

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cinnamon Brow Church of England Primary School

Perth Close, Fearnhead, Warrington WA2 0SF

Current SIAMS inspection grade	Outstanding
Diocese	Liverpool
Previous SIAS inspection grade	Outstanding
Local authority	Warrington
Name of multi-academy trust/federation	n/a
Date of inspection	26 January 2017
Date of last inspection	July 2011
Type of school and unique reference number	Voluntary aided 111381
Headteacher	Tracy Beatty
Inspector's name and number	Jean Forward 625

School context

Cinnamon Brow C of E Primary School is larger than average. It has nursery provision and a unit for pupils aged four to seven with learning difficulties. Pupils come from diverse socio-economic backgrounds and are almost all White British. The percentage of pupils known to be eligible for pupil premium funding is slightly below the national average. The number of pupils identified as having additional needs is below the national average. However, a number of children have education, health and care plans. Attendance is closely monitored and the school has strategies in place to support pupils and their families to overcome barriers to attendance.

The distinctiveness and effectiveness of Cinnamon Brow as a Church of England school are outstanding

- The outstanding Christian leadership of the headteacher and her vision for the development of the school ensure that the distinctive character and ethos are of the highest priority.
- The school is a beacon of care and love in the community. The inclusive environment, rooted in Christian values, has a direct influence on pupils' well-being and eagerness to learn.
- The pupils' excellent behaviour, care for each other and positive attitudes stem from the school's core Christian values of trust, tolerance, understanding and respect.
- Worship is central to the school's life. It introduces Christian values in their biblical context and has a significant influence on the spiritual development of the whole school family.
- Members of the governing body provide outstanding support and challenge through their commitment and expertise. As a result, strong Christian leadership and strategic self-evaluation of church school distinctiveness ensure that the school's Christian ethos is at the heart of the community.

Areas to improve

- Extend assessment of learning in Religious Education (RE) through the use of recommended end of unit tasks in the syllabus. This will strengthen the school's judgements when tracking progress.
- Provide opportunities for pupils to plan and lead worship independently in order to deepen their understanding of the elements of worship and to broaden spiritual development.

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

An outstanding commitment to the development and well-being of every pupil underpins the school's work and is rooted in Christian love. High expectations and encouragement are directly linked to the Christian life of the school. Pupils talk confidently about the importance of the school's core Christian values. A pupil said, 'Christian values help to make the school family strong.' Pupils understand that Jesus shows them how to live through these values. A pupil explained that Christian values prompt everyone to reflect on their behaviour and what they say to others. As a result, the positive relationships across the community are rooted in a Christ-centred approach and there is a calm and peaceful atmosphere. Pupils are able to share their worries with staff knowing that these will be addressed in a caring and understanding way. A pupil said, 'Our teachers are forgiving and kind.' Children are happy and enthusiastic about learning and school life and this is affirmed by parents. They say that their children talk about Christian values at home. Parents believe that the support for families is directly linked to the distinctive Christian character of the school. A parent commented that the ethos is like 'an umbrella and foundation for all that the school does'. Spiritual, moral, social and cultural (SMSC) development is excellent. Pupils have access to a wide range of additional activities which broaden their experience and develop a range of skills and talents. Christian trust and respect are clearly evident and this results in all members of the school community feeling valued. Pupils demonstrate Christian respect and concern for others in and beyond the school. They enjoy being members of the school council and Worship Wonders and understand that these opportunities are an example of service to the school community. The school has a strong commitment to Christian stewardship, supporting a range of charities including Children in Need and Stand up to Cancer. Pupils understand the importance of showing generosity and compassion to those in need. A pupil said, 'Supporting charities is a way of helping God.' Vibrant displays and Christian symbols emphasise the school's Christian character and prompt the pupils' spiritual awareness extremely well. Pupils value the classroom and hall reflection areas. They are able to explain that these support them spiritually and are an aid to prayer. A pupil said, 'God inspires me when I pray.' The school's commitment to widening pupils' knowledge of non-Christian faiths contributes well to positive attitudes about other beliefs and cultures. Pupils learn about different Christmas traditions across the world, broadening their understanding of Christianity as a world faith. Pupils are now making very good progress from low starting points because they feel loved, secure and able to learn.

The impact of collective worship on the school community is outstanding

Collective worship is at the heart of school life and is a great strength. It is inclusive, vibrant and inspires pupils and staff. Thorough planning incorporates themes based on Christian values, the Bible and major Christian festivals. As a result, pupils are regularly reminded of the ways in which they can lead a life rooted in Jesus. A pupil said, 'Worship is a time for getting to know God.' The pupils enjoy worship, listening attentively and singing with great enthusiasm. They experience times of silence and reflection which are an important part of the school's focus on developing prayer. Pupils become familiar with Anglican practice through the use of traditional prayers, responses and a liturgical framework for worship. Eucharistic and class worship are also included in the planning cycle and this adds to the richness of pupils' worship experiences. Older pupils have the opportunity to demonstrate their commitment to the Christian faith through confirmation preparation. As a result, pupils know that worship plays a key part in the life of Christians. A pupil said, 'Worship is a time when we become closer to God.' The parish priest of the Church of the Resurrection plays an important part in the pattern of worship. She is involved in planning and leading worship in school. The school worships in the parish church for major festivals and pupils and their families are invited to attend Messy Church. Parents support these occasions and as a result, they are welcomed into the wider worshipping community. The pupils contribute to acts of worship through prayers, reading and music. Worship Wonders is a group of pupils who are beginning to discuss and evaluate worship. As yet, they do not have experience of planning and leading worship independently. Pupils are able to talk about God as Father, Son and Holy Spirit. The school has systems in place for members of the school community to evaluate worship and this leads to discussion and development.

The effectiveness of the religious education is outstanding

RE is a popular core subject and makes a strong contribution to the school's Christian character and pupils' SMSC development. Its high profile results in consistently good teaching with much outstanding practice. Standards are comparable to those in other subjects and reflect the very good progress pupils now make from low starting points. Teachers are well-supported by the knowledgeable and enthusiastic subject leader and the school has a range of resources to enhance teaching and learning. Lessons are planned to meet the needs of all learners, using varied and differentiated activities to engage pupils and develop essential understanding and skills. The subject is taught in a creative and interactive way with a strong emphasis on developing Christian values. Pupils are challenged to question, investigate and reflect and they experience a range of interesting activities. There is a clear balance

between learning about religion and opportunities for pupils to think about what their learning means to them. Pupils are asked to think more deeply and express their opinions. As a result, they are enthusiastic and say that they enjoy their learning. A pupil commented, 'We have to think deeply and this makes us want to know more.' Evidence of prior learning and thinking skills was demonstrated in a Year 5/6 lesson about Moses' encounter with God on Mount Horeb. Pupils tackled challenging tasks with confidence. As a result the pupils were guided to a better understanding of what it means to be challenged in daily life. Through collaborative discussion and the sharing of ideas and opinions, Year 2 pupils were able to explore the concept of Jesus as the light of the world. All pupils respond enthusiastically when asked to share their ideas and answer more probing questions. Non-Christian faiths are introduced through the RE curriculum and special focus days. A pupil commented, 'We enjoy researching and learning about other faiths.' Marking guides pupils and invites them to answer questions in order to extend their understanding. The well-informed subject leader monitors teaching and learning through observations, book scrutiny and tracking of progress. She provides strong leadership and support which encourages staff and enhances the quality of teaching.

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

The headteacher's informed and dedicated Christian leadership and dynamic promotion of the core values ensure that the Christian ethos remains paramount. The headteacher has a clear Christian vision for the school and she is supported by a strong senior leadership team and governing body. They are committed to fostering all aspects of pupils' development and well-being through Christian care and love. There is a determination to ensure that the school does 'the very best for each child'. As a result, the school recognises the importance of creating a Christian ethos which supports effective learning and equal opportunities. The school knows its pupils and their families extremely well and meets individual needs through a culture of Christian nurturing and support. The appointment of a safeguarding welfare officer has meant that the school can support the most vulnerable pupils in a compassionate way. Parents recognise the distinctive Christian character of the school and believe that it fosters a strong sense of family. They are encouraged to be involved in the daily life of the school and contribute in different ways. The school and church have a close working relationship and this strengthens the school's involvement in the wider community. Members of the governing body have a clear understanding of their strategic role. They ask informed questions and provide a high level of challenge. Action plans for RE and worship are included in the school's development planning and are reviewed initially by the vision and values committee. These plans set challenging targets and strategies for further improvement. The school meets the statutory requirements for RE and collective worship. As a result, aspects of church school development are of the highest priority. This includes recognising the importance of RE leadership and the need to provide dedicated management time. Consequently, the school's Christian ethos draws together every element of decision-making. The school is outward-looking and plays a full role in local cluster initiatives. A strong partnership with the diocese through discussion and training has contributed to the highly effective development of church school distinctiveness. Succession planning for leaders in church schools has a positive effect on the school as it opens up opportunities for staff to contribute ideas and insights which enhance their own and the school's Christian development.