Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

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| **Landscove Church of England Voluntary Aided Primary School** | |
| Landscove  Ashburton  Newton Abbot  Devon  TQ13 7LY | |
| **Current SIAMS inspection grade** | **Outstanding** |
| **Diocese** | **Exeter** |
| Previous SIAMS inspection grade | Good |
| Date of academy conversion | 01 April 2016 |
| Name of multi-academy trust | Link Academy Trust |
| Date of inspection | 09 May 2018 |
| Date of last inspection | 09 May 2013 |
| Type of school and unique reference number | Primary 142641 |
| Executive principal  Head of school | Tony Callcut  Jill Ryder |
| Inspector’s name and number | Patricia Morris 626 |

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| **School context**  Landscove is a smaller than average sized primary school with 85 children on roll. The majority of children come from outside the designated area, with a significant number coming from nearby towns. The proportion of children with special educational needs and/or disabilities is above the national average while the number of children supported by Pupil Premium is significantly below. The majority of children are of White British heritage. The school is part of the Totnes Hub of Village Schools, within the Link Academy Trust. There have been a number of changes over the last few years. In September 2014, the school became part of a federation of four schools. In April 2016, they became a multi-academy trust (MAT) of six small schools. In April 2018, three additional small schools joined the trust. Attendance is in line with the national average. |
| **The distinctiveness and effectiveness of Landscove as a Church of England school are outstanding**   * The inclusive Christian ethos, firmly underpinned by deeply embedded distinctively Christian values, is the foundation of every aspect of school life and successfully impacts on children’s exemplary behaviour and attitudes to learning. * The dedication of school leaders, supported by experienced and committed governors and staff, ensure a clear vision is continually moving the school forward as a church school. * Collective worship is inspirational, engaging all children and contributing to the development of their self-knowledge and spiritual awareness. * The outstanding leadership of religious education is ensuring an engaging curriculum that has led to rapid improvement and is having a very positive impact on children’s lives. |
| **Areas to improve**   * Involve children in plans to develop an outdoor reflective space in order to further engage them in high quality opportunities for spiritual development. * Extend children’s experiences of Christianity as a world faith by developing global links with a partner school. |

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| **The school, through its distinctive Christian character, is outstanding**  **at meeting the needs of all learners**  Six core Christian values of respect, responsibility, perseverance, forgiveness, trust and empathy are at the heart of school life and firmly underpin the school’s mission statement, ‘Together we’re reaching new heights, inspiring a love of life and learning within a nurturing Christian environment.’ Values are proclaimed throughout the school through banners, displays and an impressive set of six paintings, in the form of stained glass windows, designed and created by children to demonstrate links to Bible stories. Values are deeply embedded in the daily life of the school and clearly supported by the teachings of Jesus. All stakeholders contributed to deciding which values would best reflect the development and growth of the school environment, generating a very strong sense of ownership. They impact on all members of the school community and are described as ‘part of the fabric of who we are’. Values make a distinctive contribution to the inclusive Christian character of the school, underpinning the excellent relationships based on mutual trust and respect, exemplary behaviour and very positive attitudes to learning. They effectively support spiritual development by giving children opportunities to reflect about the impact they have on others and the world around them. This is endorsed by the ‘Windows, Mirrors, Doors’ resources which give children a shared vocabulary, contributing to a united understanding of spirituality across the school. Children confidently voice what it means to them as individuals, explaining ‘it is something close to your heart’ and ‘it is different for everyone’. Outdoor opportunities for spiritual development include a ‘Forest School’, ‘Outdoor Explorers’ and experiences of community projects such as ‘’Field to Plate’, successfully contributing to children’s appreciation of creation and nature. The school are now planning to develop part of the garden to enable children to have a reflective area. Religious education makes a significant contribution to children’s spiritual development through ‘big’ questions that encourage them to reflect upon their own beliefs and values and share what is meaningful and significant to them. There is a high degree of respect for other cultures and beliefs, which RE promotes in many excellent ways including meeting visitors from other faiths and communities. Children have a good awareness of Christianity as a multi-cultural world faith and the school are looking at ‘Christian Aid’s Global Neighbours Project’ to link with a partner school in a different location to further develop children’s knowledge and understanding of what it’s like to be a Christian in another part of the world. |
| **The impact of collective worship on the school community is outstanding**  Collective worship has undergone significant development and improvement since the previous inspection and is seen as a major expression of the school’s Christian vision and ethos. It has a very high profile within the school community and is firmly rooted in Christian values, Bible stories and the teachings of Jesus. Children clearly enjoy worship and find it engaging and inspiring. There are many opportunities for children to reflect and make links with their own lives today. They are fully involved through drama, music and in responding to skilful questioning that encourages them to extend their thinking. Such opportunities ensure that worship makes an excellent contribution to children’s spiritual development. Children’s ‘awe and wonder’ was audible and firmly demonstrated in the worship observed. These experiences are carefully integrated into the thorough planning of worship. Themes inspire children, raising their aspirations to live out values and act upon them. For example, the theme of compassion inspired some children to get involved in their own community projects to support refugees. Children are animated when they talk about having their own ethos committee because it gives them the opportunity to contribute similar ideas. They regularly plan and lead their own worship. Children speak excitedly about the innovative ‘Open the Box’ worship, which is a box containing a structure for them to lead worship, including a Bible story for which they make props. Such experiences mean that worship at Landscove school is inclusive and has a real sense of occasion and fellowship. Prayer is an important part of worship and children see it as ‘a time to have a conversation with God’. Children are motivated to write their own prayers and appreciate prayer boxes where they can place their prayers to be shared or folded if they are private. There is an enthusiasm to use prayer spaces around school and children talk confidently about how the ‘Windows, Mirrors, Doors’ resources support their prayers and reflections, some of which are recorded in a ‘wow’ moments scrap book. Worship makes a significant contribution to children’s developing understanding of the Trinity. Children show an impressive knowledge of the importance of the Holy Spirit at Pentecost. They have a very good understanding of many Christian festivals, most of which are celebrated in the local church. The church is seen as an extension of the school and the vicar endorses the strong partnership between them. He contributes to the planning and delivery of worship and staff are very appreciative of his informal pastoral support. Worship is regularly monitored and evaluated by children and a lead governor, who visits regularly to carry out observations and meet with the worship leader. This is then reported to the governing body and leads to continual reflection, ensuring that worship has a clear purpose and is constantly moving forward. |
| **The effectiveness of the religious education is outstanding** Religious education has an extremely high profile within the life of the school. After much discussion, it was decided to rebrand RE as FAB (Faith and Beliefs) while maintaining the same syllabus. Staff feel that children have a renewed engagement and enjoyment of RE as they see the FAB acronym as a more inclusive name for the subject. The RE leader is a member of the school ethos committee and leads the Link Academy Hub. She is extremely knowledgeable and committed to ensuring the RE curriculum is rich and varied. Excellent use of resources, such as the ‘Understanding Christianity’ materials and the ‘RE Today’ resources, are making positive contributions to teacher’s increased subject knowledge and outstanding teaching. This enquiry-based approach creates opportunities for children to have the confidence to respond to ‘big’ questions such as ‘What is the Kingdom of God?’ Children are totally engaged and challenged in lessons. For example, when discussing artefacts in a ‘Pentecost bucket’, one child explained, ‘the battery is there because it powers things just as the Holy Spirit gave power to the disciples’. Links with Christian values are made naturally, as part of discussions, such as the comment that, after receiving the Holy Spirit, the disciples ‘would have to persevere to tell as many people as possible about Jesus’. Opportunities for visits are well planned to support the RE curriculum. These include a visit to Buckfast Abbey, which enabled younger children to take part in a workshop based on the Nativity, while older children found out how they prepare for Christmas and were able to talk to one of the monks. These experiences make invaluable contributions to children’s spiritual development as well as establishing excellent links with worship. Religious education provides very good opportunities for children to make connections between Christianity and other faiths. Staff say they feel empowered when teaching about other faiths and cultures because of the school’s wealth of artefacts and resources such as ‘The Emmanuel Project’, visitors from other faiths and puppets representing different religions. This is making a significant impact on developing children’s understanding of similarities and differences with Christianity. Rigorous and extensive monitoring of RE takes place and involves all stakeholders. Assessment procedures are secure and a thorough tracking system is embedded in the school, contributing to comprehensive action plans and standards of attainment that are at least in line with national expectations and often higher. |
| **The effectiveness of the leadership and management of the school as a church school is outstanding**  Leaders are highly effective in articulating, living out and promoting a vision based on distinctively Christian values. The head of school, very well supported by the RE and collective worship leader, provides strong and dedicated leadership, enabling every child to flourish and achieve their personal best. The leadership team are passionate about promoting the Christian ethos of the school. Experienced and committed governors and staff ensure a clear vision is continually moving the school forward as a church school. Governors value the excellent relationship with staff and feel their varied expertise is used effectively. They are fully informed and knowledgeable about the strengths and areas for development in the school. Insightful self-evaluation is secured through regular visits and robust monitoring. Leaders acknowledge that joining the MAT is offering sustainability as well as opportunities to share good practice across all schools. A successful school ethos committee meets regularly to support the Christian distinctiveness of the school by identifying ways to support the school’s Christian character. For example, values are now shared in newsletters and parents are encouraged to share values seen in action at home. A parent representative from each class is on the committee, which is developing stronger links with parents and giving them opportunities to contribute ideas. Parents are extremely supportive of the school and there is a very active Friends of Landscove School (FOLS). They speak extremely highly about the nurturing ethos and family atmosphere. Parents appreciate the wide variety of experiences children are given and say ‘children leave Landscove as confident, caring individuals’. The partnership between the school and church is invaluable and mutually beneficial. There are excellent links with the local community. Younger children decorated biscuits to share with the local nursing home, where they are regular visitors, while the whole school visited a nearby farm where they had the opportunity to taste fresh food then use it to create their own pizzas. Children have a good awareness of others who are less fortunate. Recent fundraising has included Christian Aid Big Breakfast and Sal’s Shoes when children brought in old shoes to be distributed in poorer countries abroad. The school actively work with the Diocese to support the development of staff as future leaders of church schools. Leadership in RE is outstanding and leads to highly effective practice. Both RE and collective worship meet statutory requirements. |

SIAMS report May 2018 Landscove Church of England VA Primary School Ashburton Devon TQ13 7LY