

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cinnamon Brow Church of England VA Primary School

Vision

For I know I have plans for you...plans to give you hope and a future.' Jeramiah 29:11

God gave the Israelites a hope that their future would be bright. This is our aim for our school community: children, parents, governors, staff and local community. By providing an excellent well-rounded education, we will give our pupils and their families hope for the future

Cinnamon Brow Church of England VA 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

- Deeply rooted in biblical teaching, the schools' Christian vision drives and sustains the work of leaders, staff and governors. The vision nourishes aspirational partnerships within, and beyond, the school. As a result, adults and pupils grow, thrive and flourish.
- Pupils and adults are cherished with staff taking time to know pupils as individuals. Consequently, uniqueness is recognised, nurtured and celebrated.
- The vision of 'a well-rounded education' underpins the empowering school culture of hope for the future. Leaders' unwavering commitment to positive wellbeing transforms adults and pupils' lives.
- Collective worship is uplifting and inspires pupils and adults to reflect deeply on the Christian vision. Members of the local church community are actively involved with moments of quiet reflection and collaborative thinking. Such times provide meaningful opportunities for spiritual growth.
- Ambitious leaders create a religious education (RE) curriculum that is creative and engaging. It builds upon prior knowledge and is carefully planned so it is relevant. This impacts greatly on pupils' confidence and enhances their understanding of worldviews and faiths, including Christianity.

Development Points

- Deepen pupils' spiritual growth by further embedding the school's language of spirituality. This is to build upon the variety of opportunities for spiritual flourishing already in place.
- Enhance pupils' understanding of how they can, as individuals, actively challenge injustice. This is to strengthen their understanding of how their voice can be used to influence change.



Inspection Findings

At the centre of Cinnamon Brow Church of England Primary School lies a vision which is deeply rooted in biblical teaching. A 'hope for the future' permeates throughout the life of the school enriching the lives of pupils and adults. Leaders are role models who act with integrity and compassion. The vision is a lived reality, which is understood and thoughtfully articulated in words and actions by adults and pupils. Leaders, including governors, have a shared and accurate understanding of how the vision is underpinned by the teaching of Jesus. They take care when making decisions to ensure they directly stem from the vision. As a result, there is a strong sense of belonging which leads to a flourishing community. Adults and pupils value feeling safe, listened to and have a sense of warmth wrapped around them. This can be seen, heard and felt in this inclusive, nurturing school environment.

At the centre of the well-planned curriculum lies the school's vision and associated values. Leaders dedicate time to review the curriculum ensuring 'hope for the future' is pivotal to its content. Care and attention are taken to tailor the learning to meet the needs of its pupils. This enables pupils, including those who are vulnerable and those with special educational needs and/or disabilities (SEND), to flourish. The drivers of spirituality, possibilities, diversity and community thread throughout the curriculum. Special weeks like 'bright futures' enhance the curriculum and continue to widen pupils' possibilities. High expectations are intrinsic in school life, adults and pupils talk passionately about how they support each other to achieve highly. The powerful combination of this varied provision results in the continued drive to provide opportunities for pupils to flourish and achieve. The vision shapes the curriculum, encouraging pupils to be active learners and 'opens their eyes and thinking beyond themselves.' The school lovingly offers a wealth of extra-curricular activities at minimal or no cost. This enhances the equity of provision meaning that pupils, including those who are disadvantaged, have the opportunity to take part. Spirituality training from the diocese has been welcomed by staff and further enhances their positive partnership. Consequently, adults and pupils now have a clearer understanding of spiritual development and what this means to them. Spiritual flourishing is beginning to become more intrinsic within the curriculum and pupils' own spiritual reflections are evident. Pupils and adults value times of stillness and continue to develop how they express the impact of this on their spiritual growth.

Collective worship is not just the heartbeat of the school, it infuses daily school life. Enriched by the vision of hope, collective worship provides an inclusive opportunity for the school community to gather as one. Pupils and adults value these moments to speak to God in their own way or just to have time to quietly reflect. Passionately led, it is planned and sequenced well, enabling opportunities for spiritual flourishing across the school community. Pupils' own spiritual reflections start from age 2, using age-appropriate resources allows pupils to begin their own spiritual journey. This is meaningfully built upon as they move through school. Messages resonate with the pupils long after worship ends. The way worship encourages their children to reflect is valued by parents and families. Areas for individual quiet prayer and reflection moments enhance opportunities for pupils to be quiet, to reflect or to just 'be'. Leaders and clergy speak passionately about the growth of the partnership between school and their local church. Enriched by the vision of hope, collective worship provides an inclusive opportunity for the school community to grow together.

Strong relationships are integral to school life. They are deeply underpinned by the school's vision and associated values. Leaders have created a culture of growth, which is complimented by compassion and love. The development of staff is enhanced by learning from, and with, each other. As a result, the most appropriate support that meets the needs of the community is put in place. Creative OPAL playtimes enrich relationships which are an



integral part of the way the vision is lived out. The wellbeing team is central to these relationships, they know each other, families and pupils well. Trusting, open and transparent relationships bind the school together, ensuring support is put in place if needed. Pupils appreciate being known as individuals and sense that the 'the whole of you' is valued. The way adults and pupils are cherished is at the heartbeat of this very special and supportive community. This enables them to learn and live well together. Leaders and the school are determined to see the school, its community and local area thrive. Central to this is the Christian vision.

A wealth of leadership opportunities results in a powerful pupil voice. Pupils value this and confidently speak about the impact they can have in their school and the wider community. They know that leaders listen to their ideas, contributions and the hope that they bring to the school community and beyond. Pupils share their belief about the importance of challenging injustice and relate this to the way Jesus selflessly lived his life. Members of the 'school Parliament' are proud that their collective responsibility brings about change. They share, with passion, about becoming a plastic free school and raising money for a local children's hospital. Opportunities to widen this to enable every child's voice to be used to influence change continues to develop. Leaders encourage pupils to think about the wider world by supporting charities working locally and globally.

RE is placed at the heart of the curriculum by leaders. They work to strengthen staff knowledge through high quality continued professional development. This leads to a good understanding of the curriculum, effective use of resources and developing their confidence. RE is well-balanced, sequential and builds upon prior learning of knowledge. Pupils have a good understanding of diversity within religions such as Christianity and the way followers live out their beliefs. This enriches the culture of acceptance that is evident through the school. Pupils value the safe space that RE offers them to ask questions, reflect on their own beliefs and share their worldviews. Consequently, RE enhances the way pupils share their views, learning from, and with each other.

RE teaching and learning is strong across school. Pupils demonstrate high levels of curiosity, knowledge and use of vocabulary. They have a broad recall of stories from the Bible and concepts previously studied. Pupils talk confidently about a range of worldviews and religions, including Christianity. Visits to places of worship combined with pupils and families sharing their personal faith stories benefit pupils. They enhance their understanding of how religious faith is lived out in diverse ways by believers. Active support from leaders to develop assessment ensures it is used effectively. Progression across the school is clear, pupils confidently relate prior learning thoughtfully to new learning. Use of big questions allow pupils time to be curious, reflect, evaluate and make connections with their learning. Monitoring, assessment and evaluation of teaching strengthens pupils' knowledge and understanding, resulting in them making sustained progress over time.

Information

Address	Perth Close, Fearnhead, Warrington, WA2 0SF		
Date	17 March 2025	URN	111381
Type of school	Voluntary aided	No. of pupils	308
Diocese	Liverpool		
Headteacher	Rachel Pimblett		
Chair of Governors	Carolyn Whiteway		
Inspector	Kathryn Magiera		