

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

<b>Feniton Church of England Voluntary Aided Primary School</b>			
<b>Address</b>	Station Road, Feniton, Devon EX14 3EA		
<b>Date of inspection</b>	31 January 2019	<b>Status of school</b>	Voluntary Aided
<b>Diocese</b>	Exeter	<b>URN</b>	113433

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</b>
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>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Feniton is a Church of England Voluntary Aided primary school with 208 pupils on roll. The school has a very low level of religious and cultural diversity and no pupil speaks 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 (SEND) is in line with national averages. The school is part of the Otter Valley Federation and works closely with Tipton St. John CE (VA) Primary.

### The school's Christian vision

Believing and achieving together to be the best we can be.  
This is based upon, "I have come that you may have life and have it to the full." John 10:10.

### Key findings

- The vision has inspired relationships with communities in Melanesia which have transformed pupils' understanding of different cultures and deprivation leading to pupils becoming outstanding advocates for change.
- Innovative approaches to explore 'differences' have transformed pupils' attitudes to one another so they show a high degree of respect and understand that each person is special.
- Leaders are passionate and dedicated to raise the impact of the school's vision inspiring pupils, particularly vulnerable pupils, to be the best they can be so they exceed their own expectations.
- The subject leader has innovatively created a religious education (RE) curriculum which inspires pupils, changing attitudes and enabling them to be the best they can be.

### Areas for development

- Provide additional training for staff to lead worship to ensure all worship is inspirational, which pupils are confident to articulate and review planning to ensure pupils have a greater understanding of the Church year.
- Review the curriculum so there are planned progressive experiences to deepen pupils' understanding of exploitation and injustice.

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 are passionate for all at the school to achieve their God given potential, whether this is academic or in any of the talents pupils have. This is inspired by their understanding that all have been wonderfully made by God. The Christian vision has inspired a unique relationship with a community in Melanesia. This has transformed pupils' understanding of being part of the wider church family, differences in culture and deprivation. This led to staff leading training on effective teaching for a large number of schools within the islands. Pupils talk with a high degree of understanding and empathy about deprivation and climate change. They have learnt from the happiness of children in Melanesia who despite having so few possessions and are enthused by the vibrancy of their worship. Pupils were inspired to reduce pollution knowing the disastrous consequences this has for island communities. Their project encouraged the recycling of cooking oil rather than pollute oceans. Others responded to inequality by collecting and recycling books. Each year group has been inspired to develop their own projects, acting as advocates of change. This innovative work is shared with other schools, the diocese and is an example of excellence. Leaders articulate a deep theological understanding of principles underpinning the vision. They talk about God's love for everyone and their responsibility in sharing this. Central to this is enabling all to be the best person God made them to be. A strong cohesive staff team share this enthusiasm and are committed to the vision. They feel valued and inspired to be role models, with numerous examples of where they have been supported to flourish. A systematic plan enables governors to evaluate the impact of the school's vision and leads directly to significant on-going improvements. All targets from the previous inspection have been fully addressed.

Staff are ambitious for pupils to flourish. There is a rich tangible culture of achieving together inspired by the vision. Frequent visitors share how they have excelled in a variety of areas, significantly raising pupils' aspirations and being the best they can be. Pupils celebrate how working with others has raised their achievements, often beyond their expectations. They make impressive links to the school's Heart values which are seen as central to their progress. Excellent attitudes to learning are nurtured, raising self-belief and challenging pupils to aim high. This is reflected in attainment which is at least in-line with expectations and frequently above. The highly personalised provision for vulnerable pupils enables them to frequently make better progress than their peers. Opportunities for spiritual reflection are woven creatively into all aspects of learning. A range of progressive experiences deepen pupils' understanding of spirituality through reflection. Pupils respond in imaginative ways such as in the spirited arts and poetry works. An excellent example is older pupils posing their own questions for class discussions.

Outstanding approaches to reconciliation and forgiveness were recognised and shared with a partner school in Coventry. This led to a national ICON mark. Pupils know this is pictorially depicted in school by nails, representing the remnants of Coventry cathedral and their reconciliation after the world war 2. They explain the significance of the award and the strategies they use to resolve and prevent disagreements. The school's vision inspires this community to work together and see each other as being special. Pupils are fully aware that their behaviour has been significantly influenced by Christian values, giving numerous examples. Opportunities to explore exploitation and injustice have raised pupils' understanding. However, these are not progressively planned to lead to greater awareness.

A unique school written module exploring 'Differences' has made a transformational change on pupils' understanding of dignity and respect. Pupils now have a highly developed understanding of these differences which is seen in their care and support of pupils who have particular needs. The vision nurtures a safe atmosphere where all pupils flourish. It has inspired a class to work with a school where many pupils are disabled. This excellent practice is now being trialled by other schools.

Pupils have a prominent role in planning and leading worship which gives them real ownership. Volunteers become part of the Ethos team designing themes for worship so it has a relevance for all. Their planning and leading of Advent acts of worship was explained by pupils in depth. They contribute to evaluations adding to the coordinator's work with pupils across the school. This has led to improvements in class worship, enabling more pupils to become further involved. Governors contribute effectively and shape initiatives. This practice is deeply embedded as a result of influential contributions from clergy, past and present. Worship is invitational and values all responses, with time for personal reflection or prayer. Prayer is seen as a natural way of sharing ideas with God which many pupils found helpful in solving problems. Themes explored deepen pupils' understanding of the vision. Worship enables pupils to understand how Jesus' life and teaching have a relevance and inform people's actions. Pupils give examples of where this has challenged their thinking. However, their responses did not demonstrate that they found worship inspirational. Some pupils' responses lacked depth where themes for

worship did not inspire them. Their understanding of God as Father, Son and Holy Spirit and of some of the major Christian festivals was also not fully developed.

Pupils are inspired by religious education. Teachers, supported by the subject leader, have adopted innovative approaches which have seen pupils' attitudes transformed. Aware of boys' perceptions of RE, new curriculum experiences have ignited their interest. Each week a 'big' question is explored. Pupils become engaged through discussions, justifying their ideas and using a range of higher order thinking skills. Sharing their ideas in worship enriches their understanding of the importance of RE and the vision for their daily lives. Pupils have a deep understanding of key Christian ideas, such as incarnation. Their responses show a real understanding of specific religious vocabulary and its meaning. They confidently link ideas from other areas of learning and from Jesus' life and teaching. A particular strength is where pupils from other faiths share how their beliefs change their actions. This has raised pupils' understanding and respect. Progress towards each target is diligently assessed against age-related expectations. This provides detailed knowledge of pupil progress and where improvements can be made. The RE leader is ambitious and knowledgeable making a significant contribution to local RE hub meetings. She shares RE modules and her assessment systems with other schools to enhance their practice. The RE provision reflects the Church of England Statement of Entitlement.



**The effectiveness of RE is Excellent**

Teaching and learning is at least good and there are a significant number of examples of excellent practice. Staff questioning is a distinct strength and facilitates pupils' discussions. The subject leader has enhanced staff subject knowledge and confidence. Moderation of work has effectively refined the accuracy of judgements. Standards of attainment are at least good in comparison with local expectations and have risen in recent years. A significant number of pupils are now achieving the higher levels, whilst vulnerable pupils are well supported and frequently make similar progress to their peers.

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