

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Landscape Church of England Primary School

Vision

'Ask and it will be given to you; seek, and you will find; knock, and it will be opened to you.' Matthew 7:7.

Matthew 7:7 inspires us to live with curiosity, perseverance and trust. Jesus' words encourage us to ask questions when we need clarity and wisdom, to seek out purpose and truth with intention, and to knock on new doors with confidence, trusting that God opens doors to His presence, blessings and opportunities. The keys of responsibility, respect, perseverance, empathy, forgiveness and trust help everyone to unlock the very best of themselves.

This verse from the Sermon on the Mount forms the bedrock of all we do and all we are, shaping how we grow, learn and flourish in life as individuals and members of communities.

Landscape Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- School leaders consider and express the Christian vision so profoundly that it permeates throughout the life of the school. This resolve is strengthened by the leadership within the Link Academy Trust. Therefore, the way is opened for adults and pupils to unlock their unique potential and flourish.
- The school's Christian values, understood as 'keys', are deeply embedded. This results in strong relationships of trust and respect that exist in this harmonious community.
- Pupils make choices based on an understanding of justice and injustice to improve the lives of others. This is the result of teaching about the wider world which includes effective partnerships locally and globally.
- The curriculum is designed skilfully so that doors of learning are opened. This enables pupils to flourish holistically as unique individuals.
- Pupils develop a good understanding of the core beliefs of a range of religious and non-religious worldviews. This is because teaching and learning of religious education (RE) are of a high quality.

Development Points

- Reimagine and develop approaches to daily collective worship that elevate its unique place in the life of the school. This is to deepen how pupils and adults value it as a precious time and space each day that enriches spiritual growth.
- Develop the RE curriculum so that pupils learn more about the variety of belief and practice within Christianity. This is so that they better understand the diversity amongst people of Christian faith.



Inspection Findings

Vision and Leadership

The Christian vision is lived out as individuals 'seek' and 'find' effective ways of learning and living well together. The 'keys' to the vision inform how people treat each other respectfully and empathetically. Consequently, pupils and adults flourish in this aspirational and trusting environment. School leaders are wholehearted about inclusion and unlocking individual potential. Their established partnership with the Link Academy Trust significantly strengthens this resolve. The trust's vision for people to live 'life in all its fullness' resonates powerfully with the school's vision. Together, leaders evaluate and build on the 'bedrock' of its Christian vision reinforced by training from the local diocese. This enables them to be reflective and creative in meeting the needs of pupils and staff. However, daily collective worship is not monitored and developed effectively. Therefore, the current provision is unable to impact consistently on the spiritual flourishing of pupils and adults.

Vision and Curriculum

The curriculum broadens pupils' horizons, inspiring curiosity and ambition to pursue positive futures. A secure atmosphere of respect enables pupils to reflect on their own learning, ask questions and listen to others. Pupils who have special educational needs and/ or disabilities (SEND) and those considered vulnerable flourish in a rich environment of understanding and acceptance. Committed staff know their pupils well, adapting teaching and learning so that individuals experience success. This impacts on pupils' self-belief and wellbeing. Leaders plan for spiritual development across the curriculum using a shared approach. It enables pupils to express their feelings in relation to themselves, others and the wider world. Pupils appreciate planned and impromptu moments of pure joy and beauty. For example, as they learn outdoors and marvel at the wildlife. The curriculum is enriched so that pupils become aware of life outside of this small, rural community. For example, pupils speak enthusiastically about their visits to cities such as Bristol and London.

Worship and Spirituality

Collective worship deepens pupils' understanding of the Christian vision and values. For example, parables, such as the good Samaritan, enable pupils to reflect on what it means to be empathetic. Church leaders and members who share Bible stories on a regular basis enrich collective worship. Pupils and adults value times when the school community comes together to celebrate festivals such as Christmas in the parish church. For example, a pupil describes the spiritual experience of feeling 'honoured to be in a holy place'. However, daily collective worship does not consistently draw pupils and adults together from the classroom into a uniquely different atmosphere of reverence and reflection. Therefore, spiritual opportunities that enable the school community to ponder and 'seek' things unseen, including God, are limited. As a result, pupils do not readily express how collective worship inspires feelings of awe and wonder. There is a daily pattern for collective worship that includes familiar liturgy and prayers. This informs pupils' knowledge of Anglican traditions. However, there is a lack of variety to engage pupils and adults regularly in rich spiritual moments. This restricts their appreciation of collective worship as a valued space within the school day which impacts on their spiritual growth.

Vision, Justice and Responsibility

The vision motivates pupils to use the 'keys' of 'responsibility' and 'empathy' as they learn to care for others. They recognise that people are of equal value with the right to be treated fairly. Pupils are eager to extend their compassion for others outward into the local community. For example, a pupil with a heartfelt concern about mental health problems in rural areas raised awareness in school. Those with roles in the eco-group, ethos group and school council play a particularly active part in making changes. A display in the hall entitled, 'You asked. We did,' celebrates how pupil voices have been heard by school leaders and made a positive difference. For example, awareness of plastic pollution on a local beach resulted in a clean-up event and the creation of a school 'beach tree'. Pupils learn to consider justice and injustices in the wider world. Their understanding of global issues is



significantly strengthened through an established partnership with a school in Uganda. Pupils exchange letters and begin to appreciate the benefits and hardships of living in a different place.

Religious Education

School and trust leaders are wholly committed to ensuring that RE is a subject of high importance. They understand its unique place in preparing pupils to live life to the full in a world of diversity. The trust and diocese share professional expertise, resources and training that enrich the school's understanding of the subject. Leaders regularly review the curriculum to ensure that it is aspirational. As a result, pupils' knowledge and understanding of religious and non-religious viewpoints develop year on year. Pupils requested that RE is known as FaB (Faith and Beliefs) in their school. This exemplifies an understanding of what they learn in RE as well as their appreciation of the subject. The curriculum is notably strengthened by welcoming visitors from faith communities and visiting places of worship. These encounters impact significantly on their appreciation of what it means to be a person of faith. Older pupils talk about the diversity of beliefs and lifestyles for Jews and Muslims. However, their understanding of diversity amongst those of the Christian faith is limited. Therefore, their understanding of the different ways that Christians choose to live and worship is restricted. Pupils discuss and debate philosophical ideas within a well-established culture of curiosity and respect.

RE is led and taught skilfully and enthusiastically. Leaders and teachers regularly review how well individual pupils remember and understand. This enables them to provide levels of challenge and support so that pupils make progress. Teachers feedback personally to pupils, verbally and in books. This encourages pupils and extends their learning. Class teachers know their pupils and adapt their teaching to meet individual needs. This is especially valuable for pupils with SEND who are enabled to learn and express their understanding alongside their peers. Pupils appreciate opportunities that are given to convey their ideas creatively. For example, by designing stained glass windows to tell a story of creation. Younger pupils benefit from sensory experiences that engage them in learning.

Vision and School Culture

The vision is deeply apparent in the empowering relationships of respect and trust that exist in this school community. Staff thrive professionally and personally. They often comment that they feel 'blessed' by the positive working environment. Devoted school and trust leaders engender this sense of wellbeing. For example, by providing training and connecting staff professionally to a wider network of colleagues. Staff demonstrate kindness and understanding as they seek the best for the pupils in their care. Parents and carers appreciate how staff work considerately with them to secure the best outcomes for individual pupils. Consequently, pupils flourish holistically because they are immersed in an atmosphere of high expectation. 'Key' values, such as empathy and forgiveness, are considered throughout the school day. As they are put into action, pupils are enabled to resolve disagreements in an atmosphere of openness and honesty. This contributes to the sense of harmony in which people live and learn. This close-knit community of school and trust leaders, pupils, staff and families thrive as encouragement and compassion are demonstrated. This is particularly evident in the practical care that is extended during life's most challenging times.

Information

Address	Landscape, Devon, TQ13 7LY		
Date	11 February 2026	URN	142641
Type of school	Academy	No. of pupils	93
Diocese	Exeter		
MAT	Link Academy Trust		
MAT Chair	Rachael Sharpe		
Headteacher	Jill Ryder		
Chair of Governors	Cheryl Mathieson		
Inspector	Angela Daniel		