

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chudleigh Church of England Voluntary Controlled Community Primary School

Lawn Drive
Chudleigh
Newton Abbot
Devon TQ13 0LS

Current SIAMS inspection grade	Outstanding
Diocese	Exeter
Previous SIAS inspection grade	Outstanding
Local authority	Devon
Date of inspection	22 September 2017
Date of last inspection	28 September 2012
Type of school and unique reference number	Primary voluntary controlled 113392
Headteacher	David Barnett
Inspector's name and number	Andrew Rickett 201

School context

Chudleigh is a larger than average size primary school with 440 children on roll. It has grown rapidly over the last three years. The majority of children are from a White British heritage and a range of socio-economic backgrounds. The number of children with special educational needs and/or disabilities is broadly in line with the national average as is the number entitled to receive the pupil premium. Attendance is above the national average.

The distinctiveness and effectiveness of Chudleigh CE Primary School as a Church of England school are outstanding

- An explicit Christian vision based on values underpinned by biblical teaching makes a significant contribution to the children's personal wellbeing and their academic progress.
- Acts of worship are inspirational and give children experiences in which they confidently explore faith and belief.
- Leaders and managers are passionate about the school's Christian vision and ensure that it has meaning and purpose for all members of the school community.

Areas to improve

Develop the quality of opportunities for children to respond to spiritual experiences in school by:

- Providing regular opportunities for children to respond in greater depth to the 'big' questions they pose.
- Equipping children with the thinking skills to enable them to become more articulate when responding to spiritual experiences.

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

The school is outstanding because of the difference its distinctive Christian vision makes to the children's personal development and its contribution to success in their learning. The vision is well established and emphasises the inspiration, learning and achievement of each child within a Christian appreciation of seven values that have explicit roots in Bible teaching. Central to this is a Christian idea of love lived out through other values such as kindness, friendship and teamwork. Children have an excellent grasp of these values and articulate with considerable insight how they link together and are dependent on each other. They explain with conviction how values such as respect and kindness are essential to work as part of a team and how this makes their learning more effective. They say that 'values are what you expect from each other in this school', and that 'if you follow them, you become a better person'. Children have positive attitudes towards their learning and do so in an environment which encourages them to ask questions. The data available indicates that children's attainment is broadly in line with national expectations. The seven core values make an outstanding contribution to the children's personal development. They have a very secure grasp of right from wrong and understand moral and social issues such as justice, equality and treating others with tolerance and respect regardless of their background or who they are. This underpins the high quality of relationships throughout the school community and the way that adults show care and compassion for all children. The school continues to address the one area for development from the previous report to ensure that opportunities for spiritual development are evident in the curriculum. Much work has been done to share an agreed understanding of spirituality that focuses on developing an understanding of self, others, an awareness of God and providing time to absorb the wonder of the world. Children are acquiring a language to help them express their thoughts and ideas and are encouraged to respond to 'Ow' and 'Wow' moments to help develop empathy for others and the world they live in. They are encouraged to ask their own deep questions and do so willingly and talk about them with excitement. There are fewer opportunities for children to have time to explore these questions in depth; to share their thoughts with others in the class and they sometimes find it difficult to articulate them. The introduction of the 'Understanding Christianity' resource as part of the religious education (RE) curriculum is helping children to think more deeply about concepts such as Creation. Children show a high level of regard and respect for people of different faiths and express their views that everyone should be treated with dignity and be valued for who they are. They respond with sincere compassion and generosity when supporting charities and have a growing appreciation of the diverse nature of Christianity throughout the world.

The impact of collective worship on the school community is outstanding

Acts of worship at Chudleigh are joyous times when the school comes together to worship and celebrate the enjoyment of being part of a family. Prayer is a particularly important part of the life of the school and this is something that has developed since the previous inspection. For example, the introduction of prayer days has helped children understand the nature of prayer and given some children a more positive relationship with prayer. They appreciate that praying is open to anyone and that God listens to prayers regardless of who says them. Moreover, prayer days have given children opportunities to have more confidence in challenging an understanding of the purpose of prayer which has encouraged them to ask their own questions; to think for themselves, which in turn has deepened their appreciation of prayer and what it means for either themselves or others. Younger children describe how prayers can be said to help those who have been affected by events such as the recent hurricanes. They know that there are different types of prayers to ask for help, say thank you or sorry. Collective worship is thoroughly planned with themes that are firmly based on biblical teaching and include elements that reflect the Anglican tradition. Children enjoy moments of quiet reflection and the chance to offer their reflections on what they have heard and understood from worship messages. The introduction of spiritual spaces in each classroom has provided the means for children to respond with their thoughts, or through art or asking further questions. Children are keen to ask these questions and talk with excitement about them. Time for them to explore these questions in depth is not always provided. Children have an awareness of the nature of the Trinity and are impressive in how they discuss their views on God as Father, Son and Holy Spirit. They share their views openly and with confidence and listen to the opinions of others with respect. Children say that 'Jesus, in a sense, didn't really die because He is still here; He left His Spirit with us'. Similarly, children express their views on prayer with considerable maturity. The celebration of major Christian festivals in school and at the local church, as well as the regular use of Anglican tradition in daily worship, gives children a good understanding of the church year and elements that reflect Anglican practice. Monitoring of worship is purposeful and leads to improvements such as the children's wish for more time to be silent in collective worship.

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

The school ensures that its Christian vision is continually being reviewed and developed. This means that the school's mission responds to the needs of children and adults in the school community and is refreshed regularly so that it has meaning and purpose. The review in September 2016, for example, looked again at the school's values which placed greater emphasis on forgiveness as a core aspect of Christian belief. This reflects the strong commitment of the headteacher, his staff and governors, to the school's Christian distinctiveness and their passion to ensure it supports the development of the children's wellbeing and academic achievement. The headteacher clearly articulates an explicit vision founded on Christian principles supported by values and spiritual development. This is shared by staff and governors and echoed in the views of parents. The role of the Christian Distinctiveness Lead is crucial to the success of the school as a church school. She shares the headteacher's passion and commitment and has instigated initiatives, such as ethos days and prayer days, that significantly enhance the life of the school and help children develop an understanding of faith and belief. There are rigorous systems in place that regularly monitor and evaluate the impact of the Christian ethos and these identify areas for improvement that lead to changes which enrich the children's experiences. For example, by listening to the opinions of children, more time for quiet and reflection was introduced to collective worship. A comprehensive three year school strategic plan includes a section that identifies actions to develop the Christian foundation. A separate annual plan has been devised by the Christian distinctiveness group with objectives to achieve in 2016/17. The link between these two plans, and how they support each other, is not clear. However, monitoring and evaluation as a church school is an integral part of school improvement and is very effective. The Christian distinctiveness group regularly gathers the views of children and has an excellent grasp of the school's strengths and areas to improve as a church school. They are dedicated to the continual development of the Christian foundation. The vicar makes a very valuable contribution to the life of the school through his support on the governing body and involvement in monitoring. He also regularly leads acts of worship along with clergy and ministers from other Christian churches. An excellent example of the cooperation between the Anglican and Baptist churches is their joint funding for a youth worker to support older children particularly as they prepare for transfer to secondary school. The school has excellent relationships with the local church and children are very familiar with it through the regular celebration of Christian festivals and other times such as the welcome for Foundation Stage children. Parents spoken to agree that the school gives their children opportunities to learn about a range of religions and reflect on what faith and belief means to them. They feel that the school encourages their children to live by the school's values which, they say, are modelled by the headteacher and his staff. The school meets the statutory requirements for RE and collective worship.

SIAMS report September 2017 Chudleigh CE VC Primary School Newton Abbot TQ13 0LS