught themselves sign language to converse with others. These honest and respectful relationships are a real strength of this friendly community, where the example of Jesus is at its heart.

When staff join, they quickly feel part of the school and recognise the opportunities provided for support and development. Staff speak fondly of the 'family atmosphere' and culture of appreciation senior leaders have created for them both personally and professionally. Parents state they feel school life is an extension of their own family. The embedded understanding to have respect for themselves and others, inspires pupils and adults to help those in need. This results in them supporting local charities. Pupils understand they can make a difference in their local community. They do not yet recognise injustice and inequality internationally.

Partnerships are strong and valued. As a result of ongoing monitoring, the relatively new governing body recognise the impact the vision has had on many aspects of school life. They are focused on the vision, using it to support their decision making and in steering the school forward. The school is strengthened through good links with the local church and diocese. The curriculum is enabling pupils to thrive academically. It is reviewed regularly as the needs of the cohorts in mixed age classes change. Adults are unwavering in their desire for pupils to reach their full potential. The rich and varied curriculum extends beyond the school day with a wide variety of extra-curricular activities. These allow pupils to discover and develop their passions and talents such as in sport, music and gardening.

There is a strong, shared understanding of what spirituality looks like. The recent whole school homework around spirituality has helped strengthen this. Using the idea of a window, a mirror and a door, pupils are encouraged to look at the world and its beauty, themselves and others, and go out and do. Reflection areas in classrooms, and time for older pupils to lead prayers, are all interwoven through daily life. Leaders recognise that there are currently not enough planned opportunities within the curriculum to develop spirituality.

Vulnerable pupils and those who have special educational needs and disabilities (SEND) are swiftly identified and their needs met. A highly caring and effective pastoral support system ensures the curriculum is tailored to meet the needs of individuals. This allows those who have SEND to make progress and flourish in their learning and life.



Pupils are respected and valued as unique and special individuals. Staff are rightly proud of the achievements of all pupils.

Collective worship unites the whole school and is highly valued, contributing to spiritual development. It reinforces the vision and values of the school. Pupils sit in a circle around the worship area with their buddies which enhances the sense of belonging. They talk with great enthusiasm about their involvement in leading worship. Whether it is tapping the chime to signify the start of class worship or leading prayers in whole school worship, they are keen to take a lead. Pupils apply to be part of the worship committee and really take their role seriously, with great pride. The weekly pattern of worship is thoughtfully planned and varied, providing effective opportunities for pupils to partake and lead. Pupils and adults understand worship as a vibrant, joyous, yet reflective experience. Moments of silence and reflection are used highly effectively to develop spirituality. Adults appreciate this special time together and state they look forward to worship. Individuals confidently share their thoughts and feelings with the rest of the school. Pupils and adults cherish visits to the church for significant festivals. They highlight that these are valued occasions and a time to pause and reflect.

The teaching of RE has a high priority at Ivegill. Leaders receive regular training from the diocese and then train staff who feel increasingly confident in teaching the subject. The effectiveness and relevance of the RE curriculum is regularly evaluated. As a result, it is undergoing a period of change following research conducted by leaders. Timely and valuable support has been received from the diocese. A new curriculum provides pupils with engaging learning opportunities which is developing their understanding of a range of beliefs and cultures including Christianity as a world faith. Opportunities for pupils to develop a deeper understanding of non-religious worldviews and world faiths are growing. As the curriculum is in its early stages of implementation, monitoring information is currently being evaluated. Assessment is carefully planned so that teachers are able to evidence that pupils are making progress. Governors effectively carry out monitoring by talking with pupils. As a result, they can speak knowledgeably about RE.

The quality of RE teaching is effective in enabling pupils of all abilities to make progress in their learning. Where support is required, adaptations are made. For example, approaches to recording ideas of those less confident has been developed. This enables pupils to take part in lessons, share their thinking and make valuable contributions. Silent debates and class discussions enable pupils to enjoy a more thought-provoking approach to their learning.

Information

Address	Ivegill, Carlise, Cumbria. CA4 0PA		
Date	28 November 2024	URN	112303
Type of school	Voluntary Aided	No. of pupils	82
Diocese/District	Carlisle		
Headteacher	Matthew Trickett		
Chair of Governors	Tiffany Lew		
Inspector	Jane Davis		