



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodbury Salterton Church of England Voluntary Aided Primary School

Address Stony Lane, Woodbury Salterton, Devon, EX5 1PP

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

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School’s vision

Vision inspired by John 10:10. 'Inspiring one another to live life in all its fullness.'
We aim to find and develop everything that is special about our individual children, helping them to flourish, within a framework of high expectations. Using our different gifts to live life in all its fullness is reflected in our underpinning core text:
'Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms.' 1 Peter 4:10.

Key findings

- Strong leadership has developed a Christian vision that is known and understood by the school community. The vision is the life-blood of this school and pupils flourish in their learning and spirituality. However, governors' evaluations of the impact of the vision to effect strategic planning has not been established.
- Inspired by the Christian vision, pupils of all ages and abilities are explicitly taught to support one another to 'live life in all its fullness'. Pastoral care is good, and staff and pupils' mental health is promoted and supported, allowing all to flourish.
- Religious education (RE) is well-led and taught. There is a broad curriculum, enabling pupils to think about questions of meaning. RE fosters a good awareness of difference and diversity within and between religions in this small, rural school. However, pupils are not always challenged to engage in deeper thinking within mixed-age teaching.
- The school has developed wide-ranging, supportive partnerships with its federated schools, community groups and local churches. This broadens pupils' horizons, allowing them to grow and develop personally and spiritually.
- Collective worship is a positive focus for the school community. Spirituality is promoted and developed for both staff and pupils. Pupils are engaged in worship, and able to reflect on their own beliefs and values throughout the school day.

Areas for development

- The governing body to sharpen its focus on the impact of the vision when evaluating the Christian distinctiveness of the school in order to further influence strategic planning.
- To further develop and embed deeper understanding and challenge for pupils in mixed-age classes in RE so that pupils of all abilities make the best progress that they can.
- To continue to develop the high quality of education for global awareness across the curriculum so that pupils fully value difference and diversity within and between cultures.

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

Strong leadership in this small, rural school has established a Christian vision that permeates the every-day lives of all who learn and work here. The leaders have made very good progress in improving this school as a Church school.

Pupils and staff help and support those around them to 'live life in all its fullness', so that everyone can flourish both spiritually and in their learning. When explaining the vision, staff and pupils refer to the New Testament teaching that 'everyone should use their gifts and talents to support others' (1 Peter 4:10). Pupils in the ethos group are inspired by this teaching to run lunchtime clubs for their peers with a range of activities including art, sport and learning British Sign Language. Regular use of topical news materials in class motivates pupils to social action. This includes efforts to encourage their school community to recycle soft plastics into eco-bricks. Supported by a parent and the local member of parliament (MP), these will be used to build a chair in the playground for all to use. Pupils also sponsor a koala in Australia. In this way, pupils are led by the school's Christian vision into developing their awareness of global injustice and how they can help.

Leaders have developed strong relationships with a number of partners, including the other four schools in the federation. Each helps the others to develop their school as a Church school, rooted in their individual Christian vision. Leaders trial, then share, successful and innovative ideas throughout the federation. An example is the school's impressive achievement of the Carnegie School Mental Health Award (silver) which was inspired by other partner schools. The school now has effective pupil mental health ambassadors. It is implementing a new behaviour policy based on building trusting and forgiving relationships, inspired by their Christian vision. This is beginning to result in very good support for the mental health and wellbeing of staff and pupils. This will be shared with the other schools.

When the federation was newly established, governors introduced a federation-wide Christian vision. They also supported the individual Christian visions of each school. However, a robust process to evaluate the impact of the school's vision has not been established by governors. This means that they do not have a strong influence on strategic planning for Christian distinctiveness. Governors have encouraged the school to develop as a Church school by further including the wider community. School leaders respond by using a wide range of visitors, including Church members in the parish and other local churches. They contribute to both collective worship and the wider curriculum. The school shared the Exmouth Coastal Churches collective worship materials with pupils and parents during lockdown, along with contributions from the Initiative in Christian Education Team in Exeter, who continue to support the school. These connections and partnerships widen pupils' horizons, allowing them to grow and develop both personally and spiritually.

The Christian vision of the school is inspiring more breadth and richness in the curriculum. This is based on units of work that begin with a 'big question' of meaning. These motivate pupils to learn and develop their critical thinking. Impressively, the school has achieved the bronze Global Neighbours award from Christian Aid. The school has plans to ensure that education for global awareness is specifically taught across the curriculum. The curriculum allows pupils to

develop very well spiritually. This is due to the depth of discussion and debate about moral and ethical issues in lessons. Many of these are linked directly to the school vision and values. Pupils are explicitly taught strategies for how to manage their behaviour and emotions, using 'growth mindset' materials. These are threaded throughout the curriculum. This, and the daily opportunities for reflection and guided meditation in classrooms, gives pupils space to think and reflect, resulting in calm and ordered learning environments. Pupils value these opportunities highly, saying that they help them to focus on the vision so that they can 'take all the opportunities that life throws at you, have fun and don't give up on anything'. In this way the school's Christian vision has an impact on the every-day life and experience of the pupils. Pupils' behaviour is very good. They show respect for others, supporting each other to be the best they can be. This includes pupils with special educational needs and/or disabilities (SEND). These are well supported, given dignity, and flourish at this school. Spirituality, pupil behaviour and safety are well supported by personal, social, health and economic education (PSHE) which has strong links to the Christian vision.

Pupils and staff enjoy and embrace collective worship. Themes are varied, Bible-based and often inspire pupils to act and respond. Pupils are encouraged to evaluate worship and sometimes their comments result in changes to improve it further. The local church acts as a supportive venue for worship, and members of the community are involved. Pupils participate in worship by saying prayers, researching new content, presenting or helping the worship leader. They are encouraged to bring topics that they care about to the whole school community, resulting in social action and spiritual growth. Prayer and reflection are an integral part of the school day, and pupils confidently use classroom reflection areas when they are stressed, are considering their behaviour or just need time to be quiet. Pupils really appreciate these opportunities for quietness, which help them to grow spiritually and to flourish.

RE is well-planned. The subject leader regularly attends training, and meets with other schools to share ideas and resources. RE provision reflects the Church of England Statement of Entitlement. Most pupils produce good quality work in their lessons and enjoy the opportunity to learn about Christianity, world religions and worldviews. However, not all pupils are always sufficiently challenged within the mixed-age teaching. They do not therefore always have opportunities to engage in deeper thinking. RE lessons make a good contribution to pupils' understanding of diversity and difference within and between faiths. For example, an enthusing Jewish visitor contributed to lessons and a workshop at the school which inspired pupils' written work. In RE lessons, pupils are confident about expressing their own views and justifying them with balanced argument. This helps them to develop spiritually and to flourish. The leader of RE monitors and evaluates the quality of RE across the school. This results in improvements to the curriculum, and good support for less experienced colleagues.



The effectiveness of RE is Good

The RE curriculum is broad, engaging and well resourced. The subject is well led and good monitoring and assessment systems are in place. These ensure that teachers and pupils know how well they are learning. RE teaching is good overall, and as a result most pupils make secure progress, including pupils with SEND and the vulnerable.

Contextual information about the school

Date of inspection	5 April 2022	URN	113441
Date of previous inspection	22 April 2015		
School status	Voluntary aided primary school	NOR	50 (+9 in nursery)
Name of Federation	Jubilee with Pebblebed Federation of Schools		
Diocese / Methodist District	Exeter		
Headteacher	Katie Gray		

Pupil profile	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 above national averages.		
Additional significant information (if needed)	In January 2020 the school, as part of the Pebblebed Federation of two Church primary schools, joined the Jubilee Federation comprised of a further three local Church schools. There is now one newly formed governing body for the new Jubilee with Pebblebed Federation. There is an executive headteacher overall, and individual heads of learning in each school.		
Inspector's name	Judith Larrington	No.	948