

Ivegill Cof E Primary School

Ivegill
Carlisle
Cumbria.
CA4 0PA

Diocese: Carlisle

Local authority: Cumbria
Dates of inspection: 19th January 2007
Date of last inspection: 4th -8th June 2001
School's unique reference number: 112303
Headteacher: Sue Stainton
Inspector's name and number: Margaret Lewis



**Diocese of
Carlisle**

Board of Education

"Every Child Matters To God."

School context

Ivegill is a small, rural, village school situated around ten miles from Carlisle. It has 68 pupils who come from the surrounding hamlets and some from the edges of Carlisle. All pupils are of White British heritage and are taught in three mixed - aged group classes. The school is very well kept. School buildings have been extended and the extensive grounds are well laid out for use as an outdoor learning area.

The distinctiveness and effectiveness of Ivegill CE Primary School as a Church of England school are outstanding.

Christian principles are embedded especially well in this school. Relationships between the school, church, parents and local community are strong. The school is very welcoming and pupils are exceptionally happy, confident and caring of each other. Parents are very supportive of the school and the special services it holds. Valuable contributions are made by the clergy, PCC and governors.

Established strengths

- A strong Christian ethos is evident throughout the school and the provision for pupils' spiritual, moral, social and cultural development is excellent
- Relationships are first-rate. Pupils have extremely positive attitudes to school. They are very well behaved and show care and consideration for others
- Religious Education has a very high profile in the school. Pupils develop an awareness of environmental issues and fund raising for local and world wide charities
- The commitment of the headteacher, staff, governors and the clergy to the Christian status of the school

Focus for development

- Increase the use of information and communication technology in the teaching of religious education

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

The distinctive Christian character of the school is recognised by staff, children, parents and governors. One parent said that when relocating to the area she knew that 'this was the one' for her children. 'All the children were smiling, the school is so inclusive and there is so much for the children to do'. Parents know that the leadership is very strong and the school has well defined boundaries for behaviour and respects individuals with great attention to detail. Relationships are excellent and pupils and the staff feel valued and special. Each child's needs and views are taken into consideration and staff work cooperatively and in collaboration with each other. All of the children talked to, loved coming to school and spoke

highly of their teachers. They enjoyed their work and clubs such as growing organic vegetables for the school kitchen and the many visits to places of interest and worship to open their minds. They said 'this gives us the opportunities to understand other people's lives and their religions.' Older pupils enjoy the responsibilities they are given and carry them out so well that the younger ones quickly emulate them. This results in all caring so very well about each other. Good work and behaviour together with respect and help for others are greatly valued through praise, awards of Stars of the Week and a special celebratory Act of Worship each week. A prayer table, music, a cross and decoration of the school gates as well as colourful displays of children's work especially in religious education clearly show that this is a church school as do the provision of a sensory garden and quiet places for children to reflect. The clergy, foundation governors and the Mother's Union are very involved in the work of the school and the school has good links with the Cathedral. The church and school are very supportive of each other and there are strong links between the staff and the clergy.

The impact of collective worship on the school community is outstanding

The impact of collective worship is outstanding. Daily worship takes various forms mostly as a whole school, and once each week as a class. Good recording systems for collective worship are in place and themes and content are linked to Christianity. All staff and visitors including the clergy are involved in leading worship and all reflect the planned theme of worship and religious education. For instance, when studying 'Rites of Passage' the vicar demonstrated a Christening service. Pupils are actively involved in collective worship in many ways such as reading their own prayers, playing instruments and presenting their own work and things that interest them in a secure and safe environment. The oldest pupils choose songs and prayers for worship with help from the younger ones and at lunchtime the Year 6 table helpers all have the opportunity to lead prayers for their table. This helps raise their confidence and increase their maturity. The strong links with the Parish church, the encouragement given to pupils for involvement in worship and the visits to different places of worship widens the pupils' experiences. Religious education planning takes into account the Christian Year and major festivals are celebrated both in the church and with the local community. Pupils are aware of the importance of worship and praise. They participate enthusiastically and with reverence. They appreciate that when they come into school in the morning music is playing and a candle lit. Their spiritual growth is demonstrated through their responses, for instance when exploring the words of a hymn pupils wrote explanations such as, 'God is our anchor, he keeps everything in place', and 'he stops you drifting and going astray'.

The effectiveness of the religious education is outstanding

Extremely effective planning, creative and enthusiastic teaching, cross curricular and Collective Worship links all contribute to the excellent teaching and learning in Religious Education which plays a key part of the curriculum and sustains a high profile across the school. Lessons are planned very effectively from the Diocesan syllabus and the Cumbria Agreed syllabus. The curriculum is organised with great care and includes carefully designed content to allow for mixed aged groups. Pupils have opportunities to discuss, reflect and express their views. This is one reason why they have such positive views towards lessons. In a book of Christmas Wishes "Hi God-it's Me", older pupils expressed meaningful wishes for the poor, the environment, against wars, pollution and disease. Very good cross curricular links are made particularly in art, literacy, history and science. The school is beginning to use and build up resources for the use of information and communication technology in religious education and is looking to develop this further. It is very successful in developing opportunities for multi-cultural and multi-faith awareness. This is gained by visits to places of worship for a variety of faiths and planning of comparative studies of values and beliefs. For instance, in a topic on Rites of Passage, pupils learn about Christian baptism and compared them with the Jewish naming ceremony of B'rit Milah. Good use of role play enabling pupils to take an active in re-enacting such ceremonies means that pupils make good progress in their understanding. In the lesson seen in a Year 3 and 4 class pupils were fully engaged when the teacher prepared a splendid tableau and props. This captured the pupils' imagination and gave them an opportunity to experience a religious ceremony first-hand.

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

The headteacher, staff and governors are fully committed to the Christian ethos of the school. The headteacher provides an inspiring role model to the entire school community. This has an impact on the excellent quality of relationships and is a major reason that the school is seen to be special by staff, pupils and parents. The excellent support the school receives from the church is a valuable asset. Excellent links with parents and the school community enhance the school's status as a church school. Regular school newsletters and the reports by the Foundation governor, who has long association with the school, keep the PCC well informed about school activities. The PCC takes a keen interest in the school as does the Ivegill Educational Trust which supports the school financially in a variety of ways. This is much appreciated by the school. Parents speak highly of the school and the way in which it cares for and nurtures each individual child with great attention to detail.

SIAS report January 2007 Ivegill CE VA Primary School CA4 0PA.