



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

The Bishop Harvey Goodwin School

Harold Street
Carlisle
Cumbria
CA2 4HG



Diocese of Carlisle
Growing Disciples

Previous SIAMS grade:	Good
Current inspection grade:	Outstanding
Diocese:	Carlisle
Local authority:	Cumbria
Dates of inspection:	4 November 2015
Date of last inspection:	23 June 2011
School's unique reference number:	133727
Headteacher:	Sarah Nuttall
Inspector's name and number:	Carol Berry

School context

The Bishop Harvey Goodwin School is a voluntary aided primary school of 295 pupils. It serves inner city areas of Carlisle where there are higher levels of deprivation than usual. 32% pupils receive free school meals and 35% have needs relating to child protection, homelessness or attendance. There is more mobility than usual in the school population, with a significant number of vulnerable pupils moving during each school year as a result of the need to find appropriate housing. 22% of pupils are identified as having special educational needs and disabilities. Most pupils (96%) are of white British ethnicity.

The distinctiveness and effectiveness of the Bishop Harvey Goodwin School as a Church of England school are outstanding

- The school provides outstanding Christian care for children and their families with the result that pupils make excellent personal progress and achieve well.
- There is inspiring Christian leadership from the headteacher and the religious education (RE) co-ordinator, supported by a creative, innovative and committed staff team.
- The rich variety of experiences in collective worship engage pupils and their families.
- The programme of values education and spiritual development across the whole curriculum equips pupils with values, attitudes and skills for their lives, both while at this school and when they leave.

Areas to improve

- To develop further opportunities for dialogue with people of different faiths and cultures, both in the UK and through sustained global partnerships. This is to enhance children's understanding of people of diverse religions and cultures.

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

Distinctively Christian values underpin the high levels of care and support which envelop all members of this school community. Children, parents, staff and governors all readily explain how Christian values make an impact on behaviour, relationships and daily decision making. Parents say that the school is a big family, that 'they don't just admit the child, it's the whole family' and that 'they never give up on a child'. They say their older children have benefitted from applying Christian values at high school. The school's commitment to meeting the needs of all children, including the most vulnerable, results in pupils making good progress. Children's ability to apply Christian values to their lives is excellent. They explain the way in which achieving peace depends on forgiveness and they link this to the sacrifice of Jesus. Their understanding is supported by the exciting 'Values Days' and their enthusiasm for the 'Values Homework' which engages whole families in creative work on Christian values. Children have thought about links between values and Bible stories, although they are not always confident in explaining these. Innovative work on values across the curriculum through the 'What if?' learning project has enhanced learning in subjects such as literacy and science. Provision for spiritual development is exemplary and this has a profound impact on children's personal development. Staff have a well-developed vision for spiritual development as a result of the way in which they track children's progress in this area. RE helps children to understand and respect people of other faiths. Children show compassion for others through their support of charities such as Christian Aid. They have celebrated other cultures through special events such as a world church trail. Nevertheless, the school has identified the need for pupils to further enrich their understanding of other cultures through sustained global partnerships.

The impact of collective worship on the school community is outstanding

Children are very enthusiastic about collective worship. They experience a rich variety of activities during worship time, including fun, drama, music and time to be still and reflect. They sing enthusiastically to the accompaniment of the headteacher's guitar. Following a fun worship on Jesus calming the storm, Key Stage 1 children could explain how Jesus helps them find peace and calm down. Collective worship inspires all members of the school community, including parents. Parents love attending weekly class worship and sometime 80% of parents attend. They speak warmly of events such as 'Last Supper Worship' or the 'Pancake Café'. Children's leadership of worship is outstanding. They independently organise weekly class worship and are 'left to get on with it.' Their planning demonstrates great understanding of different aspects of worship. Prayer is central to the life of the school. Pupils use a variety of traditional prayers and have an excellent appreciation why Christians pray. There are many reflective spaces around the school building providing interactive prayer activities which are used well by pupils. A Year 6 boy explained how this had helped him, 'One day I was in a mood, but I went and prayed and it changed my day around.' Collective worship draws on diverse Christian traditions. Recent leaders of worship have included local Christians and those from the world church, including Norway and the Russian Orthodox church. Leadership of collective worship is excellent. Detailed planning supports thinking about themes which are relevant. During Key Stage 2 worship, pupils reflected on what it means to be peacemakers in the context of the conflict in Syria. Planning ensures that pupils gain understanding of important beliefs about God, key festivals and a range of Bible stories. Both planning and evaluation involve staff and pupils, with excellent support from the governors including clergy.

The effectiveness of the religious education is outstanding

Children make outstanding progress in RE and attain high standards. They enjoy their RE lessons which make use of a wide range of learning strategies to engage pupils. In a Key Stage 1 lesson about gifts, the way in which children's emotions were engaged resulted in perceptive thinking and some excellent development of vocabulary. High level thinking skills, such as

evaluation, contribute to children's excellent achievement. The curriculum secures coherent progress in skills and understanding as children move through the school. Assessment procedures are rigorous and assessment is used very effectively to inform planning. As a result, lessons are challenging and tasks set support pupils' progress. Feedback on children's work is detailed and points the way forward. It is colour coded in line with feedback in the core subjects. Praise is pink for 'tickled pink' and comments which support development are 'green for growth'. The school have developed a system of self-assessment which is helping children to articulate the next steps which they need to take in RE. A pupil in Year 4 said, 'I now need to say more about what symbols mean.' RE makes a good contribution to children's understanding of diversity. They know their views are respected. Regular visits to a mosque and a Buddhist centre enrich the curriculum. However, these visits are usually only provided for the oldest children and younger children have few opportunities to discuss issues with people of other faiths. Leadership of RE is outstanding. The subject leader is a highly respected practitioner who is a Specialist Leader in Education and an RE Quality Mark assessor. The school hold the RE Quality Mark (silver). Procedures for monitoring and evaluation are very effective. They inform development planning and training needs. Support for staff is excellent and includes formal training, coaching and informal support.

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

The headteacher's inspirational Christian leadership has resulted in the Christian vision being lived out in all aspects of the school's work. All members of the school community experience and articulate the vision. The vibrant environment, the care experienced by families and relationships throughout the school resonate with the school's distinctive Christian values. Staff and senior leaders live the vision and work enthusiastically to ensure that the core values of hope, respect, friendship and forgiveness are evident in all they do. This is a happy place to work and learn where staff feel able to take risks and explore new ideas. As a result, the school has led the way with many examples of innovative practice, including research on values education through 'What if?' learning in collaboration with the diocese. Senior leaders have worked with diocesan consultants to develop the new Cumbrian RE syllabus. Support for staff is excellent with a rich training programme supporting recent innovations. A number of staff, including teaching assistants, have attended Christian leadership training. Governance is very effective. Governors provide excellent support and readily challenge the school about church school development plans. The school have made an excellent response to the focus for development from the last SIAS inspection. Self-evaluation of the school as a church school is embedded in the school's development cycle. A particular strength developed over the last few years is the involvement of parents in the life of the school and they contribute effectively to self-evaluation. Local partnerships are excellent. The school shares its good practice with other schools and promotes the local RE network. The partnership with the local church and the support of the chair of governors are much valued. His contribution enriches worship and makes a substantial contribution to planning. Support from the diocese makes a significant contribution to school improvement.

SIAMS report November 2015 The Bishop Harvey Goodwin School Carlisle CA2 4HG