

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Pinhoe Church of England Primary School	
Address	Harrington Lane, EX4 8PE
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
<p>Living Life in all its Fullness, Together in mind, body and spirit</p> <p>Our Promise to children- we will work together in partnerships to help you to- Think Big, Flourish, Know Yourself, Make Good Choices and Be Agents for Change</p> <p>John 10:10 'I have come that they may have life and have it to the full.'</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision promotes an exceptional culture of compassionate care and encouragement in which barriers to learning are overcome. This enables all to flourish including pupils identified as disadvantaged and vulnerable. • The strong leadership team, including governors, has created a vibrant learning community. However, although the impact of the vision is regularly monitored and evaluated the process is not sufficiently rigorous. • Whilst pupils are actively engaged in worship, opportunities for them to regularly plan and lead worship independently have not been established. • The school has not established a clear definition of spirituality. Consequently, rich opportunities within the curriculum and daily life of the school for spiritual development are not explicitly planned. • Teaching and learning in religious education (RE) has been enhanced significantly over the last year. This is due to the expertise and enthusiasm of the new subject leader and enables all to flourish in RE.
Areas for development
<ul style="list-style-type: none"> • Ensure the Church school self-evaluation process is sufficiently robust so that the Christian vision enhances opportunities for all to flourish. • Further enhance meaningful opportunities for pupils to lead and plan worship. This is to increase their active engagement in worship and the spiritual development of all within school. • Ensure that there is a clear shared understanding of spirituality which staff use for deepening experiences across the curriculum and throughout the school.

Inspection findings

Pinhoe's Christian vision is deeply rooted in its local school community. The importance and impact of the vision has been raised significantly by the new federation's school leadership team formed two years ago. The central core value of Christian love and the five promises made to pupils are at the heart of Pinhoe's vision. Leaders, including governors and staff, talk with passion and animation about the way the vision guides all decision making and interactions. They have the highest aspirations for their pupils. As a result, in a short time, achievement and standards of behaviour in particular have risen significantly. The school's partnership with the diocese is good. The support provided to leaders has been substantial and highly valued. The priority given to raising the impact of the vision is evident in the recent appointment of the SIAMS leader. A well-established ethos committee of governors and leaders regularly meet to monitor and evaluate the impact of the vision. Their main focus is on the impact of collective worship and RE. However, they do not always include the impact of the vision on all aspects of the breadth of the curriculum. Up to date high quality professional development is provided for all staff. In this way they feel highly valued as individuals and as a team. The school's partnership with parents is strong. This was particularly evident from the exceptional support provided to families during the recent pandemic.

The new creative curriculum is an expression of the school's Christian vision enabling all to live life to the full. Teaching is engaging and fully focussed on meeting the needs of all pupils. Consequently, children enjoy their learning and value their time at school. A strong feature of the school is the wide variety of learning experiences used, such as sport, the arts and exciting trips including to London. The leadership team and staff make bold decisions with the curriculum. As a result, the potential of pupils deemed to be disadvantaged, including those with severe behavioural difficulties is transformed. There are many opportunities for pupils to develop spirituality within the curriculum by reflecting on their learning. However, staff do not have a shared understanding of spiritual development. As a result, experiences provided are implicit rather than explicitly planned across the age groups. Pinhoe's vision creates a strong culture of aspiration. It encourages and challenges pupils to be the best they can be. Pupils are motivated by awards given weekly for achievement linked to the school's vision and associated values. Family members are usually invited to be present which enhances the occasions. Pupils highly value their friends and recognise their importance to their learning as well as their wellbeing. Difference and diversity are welcomed and celebrated in this inclusive, accepting community. The curriculum encourages pupils to consider and understand their place in the wider world beyond Pinhoe. It encourages pupils to recognise and challenge injustice such as taking action on plastics following themed learning about rainforests. Pupils raise funds to support a school in Malawi which increases their understanding of the difference their actions can make to help others. They also support homeless charities in Exeter. However, examples of pupils being agents for change in line with the vision are often motivated by compassion rather than a sense of injustice and inequality. Pupils show a high level of respect for their peers and a strong sense of equality. They benefit from a wide range of opportunities for leadership roles. Strategies for promoting pupils' wellbeing are very effective, raising their understanding of their feelings and those of their peers. Disagreements are resolved in a spirit of forgiveness and reconciliation. Healthy relationships are promoted very well by the school's relationships and sex education policy which reflects the vision. Leaders create a culture where all are supported by encouragement and compassionate care. As a result staff morale is high.


Collective worship is inclusive, inspirational and central to daily life at Pinhoe. It reflects the



school's Christian vision by helping pupils make good choices in their lives. Worship themes root the school's values in the teachings of Christ as well as biblical teaching. Pupils understand that showing courage makes you 'feel less scared'. The importance of having courage is explicitly linked to a Bible story about the life of Joshua. Pupils actively engage with responses in worship which they understand link to the Christian belief of God as Father, Son and Holy Spirit. Following monitoring by the ethos committee, changes have been made to the structure of worship to raise its impact. These include the introduction of a small pupil ethos committee who regularly provide feedback on ways worship could be improved. They have now led whole school worship confidently for the first time and are keen to establish this new role for themselves. Due to the small size of the local church Christian festivals are celebrated in the school hall supported by clergy with families present. The church community use the hall each Sunday and provide prayerful support for the school. This enhances the school's role at the heart of the church community. The central prayer tree and class based reflective spaces are used very well by pupils. Prayers, closely linked to worship themes contrast very effectively with enthusiastically joyous singing. In this way, collective worship promotes spiritual development well.

RE is an engaging and exciting subject at Pinhoe. It has a prominent role at the heart of the school's curriculum. Pupils understand that RE enables them to reflect on their beliefs and flourish. They recognise that it reflects the vision by enabling them also 'to see the world from others' perspectives'. The curriculum is very well planned using an effective balance in line with the expectations of Church school education. Pupils enjoy learning in RE because teaching is challenging and motivating. Pupils value the opportunities provided to ask probing questions and listen respectfully to one another. In this way, they develop their thinking and RE makes a good contribution to spiritual development. Pupils have a good understanding of Christianity as a living and diverse faith. They show good levels of interest and respectful understanding of a range of faiths. The SIAMS leader has benefitted from good support from the diocese and in turn is providing very effective training for staff. She has developed good systems for teachers to understand and implement next steps in learning. She leads RE with passion and shares her enthusiasm with staff who greatly value her expertise.



	The effectiveness of RE is		Good	
	<p>Teaching and learning in RE is good due to the school's engaging curriculum. Strategies for identifying strengths and areas for development are very effective. As a result, pupils respond very well and make good progress. This is due to a concerted approach by staff enabling pupils, including those who are vulnerable and/or disadvantaged, to flourish academically in RE.</p>			
Information				
School	Pinhoe Church of England Primary School	Inspection date	16 January 2023	
URN	113445	VC/VA/Academy	Voluntary aided	
Diocese/District	Exeter	Pupils on roll	418	
Executive Headteacher	Rachael Saim			
Chair of Governors	Philip Mussel			
Inspector	Daphne Spitzer	No.	37	