

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chittlehampton Church of England Voluntary Aided Primary School

Address	The Square, Chittlehampton, Umberleigh, Devon. EX37 9QW		
Date of inspection	11 June 2019	Status of school	Voluntary Aided Primary
Diocese	Exeter	URN	113449

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Chittlehampton is a primary school with 24 pupils on roll. The majority of pupils are of White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in-line with national averages. The school became part of the Devon Moors federation in September 2011.

The school's Christian vision

Our Vision is based on the teachings of Jesus – love our neighbour

“A caring, learning community, fulfilling potential and achieving excellence together guided by our Christian values.”

Key findings

- The distinctive Christian vision ensures that religious education (RE) has a high profile in daily life. Pupils relish responding to philosophical and theological questions and this deepens their thinking. At present assessment in RE is not fully developed.
- The vision effectively nurtures and enables pupils to achieve their God-given potential and being the best that they can be. Everyone is treated with dignity and respect as they are recognised as being special.
- Pupils have a detailed knowledge of Bible stories because worship plans are well-developed. However, at present pupils do not plan or lead worship.
- Strong partnerships across the federation are informed by the vision. These have led to improvements in school through the sharing of good practice. In addition, the school has supported other schools in the federation, particularly in RE.

Areas for development

- Enable pupils to plan and lead collective worship regularly so they develop their skills and understanding and have greater ownership in this area.
- Develop a rigorous system of assessment in RE with clear criteria, which effectively identifies pupils achieving the higher levels of attainment.
- Identify in planning progressive experiences across the curriculum to deepen pupils' understanding of spirituality, enabling them to confidently express their thinking in a variety of creative ways.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Leaders recently reviewed the vision to ensure it remains central to daily life. They have used recent Church of England reports so it is up-to-date. The vision reflects the local context where there is a strong sense that everyone is important and has different talents. Leaders make thoughtful links to Jesus' sermon on the mount and to biblical principles which underpin the vision. For example, they talk about having courage to grow all your God-given talents and being the best that they can be. Leaders point to Jesus' teaching and how he cared for others. Pupils have a secure understanding of the vision. They split the vision into sections, such as achieving their potential or caring. Then they write about what these look like in child-friendly language so all understand what this looks like in daily life

Influential partnerships with the federation have provided joint training, planning and access to innovations. A good example is deepening pupils' understanding in mathematics so they fulfil their potential. The headteacher, who is the literacy lead, works with other schools across the federation sharing good practice. Recently she has introduced Understanding Christianity resources to the federation which has significantly raised the quality and progression of planning and extended staff subject knowledge. The church provides effective support for governance and worship. Staff are nurtured to develop their talents and take on roles of greater responsibility across the federation.

Senior leaders from the federation and governors add to the school's accurate assessments. The provision for spirituality has improved as a result of monitoring. There are now more opportunities for reflection and staff have an established understanding of spirituality. The ethos committee are dedicated to their work. Each year they decide which aspects of the work of a church school to evaluate and this leads to improvements. This led to the website being improved to reflect the school's Christian distinctiveness and vision.

Pupils use the language of the vision, such as achieving their potential and being the best they can be. This is because it is woven into all aspects of daily life. Staff know pupils really well, raising their self-esteem and belief that they can fulfil their potential. They have high expectations for pupils and challenge them through individualised targets. There is a strong culture that mistakes are part of learning and an opportunity to deepen their understanding. Pupils know that working collaboratively enables them to learn from others. Standards vary with each cohort, but overall at the end of Key Stage 2 attainment is similar to national averages. Some pupils achieve the higher levels. Attainment at the end of Key Stage 1 is at least good. Vulnerable pupils are well supported and generally make the expected progress in-line with their peers. The use of 'big' questions of meaning and purpose plays a significant role in deepening pupils' spiritual thinking. At present opportunities for spirituality are not recorded in planning nor are they progressive or allow pupils to respond in creative ways.

Pupils talk enthusiastically about their global links and sponsoring a child, which the vision has inspired. These links are well established, previously with a Ugandan community and now one in Haiti. Pupils explain disadvantage and deprivation and give real examples. Some pupils have been inspired to raise funds to provide their sponsored child with clean water. There are various opportunities to explore difference and diversity across the curriculum. A good example was the work on African farms where pupils made insightful comparisons with their own community. Older pupils have a good level of understanding of different faiths from their residential visit to London. They talked with people from different faiths and cultures and learned what is important to them. Pupils show real initiative in their response to the £5 challenge. Independently they championed a charity and prepared a presentation to the school to raise awareness.

The vision and Christian values are clearly reflected in the deep relationships that exist. Staff effectively model these in their daily interactions. Pupils see everyone as being special and treat them with dignity and respect. They talk about being a family which is significantly beyond just being part of a small school. Pupils of all ages work and play together and attribute their care, good behaviour and choices to the vision. They confidently give examples where Christian values have influenced their thinking and actions. Older pupils show a high degree of tolerance for those with behavioural issues, so all feel valued. Pupils' contribution to a music concert with disabled people showed a depth of sensitivity. The importance of forgiveness is well developed, enabling pupils to move on from poor choices

and learn from their actions. The school's effective work on mental health enables pupils to use a variety of strategies to help them when they are anxious.

One of the school's strengths is the high degree of understanding pupils have of Bible stories which comes from collective worship. Pupils give detailed accounts of these and make links between values and Bible stories. This is the result of the subject leader's detailed planning which makes explicit the links to Jesus' teaching. A significant number of pupils talk about how prayer has helped them when worried or in response to local events. Dedicated reflection times allow pupils to consider the key weekly theme and its relevance for them. Many pupils feel worship helps them to be calm, shaping their friendships and actions. Although pupils have planned and led worship independently in the past, at present they do not do so. The main Christian festivals are celebrated in church with pupils talking about their importance for Christians. Pupils have an age-appropriate understanding of the trinitarian nature of God. Local church ministers lead worship bringing a variety of approaches which are appreciated. The Open the Book team lead interactive worship which is eagerly anticipated.

The vision ensures that RE has a high profile and importance in daily life. The quality and depth of pupils' discussions when responding to big philosophical or theological questions is impressive. Pupils are confident to share their ideas, using their biblical knowledge and understanding of key Christian concepts. They relish justifying their ideas, listening to others, refining their opinions and are able to disagree well and challenge others. The subject leader has introduced significant improvements. Pupils now explore key Christian concepts such as salvation. Good practice is shared across the federation with the subject leader at the forefront of this. Pupils record their ideas in various ways which engage them. Whilst new assessment procedures are in place they do not support staff to make judgements about pupils achieving the higher levels. Pupils demonstrate good understanding of world faiths and show a sound understanding of key ideas, making thoughtful comparisons with Christianity and their own beliefs.



The effectiveness of RE is Good

Pupils' good understanding in RE is well reflected in their attainment which is securely in-line with local expectations. A number of pupils are close to achieving the higher standards. Vulnerable pupils are specifically nurtured and supported through questioning to make similar progress to their peers. The quality of teaching and learning is good and there are elements of excellent practice, particularly the use of questioning. This encourages pupils to use the higher order thinking skills deepening their understanding. Subject leaders have effectively raised the quality of teaching through focused observations and introducing new approaches. The majority of pupils say they enjoy RE and that it has a relevance for their lives and thinking.

Headteacher	Wendy Evans
Inspector's name and number	Revd David Hatrey 844