

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sampford Peverell Church of England Primary School	
Sampford Peverell, Tiverton, Devon. EX16 7BR	
Current SIAMS inspection grade	Good
Diocese	Exeter
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	1 November 2011
Name of multi-academy trust	Ventrus Multi Academy Trust
Date of inspection	8 June 2017
Date of last inspection	28 June 2012
Type of school and unique reference number	Primary 137651
Executive headteacher	Claire Baillie
Inspector's name and number	Rev. David Hatrey

School context

Sampford Peverell Church of England Voluntary Controlled Primary is a smaller than average school. Most of the children come from a White British background. The number of children who have special educational needs is at least in line with national averages. The number of children who are entitled to pupil premium support is below national averages. The school became part of the Ventrus Multi Academy Trust in 2011. The executive headteacher, who started in September 2016, is temporarily acting as head of school. The school has seen significant changes in staffing in recent years.

The distinctiveness and effectiveness of Sampford Peverell as a Church of England school are good

- Children have a good understanding of Christian values and what they look like in daily life. They have a growing appreciation of the distinctive Christian nature of these and how they influence their lives.
- The new leadership team gives strong direction to the school, raising the importance of Christian values and ensuring religious education (RE) and collective worship have a high profile.
- The church makes a good contribution to the life of the school, notably through the children's and family worker who has introduced new ideas.
- The collective worship and RE subject coordinator has a good level of expertise making significant improvements to raise their impact on the lives of the children.

Areas to improve

- Ensure opportunities for spiritual development are identified in planning that cover a range of curriculum areas; that they provide for progression to allow children to express their views in different ways and in increasing depth.
- Extend the role of the children's ethos team so that they have opportunities to lead and evaluate worship which leads to ongoing improvements.
- Enable children to develop an understanding of the school's Christian vision and be able to articulate where they see this in everyday life.

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

The new leadership has brought renewed life and focus to the school's Christian values ensuring that they have a higher profile. Members of the school community came together to identify five Christian values which reflect the school's ethos. These are honesty, kindness, team work, forgiveness and trust. Children talk thoughtfully about these five Christian values and explain what they look like in daily life sharing where they use them. These values have formed the basis of the golden rules. Staff reward children who show these values in their own lives, explaining why these have been given so that children appreciate where and how they are making a difference to daily life. Children increasingly understand the distinctive Christian nature of these values by relating them more securely to biblical stories which reflect their meaning. They are aware that values are given by God to make ourselves and the world a better place. Children talk about how using the values have made them better people and give some examples of where they feel that they have made a difference to their lives. They perceive how values influence and shape their school community, where care is shown to one another, as everyone is important. When talking about forgiveness children recognise that this could be difficult, how we all make mistakes and learn from them. Christian values are being woven into teaching and learning with older children seeing how they influence their learning and progress. They explain that team work is important as working collaboratively uses their different talents to achieve their goals. Standards at the school are broadly in line with national expectations. The new leadership has high expectations for children and implemented new strategies to raise attainment, particularly for more-able children. Staff lead by example showing these values through the quality of relationships they make between themselves and children. The school has effectively used values to raise the standard of behaviour showing how they should treat one another. There are few instances of bullying or name calling and where they occur are swiftly dealt with, encouraging reflection on the values and considering the impact of their actions. Children show concern for others in various ways. Older children naturally nurture younger peers acting as role models. Links between their behaviour and Christian values are readily articulated by children. New initiatives have enhanced the school's provision for spirituality. Godly play has encouraged children to be reflective and pose, 'I wonder' questions. This has been enhanced by deepening children's thinking, using the higher order thinking skills. Children ask deep questions and considering possible answers. They are confident to share ideas, listening and shaping their views in the light of this. Comments suggest that ideas are deepening as they wrestle with new ideas. Some children are seeking to express spiritual ideas in other ways, such as through art. These new approaches are not fully established and yet to achieve their potential because, at present, these opportunities are not always planned so there is no progression of experiences which cover a range of curriculum areas. Children have a limited understanding of Christianity as a multi-cultural faith as this is at an early stage of development. There is a positive focus upon helping children understand other world faiths by visiting places of worship and welcoming visitors who provide hands on experiences of what it means to be part of another faith. This has resulted in children showing tolerance and respect for those who hold different views to their own. Religious education makes a good contribution to developing Christian values. The introduction of 'Understanding Christianity' works well with the enquiry approach the school is developing. This engages children who are keen to share their ideas considering 'big questions' of life, such as the difference between science and religion. Children generally enjoy their work and perceive how RE is relevant to their daily lives.

The impact of collective worship on the school community is good

The recently appointed coordinator has brought fresh ideas and enthusiasm which is making a positive difference to the quality and impact of collective worship which has greater relevance for children's lives. She has listened to children's thoughts and recognised that they want to become more involved in worship, providing more opportunities to take part in drama and contribute in different ways which engages them. New action songs for worship have been introduced which they enjoy singing. There are times for age related worship where themes relate closely to children's needs and interests. Children talk excitedly about 'Open the Book' worship, recounting stories in some detail and considering how they might respond to the challenges. The coordinator has reformed the children's ethos team. They are now taking part in ethos days held by the Multi Academy Trust to develop the impact of the school's Christian distinctiveness and worship. Children have brought back good practice ideas and are now determining how to implement these. Members of the team regularly lead parts of the worship, such as the liturgy, beginning to help peers understand the meaning of this. For example, considering why Jesus might be the light of the world. Their suggestions have already shaped the new action plan for worship, requesting some hymns to be included. Planning for worship effectively deepens children's understanding of Christian values, with an aspect being developed each week. This is now closely related to Bible stories, which provides the distinctive meaning to values that was not always evident previously. Coordinator support enables more staff and other leaders to take responsibility for worship, offering a wider range of styles which is appreciated by children. Planning links are made

to main Christian festivals which enable children to explain the significance of these frequently referring to Jesus' life as well as the seasons in the church's year and the importance of these for Christians. Children appreciate that worship is a special time for all to share with God; some saying that this gave them moments of calm and peace in a busy day. Younger children confidently talk about their knowledge of Jesus and His teaching. Where themes are followed up in class the impact of this understanding has been enhanced. Children talk simply about the Trinity. Interactive displays have raised the profile of worship. The best example is a prayer area where children are invited to add a coloured flame to pictures of a candle to represent a prayer shared with God. Feedback from children showed they found this helpful. At present some children recall acts of worship which they feel have influenced their thinking, but they are not confident to do this. Prayer is generally well taught, with workshops and experiences provided to help children understand the different types of prayer. Planning to develop this enables particular year groups to consider a different type of prayer, such as being sorry or making requests. Prayers of older children are beginning to reflect a greater maturity in thought. However, class reflection spaces are not always used and children have a limited understanding of these. Astute evaluations by the coordinator have been made to enhance the impact of worship. Governors are led by this, although their own monitoring is more informal and lacks the rigor to lead to ongoing improvements. Children are not involved in this process nor do they have opportunities to lead worship to give them a greater sense of ownership.

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

The new executive headteacher has brought stability to the school following a period of uncertainty. Staffing issues have been resolved and a cohesive and dedicated team established. She has given strong leadership and direction to the importance of being a church school, with RE and collective worship having a high profile. Alongside this there is an emphasis on the quality of teaching and learning linked to high expectations which are effectively moving the school forward. The Trust has been influential in releasing staff and providing support. The leadership team and governors articulate a secure Christian vision, reflected in the motto, 'Aim for the highest.' This is seen in a holistic way with children growing in their understanding of Christian values and how these inform their spirituality and relationships. There is an appreciation of children achieving their God given potential as well as developing their special talents and gifts, recognising that they are part of God's family. It is apparent that children do not yet fully understand this as there have been limited opportunities to explore and respond to it. The school's Christian distinctiveness is reflected in the range of care it provides for disadvantaged children and the variety of support for diverse needs. The school often goes beyond expectations to find original solutions for issues. It is equally evident in the quality of relationships and the sense of being a family. Monitoring and evaluation is often completed at an informal level. Learning walks and reviews of initiatives are undertaken by governors. This has led to some improvements, such as better relationships between school and the church and community and the development of prayer. Governors are well informed about the current action plan. However, monitoring has not always been systematic or rigorous to lead to focused improvements. Diocesan expertise has been drawn upon, notably for training, with the work on 'Understanding Christianity' being a good example of this. The Trust is particularly effective in developing staff, providing them with opportunities to extend their professional development and taking up leadership posts in church schools. The contribution which the church makes is significant. For four years the benefice has employed a children's and family worker. She has instigated Godly play across the school evaluating its impact and is extending this further. She supports worship and the celebrations of Christian festivals and supporting year six leavers, making a real impact. The vicar and foundation governors are also influential. Stronger relationships are growing with parents welcoming them into school to share in their child's learning. The school meets the statutory requirements for religious education and collective worship.

SIAMS report June 2017 Sampford Peverell CE VC Primary, Tiverton, Devon EX16 7BR