

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

### Stockland CE Primary School Academy

Stockland, Honiton, Devon. EX14 9EF

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Exeter</b>
Previous SIAMS inspection grade	Good
Date of academy conversion	September 2011
Name of multi-academy trust / federation	N/A
Date/s of inspection	1 November 2017
Date of last inspection	7 December 2012
Type of school and unique reference number	Academy 137454
Principal	David Perkins
Inspector's name and number	Jo Osborne 917

#### School context

Stockland has been a stand-alone academy since 2011. Smaller than average with 115 children on roll aged 4 to 11, the school serves a relatively large, rural catchment with low levels of deprivation. Most pupils are from a White British background. The proportion of children with learning difficulties and/or disabilities is below the national average. The headteacher and incumbent joined the school and parish in 2014. The school restructured from specialist teaching to class teaching last year. A new building to provide hall space was erected last year. The Chair of Governors took up the role this academic year.

#### The distinctiveness and effectiveness of Stockland CE Primary School Academy as a Church of England school are good

- The passionate leadership of the headteacher has been instrumental in the school raising its profile and effectiveness as a church school since the last inspection.
- The school's Christian values impact significantly on children's academic outcomes and personal development.
- Christian values are explored in depth through collective worship. This has resulted in very strong relationships between all members of the school community and a high degree of moral development in older pupils.

#### Areas to improve

- Clarify the school's vision so that it is distinctly Christian and clearly understood by all stakeholders.
- In order to further strengthen the impact of this vision, ensure that it is clear that the school's Christian character shapes its approach to policy and provision for all groups of learners.
- Give learners regular opportunities to plan and independently lead whole school worship so that they are fully involved in developing its impact on the school community.

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

Stockland school, in accordance with one of its Christian values, 'talents', is a vibrant sum of its parts. As it says in the linked Bible verse from I Corinthians 12:12, 'even so the body is not made up of one part but of many'. Although the school's vision: 'to provide an exceptional and well-rounded education for all pupils through engagement, depth and challenge' appears to be secular in origin, the staff team have focussed on 'all pupils' in their Christian care and nurture. This ensures that everyone is valued and everyone has a part to play in the success of the school. The incumbent described the distinctive Christian character of the school as being 'enthusiastic' explaining that the roots of the word mean 'with God'. Pupils are happy to come to school with no persistent absentees or exclusions and participate in all activities with energy and focus. The five chosen values that spell 'TRUST' (trust, reflectiveness, understanding, service and talents) are underpinned by Bible stories but parents and pupils are not very familiar with these and are not all clear why these values are Christian. Parents assert, however, that it is as a result of these values that the school is a happy, loving, ambitious and inspiring place to learn. Results for the majority of pupils are consistently above the national averages with pupils with learning difficulties or disabilities making good progress from their starting points. The school's many strengths; academic results, personal development of pupils, sporting prowess and above all inclusive relationships are all highly valued by parents but are not always directly attributed to the school's Christian character. Year 6 children have some recall that the school's values are linked to special stories in the Bible. With some prompting they remembered that wisdom and understanding were shown by a wise king and that Jesus' death was a sacrifice to serve others. Recently, the school adopted 'this little light of mine' as its song and the individual care given to pupils regardless of ability, background or additional need means that every pupil can 'shine.' The school's spirituality policy ensures that there is a clear definition understood by most adults and the use of the windows, mirror, door and flame framework enables children to express their development too. The recent purchase of the Cornerstones curriculum was part of a deliberate plan to interweave elements of social, moral, spiritual and cultural (SMSC) development across all aspects of the curriculum. The school makes the most of its rural and village location to provide moments of awe and wonder from Reception children's first experience of sitting in pews in a visit to the local church to Year 2 pupils making their own monuments celebrating family and nature as part of forest school. Older pupils are articulate and confident in expressing their ideas and opinions whilst being appropriately respectful of others. The level of moral development amongst the older children is striking. During a religious education (RE) lesson about God's kingdom, pupils were considering what would be an appropriate Bible quote to reflect Oxfam's work. Many chose 'love thy neighbour as yourself' and were unafraid to talk about what love means. They explained that it was a responsibility not a choice to care for everyone. The introduction of the Understanding Christianity project has raised expectations of pupil progress in RE with work in books showing pupils rising to the challenge. One pupil explained that RE 'helps you realise that everyone is the same deep down inside even if they believe different things'. Pupils enjoy learning about world faiths in RE lessons and are curious but respectful about different customs and beliefs. Older pupils would like to learn more about different forms of Christianity. They are aware that Christians around the world may worship differently. The emphasis on spiritual development and reflection in RE influences the rest of the curriculum and is part of the school's drive to increase the proportion of pupils working at greater depth. Stockland pupils are known for their collaborative good behaviour at residential and sporting visits showing the values of trust and wisdom.

### **The impact of collective worship on the school community is good**

The headteacher has done a great deal to renew the importance of worship to the whole school community and the impact it makes on behaviour and relationships. This is evidenced by pupil's strong moral imperative to help everyone 'even if you don't like them. That doesn't matter.' The school value of 'service' is particularly well understood and acted upon resulting in the strong 'family' feel that parents and staff describe. It is also characterised by the close staff teamwork and support for each other and the willingness of parents to volunteer. Christian values taught through Bible stories are made relevant to children so that they live them out in their daily lives not just at school but also at home. 'We wouldn't be us if it wasn't for our assemblies' explained one child and another said that the values in worship 'add up to make good behaviour'. The strong partnership between the incumbent and the headteacher has led to a developing relationship between the school, local churches and the wider community. Attendance at monthly Sunday family services has grown for example. In school, older pupils are fully involved in setting up resources for collective worship and are often asked to participate. They occasionally lead worship for their class but not yet for the whole school. Stockland pupils have been given regular opportunities to reflect on their own beliefs and are confident in articulating whether they believe in God or not. Monitoring by a foundation governor is becoming more regular but does not currently lead directly to significant development although there is evidence that pupils' involvement in evaluation is improving. They recently met with a governor to evaluate worship

and suggested exploring different forms that do not always include singing. Worship generally reflects Anglican practice and has enabled pupils to become familiar with the church calendar and major festivals although they are not yet confident in being able to name them or explain them. In addition to the 'TRUST' values that are a constant part of the pupils' personal development, the headteacher provides in depth coverage of a different Christian value each half-term increasing pupil's knowledge of Biblical material. He is well supported by the incumbent. At the moment children can explain the difference individual values make to them but do not readily explain that they come from the Bible. Through lighting three candles at the beginning of worship, most pupils are familiar with the concept of God as Father, Son and Holy Spirit but currently struggle to explain what this means to Christians. Pupils are able to explain the purpose of prayer and some take the opportunity to add personal prayers to a box that is then taken each week to be used by an adult prayer group led by the incumbent. Through the introduction of 'teaspoon' prayers (thankyou, sorry, please) children have a developing religious vocabulary and ability to express their hopes and fears.

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

Despite changes of leadership and governance since the last inspection, the school has not stood still. Governors strengthened their resolve to further develop the impact of the school's Christian character. They appointed a headteacher with the belief and integrity to sensitively raise the profile and effectiveness of being a church school. Consequently, clear progress has been made since the last inspection and the points for development have been fully addressed. The headteacher's passion and personal vision are recognised and valued by parents, staff and governors and have been instrumental in achieving the school's developing strengths in worship and RE. Daily worship is now at the heart of each school day. There is a constant focus on the impact of the school's Christian values across the curriculum and on the development of each child as an individual. Leaders have dedicated significant resources to improving the environment for worship by providing a hall building and buying a piano. Children now have a special place for worship where their artistic responses to key themes can be left to inspire them further. Singing is now a vibrant and lively part of each act of worship. Further resources have been devoted to introducing the Understanding Christianity project in order to raise standards in RE. Developing the Diamond Nine behaviour reward system has been another initiative aimed at encouraging children to focus on consistently demonstrating key values. The school is rich in values but the understanding of where they come from is not consistently strong. As the governors make strategic plans for the future, they have continued to strengthen ties with the diocese by turning to them for advice and support. They have built on the determination to be outward-looking by working with neighbouring church schools to share and develop best practice. Leaders are clear that their values and ethos are Christian but are less able to explain how their vision relates to these and informs all aspects of school life. Governors have diligently reviewed their performance against the four core questions of SIAMS but this has sat alongside other development plans rather than underpinning them. A foundation governor conducts regular monitoring visits but the challenge to school leaders to act upon observations for improvement is underdeveloped. The decision last academic year to move from specialist subject teachers to class teachers was motivated by the desire to facilitate even more effective pastoral care. In addition it has enabled all teachers to teach RE and for SMSC education to be more easily planned across the curriculum. Teachers report that this change has been successful and that they feel closer to their class and more able to meet their individual needs. The headteacher's personal involvement in the local church, together with another member of staff, has enabled a mutually beneficial relationship to be rekindled after a period of interregnum for the parish. Staff value the opportunities this has provided for children to connect with a much wider community. The school fully meets the statutory requirements for religious education and collective worship.

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