

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Low Furness Church of England Primary School

#### Vision

'Love your neighbour as yourself' Mark 12:31

Low Furness 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.

#### Notable Strengths

- Rooted in the Gospel according to Mark, the Christian vision resonates with the school's history and its current context. It is the driving force in securing flourishing for both adults and pupils.
- The curriculum is equally aspirational and supportive. Its carefully planned structure ensures that it is accessible, enabling pupils to thrive as a result.
- Collective worship is a much-valued start to the school day. It is a calm and safe space that is effective in inviting pupils to explore their own spirituality.
- Christian love is experienced daily through the positive relationships across the school community. This demonstrates the vision in action where both adults and pupils are valued and cherished.
- The religious education (RE) curriculum has been skilfully designed. Thus, the carefully selected variety of content and approaches make it relevant for pupils at Low Furness.

#### Development Points

- Extend moments for personal prayer and reflection beyond collective worship. This is in order to deepen pupils' spiritual development.
- Enhance opportunities within the curriculum that strengthen pupils' understanding of justice across a variety of contexts. This is to give pupils broader perspectives as to how they can make a difference.



## Inspection Findings

### Vision and Leadership

The school's refreshed Christian vision has clear biblical roots. It is unifying in recognising the school's history of three communities coming together, alongside moving forwards as one in Christian love. From daily routines to bold strategic decisions, the vision is central to school life. Leaders successfully articulate how Jesus' command to love is relevant to different contexts. Pupils and adults understand how the vision applies this love through four key elements. Hence, love of self, others, learning and the world provide an effective blueprint for the vision. Thoughtfully selected Christian values, that include respect and compassion, deepen an understanding of the vision and how it is a lived reality. Therefore, pupils and adults flourish through firsthand experience of the vision at work. Leaders, including governors, are rigorous in monitoring the impact of the vision closely, evaluating its success and supporting Low Furness as a Church school.

### Vision and Curriculum

The newly adopted curriculum embodies the vision by instilling 'a love of learning'. Subject leaders weave the vision's different themes of love through individual subjects, such as love of the world in geography. This creates clear connections and enriches learning in each area. As a result, pupils take pride in their work and are actively engaged in lessons, demonstrating a love of learning. Planned moments for spiritual development link to the vision by considering 'connections to self, others and beyond'. This simple approach is effective as it is easily understood by pupils and adults alike. The curriculum's robust structure and systematic routines create independence, inspiring pupils to challenge themselves. This can be seen in their adept use of key vocabulary and information organisers. Pupils are secure in the knowledge that they are supported through resources and adult help. Parents accurately identify how their children thrive through the school's nurturing approach. Thoughtful adaptations and bespoke programmes create a curriculum that is highly inclusive. Therefore, pupils who are deemed to be vulnerable and/or disadvantaged access the help they need to thrive. A wide range of extra-curricular activities encourage pupils to develop their gifts and talents. Individual achievements are celebrated beyond the academic, engendering a sense of worth and 'love of self'. Leaders undertake regular monitoring to evaluate both the new curriculum and the uniform approach across all subjects. This facilitates ongoing developments.

### Worship and Spirituality

The vision permeates worship as the school community are lovingly invited to share in this special time. Sensitive adaptations ensure that worship is accessible to individuals. Pupils enter reverently, recognising the importance of the occasion. Worship embraces themes that mirror the Christian calendar, supporting pupils' understanding of the school's church roots. It also affords reflection time to delve deeper into how the vision applies to different situations. These valued moments of stillness give pupils the opportunity to consider their responses and personal choices. This helps foster greater love in a variety of ways and contexts. Worship is also effective in exploring the Christian nature of the key values. This is exemplified by one pupil explaining that the value of hope is about hope in Jesus rather than for one's own benefit. However, there are limited opportunities for pupils to explore their own spirituality beyond worship. Whilst awaiting the appointment of a vicar, strong links have been forged with neighbouring churches and clergy. The involvement of different people and groups leading worship extends pupils' understanding of the breadth of approaches used by Christians. These partnerships ensure that Urswick Church remains a focal point, with termly school services having support from local clergy. Leaders actively seek assistance from the diocese to enhance worship. For example, practical help raises staff confidence by highlighting essential elements that include 'gather, engage, respond/reflect and send'.

### Vision and School Culture

The vision is visible in the positive relationships across the school. This is exemplified in the warm welcome given to families and the local community. Adults and pupils feel listened to and know that their ideas are thoughtfully



considered. People are appreciated for their uniqueness. In line with the vision, pupils show compassion, supporting one another unprompted. This includes helping a friend to read out loud in worship or showing courtesy. Pupils recognise the importance of forgiveness. They have strategies and adult help to resolve conflict, creating a harmonious environment. Leaders are skilled in accommodating the needs of pupils deemed to be vulnerable, ensuring they know they are valued. Consequently, their self-esteem is raised. The wellbeing of pupils and adults is a priority. Thus, leaders and governors promote initiatives that aid positive mental health. This ensures that individuals feel a cherished part of the school community and subsequently flourish.

#### Vision, Justice and Responsibility

The vision promotes the love of others and the world. There are frequent occasions that enable pupils to show compassion towards others. This is effectively nurtured from an early age when pupils are encouraged to take on responsibility. This extends from a range of roles within the classroom to becoming a member of a school group, such as the eco council. Age-appropriate news resources are one way in which pupils gain an insight into issues of injustice that affect the world. Their range of charitable actions demonstrates pupils' desire to help. For example, bringing joy as they delivered Christmas cards to older members of the local community. However, there are few opportunities to explore justice in a depth that enables pupils to form their own ideas and a considered response. Leaders are proficient in securing beneficial partnerships. These include the diocese, local schools and churches. This results in regular benefits including enriched experiences for pupils and varied openings for staff. For example, this collaborative work extends to pupil sporting events and focused staff training, bringing a broader focus and enhanced opportunities.

#### Religious Education

The RE curriculum is adept in reflecting the school's context and in meeting pupils' needs. With bespoke support from the diocese, a programme has been devised that makes topics relevant, with a clear sequence and progression. Therefore, an appropriate balance exists between the study of Christianity, different faiths and worldviews. This also aids pupils in developing their understanding of diversity. The framework raises the profile of RE, facilitating pertinent cross-curricular links. Diocesan training empowers staff to deliver the RE curriculum with increased confidence and expertise. This has been further enhanced by accessing focused training opportunities through the strong partnership with local schools. Varied approaches to RE enable themes to be considered from different perspectives. Hence, pupils give poignant examples of how the subject encourages them to think deeply through exploring big questions. Leaders undertake routine monitoring of RE, which includes governor visits and meetings with the subject leader. This secures future developments in the subject.

## Information

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| Address            | Church Road, Great Urswick, Cumbria LA12 0TA |               |        |
| Date               | 14 January 2026                              | URN           | 112299 |
| Type of school     | Voluntary controlled                         | No. of pupils | 127    |
| Diocese            | Carlisle                                     |               |        |
| Headteacher        | Clare Rowland-Smith                          |               |        |
| Chair of Governors | Gary Thompson                                |               |        |
| Inspector          | Jo Williams                                  |               |        |