



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ladock Church of England Voluntary Aided Primary School

Address Ladock, Truro, Cornwall TR2 4PL

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

‘Loving, Learning and Achieving Together.’

Linked to Jesus and Zacchaeus the tax collector. Luke 19: 1-10.

Every child contains a unique seed with the potential to blossom. At Ladock School, we nurture this seed through God’s love and guidance. Our strong family and community links and our core Christian values aim to inspire our pupils to become caring, considerate global citizens with a passion for learning.

Key findings

- Leaders at all levels are passionate and dedicated to raising the impact of being a church school and enable pupils to flourish. They use the vision to inform their decisions and shape improvements. The school’s distinctive Christian vision stands out in their nurture for all at the school, particularly during the pandemic.
- The Christian vision moulds a warm caring family, where all are treated with dignity and respect. Pupils are increasingly becoming advocates for change, raising the importance of issues of which they feel strongly.
- Staff are creating an ambitious curriculum which effectively meets the needs of all learners, so they can flourish. These significantly enrich pupils’ understanding of disadvantage and exploitation. However, there are limited high quality opportunities which deepen pupils’ understanding of all aspects of spirituality.
- Teaching in religious education (RE) is stimulating, engaging pupils in their learning, which they enjoy. Teaching enriches pupils’ understanding of the significance of the vision and extending their theological and philosophical knowledge and thinking. At present, pupils’ knowledge of a range of world faiths and world views is less well-developed.
- Collective worship is invitational and inclusive and holds a central role in the life of the school, deepening pupils’ understanding of the Christian vision. Pupils value the opportunity to come together and be calm. However, planning does not consistently allow for progression, so pupils are not always confident to articulate the difference it makes for them.

Areas for development

- Embed high quality experiences across the curriculum which deepen pupils' thinking in all areas of spirituality. This will enable pupils to express their ideas in creative ways developing a language which helps them to show their depth of understanding.
- Ensure that planning for collective worship enables all pupils to appreciate the significance of worship. This will enable pupils to articulate how worship inspires them and shapes their thinking.
- Create quality experiences which extend pupils' understanding of a range of faiths and world views so that pupils are confident to discuss and articulate these.

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 effectively use the school's Christian vision to drive improvements and inform their decisions. The vision focuses leaders on initiatives, such as the curriculum and the quality of learning, which will allow pupils to fulfil their current potential and flourish. This raises pupils' aspirations to become life-long learners and global citizens who will make a difference to their communities. Enthusiastic leaders are passionate about their work, creating a flourishing Church school. This has led to pockets of high-quality practice, notably in its caring family culture and its emerging curriculum. The vision reflects the needs of the local community, so it raises awareness of the global world and the issues it faces. Leaders talk with understanding about the biblical principles underpinning the vision. The story of Jesus and Zacchaeus strengthens pupils' understanding of vision. Each person has God-given potential, which only Jesus saw in Zacchaeus. The school recognises its responsibility, nurturing each person's talents whatever they are, inspiring them to flourish. Pupils are immersed in a community where Christian values are sensitively woven across learning and living together. The vision and associated values shape pupils' attitudes to learning and relationships. A strong cohesive team is established who share this commitment to the vision. Through being part of the Celtic Cross Multi-Academy Trust, staff feel valued and develop their talents and leadership skills. Staff perceive their role as living out the vision, creating an inspirational and caring culture. This allows pupils to see the difference the vision makes every day.

The vision drives the school to craft a unique curriculum based on pupils' needs. Learning is stimulating and engaging. Pupils are increasingly taking greater ownership of their learning, studying aspects which they feel are important. Projects explore global communities, expanding pupils' understanding of child exploitation for example. Sharing emails with a child in Uganda extends their knowledge of disadvantage and deprivation. As part of the school's work to integrate new pupils they were given a national award for successfully achieving this. This led to pupils exploring black history and celebrating diversity and difference. Other projects enrich pupils' thinking of the exploitation of the natural world. This led to a class championing the care of turtles, raising awareness for others. These projects give pupils the strategies to become courageous advocates with more pupils independently tackling issues locally or nationally. Pupils are increasingly making the links between the vision, curriculum and taking action. In order to reflect on these issues, the importance of spirituality has been enhanced, which pupils value. Responding to deeper questions in RE is established, enriching pupils' thinking. However, these opportunities do not cover a broad range of aspects of spirituality. There are limited high quality experiences which effectively deepen pupils' understanding of spirituality and they are not often enabled to express their ideas in creative ways.

The vision emphasises being 'together' and working collaboratively. This is reflected in the school's partnerships which extend its provision. The Trust provides skilled advisers who effectively support evaluations and initiatives. This is evident in the teaching and the development of its curriculum. The Trust lead for Christian distinctiveness brings a wealth of resources, working alongside staff in embedding the importance of Christian values. Subject leaders work with colleagues across the Trust sharing good practice. The school's contributions to the Trust are influential, sharing quality

resources and approaches in early years and raising understanding of computing as part of information technology. The Trust's monitoring council is greatly enhanced by the expertise of local governors. These governors use a detailed schedule for monitoring all aspects of a Church school and are aware of areas to develop. For example, this led to extension questions being set in RE. These are individualised for pupils, increasing their understanding. The Diocesan director supports with monitoring visits. This leads to focused training that raises the understanding of working in a Church school. School and church have strong links. Clergy support governance and lead collective worship. This effectively extends pupils' knowledge of Christian festivals.

The vision is clearly reflected in pupils' attitudes and behaviour. Pupils show dignity and respect to one another. The importance of forgiveness is understood drawing upon Jesus' example, so Zacchaeus could make a new start. The school prioritises support for vulnerable pupils, ensuring that they make accelerated progress towards individualised targets. Additional activities, such as sport and music allow these pupils to flourish in other areas, raising self-esteem. Staff effectively raise pupils' aspirations by developing the appropriate skills, such as resilience and perseverance. This is enhanced by visits from adults in different careers highlighting the importance of life-long learning. Pupils are effectively screened providing early identification of pupil's emotional needs. Tailored support nurtures pupils' mental health, so they are confident to talk about their feelings.

The school's distinctive Christian vision of love stands out during the pandemic. Acting as a hub, it brings stability, ensuring learning continues for pupils from neighbouring schools. On-line learning and staff taking resources and food regularly to families, led each family to feel special.

RE subject leaders bring expertise and enthusiasm to this area, ensuring it has a high profile. They are confident to introduce new initiatives. Detailed planning for developing RE skills, such as interpretation, raise pupils' understanding of their importance. These support pupils to expand their theological and philosophical knowledge and thinking. Pupils' understanding of religious concepts is rising, so they recognise the contribution Christianity can make to everyday lives. Although a range of faiths and world views is explored, the study is of insufficient depth to deepen pupils' understanding. Therefore, pupils are not able to discuss these thoroughly. Big questions of meaning and purpose challenge pupils' thinking. They listen to each other and are able to disagree positively. New procedures are being embedded, enabling pupils' progress to be tracked more accurately.

Collective worship is a central part of daily life, it is invitational and inclusive. It effectively extends pupils' knowledge of the vision and its significance. Planning is in place, but lacks progression, so it does not consistently challenge older pupils. Whilst pupils value worship they are not always confident to explain the difference it makes. Pupils have some opportunities to plan and lead worship, increasingly taking greater ownership. Class reflection areas are valued, where pupils are able to be calm. Pupils write prayers which help them express their concerns and joys. Older pupils have the option of receiving the Eucharist, appreciating its importance for Christians. Through worship pupils give an age-appropriate understanding of the Christian idea of God as Father, Son and Holy Spirit. Pupils provide regular feedback to governors regarding improvements, resulting in more contemporary music being introduced.



The effectiveness of RE is Good

Through introducing 'Understanding Christianity', an RE resource, new approaches have been introduced to teaching which pupils find stimulating and enjoyable. As a result the curriculum is engaging, effectively challenging pupils' thinking. Pupils' questioning and their discussions are of high quality. An emphasis on deepening pupils' knowledge of specific RE language stands out. As a result, more pupils are making better than expected progress. Vulnerable pupils are confident to express their ideas, enabling them to make at least good progress.

Contextual information about the school

Date of inspection	5 April 2022	URN	140468
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Date of previous inspection	31 March 2015		
School status	Voluntary aided academy converter primary school	NOR	117
Name of MAT	Celtic Cross Education		
Diocese	Truro		
Headteacher	Chris Stoyles		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	David Hatrey	No.	844