

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Gosforth Church of England Primary School

Vision

Be strong and courageous!

Gosforth Church of England School provides a safe learning environment where all children can develop self-confidence and resilience as they explore their own individual talents and interests. The school encourages an understanding of the meaning and significance of faith whilst promoting Christian values through the experience it offers to all its pupils.

Gosforth Church of England 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

- The shared Christian vision, built on a foundation of love, care, compassion and support, enables a flourishing environment for adults and pupils. The shared understanding of spirituality and carefully planned opportunities for spiritual flourishing enable pupils and adults to develop spiritually.
- Collective worship is carefully constructed and enthusiastically led, creating a valued time for pupils and adults to come together as one loving community. It is joyful and provides meaningful moments of reflection, enhancing the spiritual development of pupils and staff.
- Pupils are excited and engaged in their learning. Staff create a nurturing environment where pupils can develop self-confidence and explore their own individual talents and interests.
- Staff wellbeing is a priority for leaders. To flourish together, staff work closely as a team, supporting each other both professionally and personally. This has a positive impact on the care given to pupils.
- The religious education (RE) curriculum is effective as it is carefully balanced and sequenced. RE Lessons enhance pupils' knowledge and understanding of a range of world faiths, including Christianity.

Development Points

- Develop opportunities to enrich the RE curriculum. This is to expand pupils' understanding of the practical ways that different faiths and worldviews are lived out.
- Extend opportunities to widen pupils' understanding of justice. This is to strengthen the way the vision drives a sense of personal responsibility, making a difference to the lives of others.



Inspection Findings

Vision and Leadership

The Christian vision is at the heart of leaders' daily actions at Gosforth School. It was developed through consultation with the wider school community. Committed leaders are dedicated in their drive to enable pupils and adults to flourish personally, professionally and in their learning. The vision is expressed through a set of associated values that are central to the ethos of the school. Leaders, including governors, ensure that the vision makes a difference. It embraces pupils, including those with special educational needs and/or disabilities and adults. Parents rightly recognise how the school's supportive nature encourages pupils to develop their own talents and interests. The active collaboration of pupils and adults in developing the vision ensures its relevance in the school community. The loving and supportive environment in the school means that pupils, staff, governors and families feel deeply cared for. Governors monitor and evaluate the impact of the vision on the school. This ensures the school remains effective as a church school.

Vision and Curriculum

Pupils are enthusiastic and have a desire for learning. The vision clearly shapes the curriculum and is tailored to the school's specific context. Staff and pupils explain how they use the vision in their everyday lives. Leaders have a clear understanding of spirituality. They ensure opportunities for spiritual development are an intrinsic part of learning. This includes in wider learning. The curriculum is carefully adapted to meet the needs of pupils, including those with SEND and those who are vulnerable. The use of floor books ensures that all pupils can contribute to their record of learning. The school provides a breadth of experiences within and beyond the curriculum. This enables pupils to have the opportunities and encouragement to pursue their potential. Pupils particularly value their experiences of outdoor learning that offer opportunities for spiritual development.

Worship and Spirituality

Time for the whole school to gather for daily collective worship is cherished by adults and pupils. Worship is an integral part of school life. It provides valued moments for prayer, reflection and singing that contribute to spiritual flourishing. The school has a strong relationship with St. Mary's Church, where worship takes place when celebrating major festivals. This partnership effectively enhances spiritual flourishing by developing pupils' experiences of the different ways Christians worship. Pupils, in their role as worship leaders, contribute to acts of worship. Pupils value the work they do in reading prayers that enrich their collective worship. Pupils and adults understand the meaning of spirituality. They appreciate moments to reflect and pray. The school uses the 'think it, feel it, live it' analogy as a way of engaging spiritually. This enables pupils and adults to think, reflect and then feel the emotion that comes with thinking, and apply it. Therefore, it enhances the way that they express the impact of opportunities for spiritual development.

Vision and School Culture

Gosforth's vision leads to the school being a loving community where pupils and adults thrive. The school's policies and practices create a culture in which people's wellbeing is enhanced. Staff training in mental health enables leaders to ensure that good mental health is at the heart of the school's work. Adults provide appropriate pastoral care and do all they can to support the school community. This creates a culture that ensures the needs of pupils, including those with SEND, are met. Pupils encourage, support and care for each other, which gives a strong sense of belonging to the school. They value the weekly opportunity to nominate other pupils as a star of the week if they have been good role model demonstrating the vision. Carefully considered decisions made by leaders reduce staff workload, supporting their mental health and wellbeing. As a consequence, staff feel valued and cared for. The impact of this means that staff have increased capacity to look after and care for pupils.



Vision, Justice and Responsibility

The school's vision prepares pupils to understand justice and responsibility. They learn and develop their understanding through a range of curriculum subjects and British values. Pupils recognise differences and value diversity. A pupil expressed this as 'although we are different, we are all special'. Pupils are encouraged to think about issues of justice. Big questions enable pupils to think more deeply about philosophical ideas. This encourages open discussions about global issues such as climate change and voting. Shaped by the vision, leadership opportunities for pupils are valued. For example, through the 'school crew,' pupils feel that they have a voice and take their responsibilities seriously. They have a clear understanding of local and national charities and how they can help others in their community and beyond. This enables them to grow in empathy. Pupils understand the importance of ethical decisions and the impact of their personal choices and actions. However, they are less confident about the meaning of justice and responsibility within a broader context, beyond their school. Consequently, they do not readily identify or challenge injustice within their wider world.

Religious Education

Leaders have developed a well-sequenced and progressive curriculum that has been carefully considered. Learning shows a breadth of study, with opportunities to learn about a range of religious and non-religious worldviews. Pupils demonstrate a deep understanding of Christianity through the appropriate use of religious vocabulary. They recognise Christianity as a living world faith and that Christians worship in a range of ways. Pupils enjoy the 'Faith days' where they learn about aspects of a faith whilst participating in various activities. However, pupils have few experiences of people of different religions. Therefore, they are limited in their understanding of how people live out their beliefs and practices. The subject is well-led and its place within the curriculum reflects the Christian distinctiveness of a Church school. High-quality training and professional development for staff are provided by leaders and the diocese. This results in pupils enjoying their learning in RE.

Information

Address	Wasdale Road, Gosforth, Seascale, Cumbria, CA20 1AZ		
Date	21 October 2025	URN	112294
Type of school	Voluntary controlled	No. of pupils	97
Diocese	Carlisle		
Headteacher	Leanne Long		
Chair of Governors	Chris Walton		
Inspector	Wendy Kendall		