

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cragside Church Of England Primary School

Vision

To follow Jesus' teaching, helping us to strive for excellence in all that we do and flourish as unique individuals so that all can 'Shine Bright.' This is underpinned by Jesus' teaching in Matthew's Gospel that everyone should 'Let your light shine...'

Cragside Church of England 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's strong vision permeates though every aspect of school life. It builds positive nurturing relationships and guides the actions of pupils, staff and governors. It inspires the school community to let their own unique light 'shine bright.'
- Collective worship is an expression of the school's vision and central to the spiritual life of the school. It is invitational and supports thoughtful reflection and spiritual growth.
- Pupils and adults are all treated well in the school's nurturing and inclusive culture. Time dedicated to understanding each person ensures barriers to learning are overcome, enabling pupils to succeed.
- The school has a clear shared understanding of spirituality, which is intrinsically and deliberately woven throughout the curriculum. Supporting the flourishing of adults and pupils.
- Skilled leadership ensures that religious education (RE) is carefully sequenced and well balanced. As a result, pupils enjoy RE and understand its importance.

Development Points

- Build and extend pupils' understanding of justice and responsibility. This is so their voice can play a leading role in recognising and challenging injustice.



Inspection Findings

Cragside's Christian vision is wholeheartedly embraced, creating a strong sense of shared purpose. Adults and pupils clearly articulate and live out the school vision to let their 'light shine.' Caring relationships permeate the school and ensure each person's uniqueness is valued, celebrated and nurtured by themselves and others. Driven by the school's vision leaders seek out purposeful partnerships, further enhancing the school's provision, supporting adults and pupils to thrive. Governors and leaders actively monitor the impact of the school vision and have an accurate understanding of its effectiveness. Through careful evaluation they ensure decisions are responsive to the needs of pupils, such as investing in a nurture base. This additional provision enhances and supports the wellbeing of the most vulnerable. Parents comment on how the school empowers pupils and gives them the confidence to build on their strengths. At Cragside, the vision is both palpable and transformative. It is a place where everyone can 'shine bright.'

The school's thoughtful curriculum embodies its vision. It is inclusive, inspiring and expands pupils' global understanding. There is a clear shared understanding of spirituality, encapsulated in the language of 'looking in, looking out and looking up.' Intentional opportunities for spiritual development are seamlessly woven throughout the curriculum. Asking questions such as 'Where is our place in the world?' fosters deep thought and enriching conversations. These carefully planned for moments sit alongside incidental opportunities which 'capture the moment' and further enhance spiritual flourishing. The varied extracurricular offer including outdoor clubs, sports leaders and church leaders supports pupils to let their light shine. The staff are dedicated and relentless in their drive to know each pupil as an individual. This vision driven approach ensures well matched support and meaningful learning experiences. This is particularly evident in the carefully considered support provided for pupils with special educational needs and/or disabilities (SEND). Valuable recent adaptations that support the flourishing of pupils include the remodelling of the outdoor provision and sensory spaces.

Collective worship shines as a joyful expression of the school's Christian vision. It is carefully planned and centres around a specific theme. The theme is matched to the needs of the community and aligns with the Church calendar. Worship offers engaging opportunities to contemplate biblical verses and Jesus' teachings, fostering spiritual reflection and understanding. Pupils and staff value the moments of calm and togetherness during their busy day, giving time to pause and reflect. Pupils engage at their own comfort level, fostering personal spiritual growth. This may include active listening or being part of the pupil church leaders group who deliver their own whole school worship. Most recently the church leaders have effectively challenged the school community to consider what actions can be taken to support the environment. Leaders regularly gather pupil feedback to monitor the impact of collective worship and make amendments accordingly. For example, including hymns in every worship. Activities developed by different classes such as worry dolls, are readily available in the school's prayer space. These are used by a class or individuals for shared moments of reflection, positively supporting spiritual development. Further to this, pupils talk about the impact and benefit of classroom prayer spaces which support them to reflect. The school recognises how spiritual flourishing is deeply personal. As a result, the pupils each have their own reflection journal. These journals are cherished by pupils and enables them to capture their own thoughts. Members of the school community value services held in church as well as the local clergy leading worship in school. The shared experiences in church foster a community of togetherness whilst also allowing the uniqueness of each person to shine.



The school's warm and welcoming environment shines like a beacon of Christian love. Leaders understand that supporting an individual's mental health and wellbeing is essential for them to 'shine bright.' This nurturing atmosphere encourages and challenges pupils to be 'the best version of themselves.' Pupils behave well and consistently show kindness, recognising each person for who they are. They enjoy 'Mindful Mondays' as a pause to set them up well for the week ahead. As strong trusting relationships are deeply embedded within the culture of the school, pupils feel they can talk to adults. However, they also value the presence of the 'worry boxes' to share their troubles in a different way. They know staff will listen and respond to their concerns. This creates a culture where pupils feel safe and supported. Parents feel they can come to the school when they are at their most vulnerable. The school acts without judgment and as a result has transformed the lives of pupils and their families. School staff actively support and empower each other to excel, no one is afraid to ask for help. Leaders listen to staff and seek opportunities to support their mental health and wellbeing. This includes recent revisions to the planning, preparation and assessment (PPA) timetable. The school frequently shares its good work and participates in interschool partnerships, especially related to their strong RE curriculum. This makes individuals feel valued and supported, living out the school's vision.

This outward-looking school ensures its pupils understand that they can have a positive impact and change things for the better. This is reinforced through its curriculum, collective worship, leadership opportunities for pupils and meaningful partnerships. Pupils have planted trees and released butterflies to support the local ecosystem. They have undertaken litter picks having heard about 'trash island' and regularly donate food to the local food bank. Pupils, parents and staff value and talk enthusiastically about the school's partnership with a school in Rwanda. They share what they know and how they can support the thriving of pupils within the school. Pupils and staff proudly fundraised to purchase a water tank, uniforms, stationery and playground equipment. Under the direction and careful modelling of staff, pupils have found their voice to enable change. However, pupils have fewer opportunities to lead on change based on their understanding of justice and social responsibility.

Inspirational and expert leadership drives the challenging RE curriculum. Its carefully curated spiral structure helps pupils to build knowledge and deepen their understanding over time. Staff value the carefully tailored professional development opportunities. This high-quality training keeps teachers updated on best practices and supports them in their curriculum planning. The RE curriculum is enhanced by partnerships with visitors. They generously share how their views and beliefs are lived out in action, impacting on pupils' understanding and engagement. Pupils talk with enthusiasm and pride about their learning and the challenge presented by the 'big questions.' They understand how RE helps them to understand different people's views and beliefs and demonstrate good knowledge. Pupils explain if something is important to others then it is important to them.

Information

Address	Westloch Road, Cramlington, Northumberland, NE23 6LW		
Date	11 March 2025	URN	134473
Type of school	Voluntary Controlled	No. of pupils	332
Diocese	Newcastle		
Headteacher	Joanne Parker		
Chair of Governors	Michelle Fraser		
Inspector	Alice Hassall		