

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

## St Martin's Church of England Primary School, Cranbrook

**Address** Younghayes Road, Cranbrook, Exeter, United Kingdom, EX5 7DT

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

<b>Overall grade</b>	<b>Excellent</b>
<b>The impact of collective worship</b>	<b>Excellent</b>
<b>The effectiveness of religious education (RE)</b>	<b>Good</b>

### School's vision

'Being the best we can be for ourselves, each other and God's world'. This is drawn from Jesus' words, 'I have come that you may have life, life in all its fullness'. John 10:10 We use the Church of England vision for education which has Jesus' promise above at its heart. Our core Christian values are, love, hope, kindness, grace, faith and mercy.

### Key findings

- The distinctive Christian vision is embedded and shapes all aspects of school life with all members having a deep understanding of its significance. It shapes the outstanding welcome for all, particularly vulnerable pupils, having a transformational impact on their lives The school is simply the focus for the community enriching its life.
- The vision values everyone as being important to God. There is an overwhelming sense of being in a warm, caring community. Pastoral care plays an inspirational role in supporting families. This was particularly evident during the pandemic where its relentless support and individualised provision raised hope for all. It is a beacon of hope in this locality.
- Collective worship is a living expression of the vision. Rich, imaginative worship experiences readily engage pupils. It has an impact far beyond the school, building community around it. This consistently inspires pupils, notably to become agents for change making a real difference for others.
- The curriculum transforms pupils' attitudes to learning, enabling them to develop the skills of being lifelong learners and global citizens. Whilst assessment strategies in religious education (RE) are secure, the ambitious subject leader is developing innovative approaches so as to continue to raise the progress pupils make.
- Leaders are dedicated and passionate where their care for each individual stands out. The forest school makes an excellent contribution to learning, notably spirituality as well as significantly raising pupils' understanding of caring for God's creation.

### Areas for development

- Refine assessment strategies in RE which will enable staff to plan precisely how to continue to raise the progress of pupils of all abilities.
- Ensure that high quality experiences to develop spirituality are identified in all curriculum subjects so as to enhance the impact which this has.

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

The distinctive Christian vision completely drives and shapes all the school does. The language of being 'the best that you can be' flows across the school and is extensively used. All have real ownership of the vision and see its importance for them, confident to explain where it makes a difference. The vision effectively challenges attitudes to learning and strongly raises aspirations. Leaders articulate a perceptive understanding of the theological principles underpinning the vision. They take the Christian belief that everyone is special to God, made in his image. Leaders copy Jesus' model of valuing everyone so they can fulfill their potential. They draw effectively on research of excellent practice to meet diverse needs. Their ongoing evaluations lead to approaches being constantly refined. Leaders' skills nurture the expertise of governors, so their systematic plans for evaluation are thorough. Governors determine the impact which the vision makes for pupils, which consistently leads to new actions. An impressive example is the enhanced role learning ambassadors have, revolutionising pupils' contributions for improvements. Staff totally live out the vision on a daily basis showing the difference it makes.

Nurturing pupils to be the best they can be shapes the school's welcome, particularly for vulnerable pupils. There are significant numbers of pupils who need a new start who find this a safe community. Leaders make bold decisions to meet these needs. For instance, funding a space where individualised support makes a transformational impact on lives. Pupils' attitudes to learning and each other are remarkably changed. This approach significantly influences all learners. Staff have extensive expertise in supporting these pupils, for example using music imaginatively to support wellbeing. Building relationships is central to this, informed by Christian values which raises pupils' self-esteem. Pupils know the importance of reconciliation and forgiveness, using restorative approaches. The school continues to nurture a strong sense of community in the locality. The appointed family worker liaises closely with families, nourishing relationships. This empowers parents to take a greater role in their child's learning. The school's impressive work during the pandemic shone out as a beacon of hope. Staff went beyond expectations through keeping the school open, online learning and worship. Individualised visits, hearing pupils read through the window and raising hope are central to this. Pupils sent sunflower seeds, seeds of hope, to homes, which was inspirational for many.

Collective worship emphatically welcomes those of no religious faith and those who have a religious belief. Pupils engage in a variety of rich experiences. Worship in the forest school enables reflection on the wonders of God's creation, deepening pupils' understanding of responsibility for its care. Class worship allows time for reflection on key questions at an age appropriate level, which deepens their understanding of Christian values and vision. Pupils' well-developed knowledge of current issues, such as gender, stereotypes or exploitation of the natural world is extended creatively using media resources. Singing is vibrant and develops an impressive atmosphere for worship. Pupil learning ambassadors play a major role in worship. Independently they lead on the theme of key questions. They use peers' evaluations to set new questions for class worship which further deepens understanding. The ambassadors evaluate thoughtfully making suggestions to the governors' ethos team. An impressive example was raising the profile of class reflection spaces and sharing good practice. Pupils talk confidently about the main seasons in the Christian year and their importance for Christians. They have an age appropriate understanding of the Christian belief of God as Father, Son and Holy Spirit. Pupils are fully aware of how reflection and prayer are important. Prayer stations in the bus is an example of the school's creativity. These enrich pupils' thinking and of which they enthusiastically talk. Planning provides a secure structure for deepening pupils' understanding of the vision and Christian values. Pupils value the time to come together and the calmness it brings.

Enabling pupils to be the best that they can be inspires leaders to create an exciting curriculum. There is a pervasive culture of being the best that you can be. Staff have high expectations which pupils share. Pupils

very effectively develop robust, resilient attitudes to learning and skills which enable them to become lifelong learners. Pupils talk of making the 'best choices' in their behaviour. The sense of being a caring family is tangible and outstanding. Pupils show a high level of dignity and respect for one another. Their knowledge of global communities, disadvantage and deprivation is strong due to creative opportunities woven into the curriculum. Approaches used in spirituality encourage pupils to consider how they might respond to these issues. Pupils frequently become independent agents for change. Examples include, supporting street orphans in India or the local homeless. This is a natural part of school life. Pupils value time to reflect on themselves and their choices. Their awareness of caring for God's world through their forest school experiences is an outstanding feature, transforming pupils' attitudes to creation. Pupils express their ideas creatively. At present high quality experiences in all curriculum areas are not clearly planned. Staff use new research on spirituality to shape approaches, provoking deeper understanding.

The vision enables all to flourish. This informs partnerships which enrich the school's provision. The relationship with the church is a particular strength, with the church worshipping in the hall. The church draws on forest school to offer their own workshops. The church contributes fully to governance and enhances planning for worship. Relationships with local church schools are strong, supporting subject leaders. The school shares its outstanding practice of inclusion, developing relationships and its work with the community. The Diocese offers closely focused training raising staff knowledge of Christianity. Leaders work with the Diocese piloting a relations policy and innovative practice to replace current behaviour approaches. Leaders' expertise is demonstrated through their outreach work on diversity with initial training students teachers.

The importance of RE and its impact is significantly rising. This is due to the enthusiasm and knowledge of the subject leader. Her high-quality practice supports initial teacher training. Pupils respond well to big questions, refining their opinions and learning to disagree well. They have an extremely well-developed understanding of religions and worldviews which leads them to celebrate diversity. They have a growing understanding of key religious concepts. An innovative approach allows able pupils to show the depth of their knowledge. A secure assessment system is in place. However, ambitious leaders are seeking to refine this, enabling progress for all abilities to continue to grow.

	<b>The effectiveness of RE is</b>	<b>Good</b>
	<p>The quality of teaching in RE is at least good with a number of examples of excellent practice. A variety of new approaches stimulate pupils' interests. Pupils develop a very understanding of religious language. Pupils make at least good progress, with thoughtful support for vulnerable pupils, enabling them to record ideas in a variety of ways. The number of pupils working at the higher standards is rising.</p>	

### Contextual information about the school

Date of inspection	30 June 2022	URN	113351
Date of previous inspection	07 May 2015		
School status	VA	NOR	419
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Exeter		
Headteacher	Steph Harvey		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)			

Inspector's name	David Hatrey	No.	0844
------------------	--------------	-----	------

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2021