

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

## Sampford Peverell Church of England Primary School

### Vision

“To live life in all its fullness, we ‘Aim for our Highest’ by following our school values and creating strong foundations to grow and learn.”

Sampford Peverell 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.

### Strengths

- The strong influence of the Christian vision and values is embedded into all aspects of school life, guiding strategic decision making. It ensures that members of this learning community is valued and given the opportunity to thrive.
- The school is highly inclusive, welcoming and supportive of pupils with special educational needs and disabilities (SEND) and those who are vulnerable. A rich curriculum and extensive extra-curricular provision ensure that pupils learn and develop well. Thus, they are able to ‘live in all its fullness’.
- Religious education (RE) provides pupils with excellent opportunities to learn about Christianity and a range of faiths and worldviews. Staff are provided with good resources and training. Because of this, pupils engage well with the vision-inspired curriculum.
- The vision and values inspire very strong community links which contributes well to pupils’ learning about the wider world. Effective partnerships with local churches, parents, charities and others enrich pupils’ lives. This enables them to develop spiritually and to ‘aim for their highest.’

### Development Points

- Ensure the consistency of staff understanding of spirituality and how this can be developed in the formal curriculum for pupils. This is so that staff and pupils lay down strong foundations for their own spiritual lives.
- Refine the collective worship programme so that Key Stage worship includes closer links to Bible inspired themes. This will further pupils’ knowledge and understanding of Christianity, giving them opportunities to respond spiritually.
- Offer new governors prompt training in their role of monitoring and evaluating the effect of the Christian vision. They can then judge how well the Christian vision and values allow members of the learning community to flourish.



## Inspection Findings

Leaders have embedded a strong Christian vision into all aspects of school life. The vision incorporates the historical 'Aim for our Highest' and the way in which the learning community wishes to move forward. Staff have a clear focus on every pupil as a unique 'child of God'. They aim to grow and develop pupils to give them 'life in all its fullness'. The vision is known and understood by staff and pupils and is emphasised in activities throughout the school day. It drives both policy and practice. The school values of honesty, respect, teamwork, forgiveness, kindness and courage are explicitly taught through the curriculum. Pupils respond very well to this and are able to explain how they are 'not just school values, they are life values'. They practise the values by helping each other in class and supporting each other in the playground. Teachers encourage them to courageously challenge themselves academically. This results in pupils who are growing in independence and resilience. Ventrus Multi-Academy Trust (MAT) is supportive of the Christian vision and values. The MAT ethos group is effective in sharing good practice between their church schools. There is a recently appointed MAT staff member who provides training and advice regarding Christian distinctiveness. In this way, the trust helps the school to develop and embed their Christian vision.

The emphasis on every child as valued and unique and the quest to offer them 'fullness of life' guides curriculum choices. Jesus' teaching about the 'house built upon a rock' inspires leaders to provide strong foundations for pupils through the curriculum. Pupils are offered effective opportunities for spiritual development in the taught curriculum. However, these are not part of formal planning, and sometimes not recognised by all members of staff. Spirituality is understood by most staff and pupils to be about 'relationships with ourselves, others, the world and beyond'. It is much more in evidence in the extensive extra-curricular offer, such as visits, visitors and charity fundraising. Recently a visiting sculptor provided a profound experience of nature, change and art for children, encouraging them to respond spiritually. This school is highly inclusive and welcoming. Pupils with SEND and vulnerable pupils have full access to the curriculum, visits and experiences. There is a clear emphasis on building their self-esteem and resilience. This means that they are well prepared for the world outside of the school gates. Pupils are given excellent support from staff on how to regulate their emotions, through highly effective strategies. In this way, they can successfully take a full part in the life of this learning community.

Pupils value collective worship as time to learn about 'themselves, others, the world and beyond'. This demonstrates that pupils share the school's understanding of spirituality. Most worship sessions contribute well to their spiritual development by being inspirational, Bible-based and giving opportunities for prayer or reflection. Worship in the local church or led by school leaders is inspired by the Christian teaching underpinning the vision. There is an appropriate lighting of a candle as a visual symbol of God the Father, Son and Holy Spirit. However, some Key Stage worship is less well focussed. This is because it includes content which is more appropriate to RE or health and safety lessons. Worship includes the whole learning community, and pupils are valued for their personal achievements as well as academic work. It is invitational as pupils can either 'pray or reflect' on the theme of the worship. A small, pupil-led ethos group enthusiastically supports the worshipping life of the school. They rightly say that 'worship makes you understand about how to make a good life. It leaves you feeling you should go and do something'.

Good relationships are at the heart of the school, and there is an active culture of positive teamwork. The vision inspires the school community to live well together as they put their vision and values into practice. The culture and ethos ensure the wellbeing and mental health of staff and pupils. Pupils are kept safe and are confident to



approach staff if they are in difficulty or need help. They are taught highly effective strategies to manage their emotions and behaviour, resulting in a calm and purposeful learning environment. Pupils see themselves as part of a team, and practise kindness towards each other in lessons and in the playground. The 'buddy bench' is used frequently and highly valued by them. A well-equipped sensory room supports all pupils, including those with SEND, at difficult times. Staff are skilled in regulating pupils' emotions and behaviour, meaning that they are able to learn well and to thrive. Teachers' mental health is supported by school leaders, and the Christian value of teamwork permeates the school. The MAT is proactive about offering peer support and counselling, if necessary. This ensures that staff are able to function well and remain mentally healthy.

Pupils know what is expected of them, taking responsibility for their actions and emotions. Thus, behaviour is good. Pupils trust their teachers and are treated with justice and respect in return. Pupils value the opportunities they are given to choose how they respond to the curriculum. In this way, they take responsibility for their own learning and progress. Partnerships with the local community are very strong. This contributes positively to pupils' understanding of how they can be agents of change in the world. Examples of such partnerships include pupil-led fundraising events for a school minibus which involves them producing items for sale. Other pupils regularly visit a community lunch in the village. Here they chat to the older generation and further their understanding of local history and lives beyond their own. In addition, pupils partner with Edukid to sponsor a child. This gives them a view of what it is like to live in the Amazon rainforest, and demonstrates how education benefits that child. Thus, pupils are given a view of the world outside, developing them as advocates for justice and change.

The RE curriculum is broad, balanced and inspired by the vision and values of the school. Provision is good and it is given a high priority in the curriculum. Pupils engage well with the subject and have many opportunities to express their own views and opinions. They also carefully consider those of a variety of faiths and worldviews. The curriculum is carefully chosen to reflect the needs of the local community. It is very well resourced, and diversity of thought and teachings is embraced. There is increasing complexity and challenge as pupils go through the school. For example, pupils in Key Stage 1 are taught about the Christian creation story. Older pupils are challenged to consider this in the light of scientific views of the origins of the universe. RE reflects the vision of the school and helps pupils to 'live life in all its fullness'.

## Information

Address	Higher Town, Sampford Peverell, Tiverton EX16 7BR		
Date	14 November 2024	URN	137651
Type of school	Voluntary Controlled	No. of pupils	120
Diocese/District	Exeter Diocese		
MAT/Federation	Ventrus Multi-Academy Trust		
Headteacher	Sarah Price		
Chair of Governors	Sheon Sturland		
Inspector	Judith Larrington		