

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Diptford Church of England Primary School	
Address	Diptford, Totnes TQ9 7NY
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

School's vision
<p>We have an influence and strive to 'do good things for all to see.'</p> <p>We celebrate our successes and reflect on the love of Jesus who is a light in the darkness.</p> <p>As an inclusive school family, we encourage and empower everyone to shine in their own way.</p> <p>'Let your light shine' Matthew 5:16</p>
Key findings
<ul style="list-style-type: none"> • Driven by the vision, leaders' astute evaluations accurately identify school priorities for improvement. Reviews by governors lack a systematic approach which impacts their robustness. • The vision inspires a culture of aspiration and high expectations which grows pupils' self-esteem. Pupils are confident to recognise their different talents. The Link Academy Trust (Trust) provides influential support growing future leaders of Church schools. • The Christian vision shapes this warm caring community where all are valued. Pupils confidently articulate the contribution Christian values make to their lives and thinking. • Collective worship makes a significant contribution to pupils' thinking. High quality planning enables all staff to lead with confidence. At present, pupils do not have the opportunities to plan and lead worship independently. • New initiatives in religious education (RE) such as curriculum development engage pupils in their learning, deepening their understanding of worldviews. Opportunities to flourish spiritually are not identified clearly in subject planning.
Areas for development
<ul style="list-style-type: none"> • Enhance systematic approaches to evaluating the work of a Church school which involve all of the community. This is to ensure greater coherence in areas for development from governors and leaders which strengthen opportunities for all to flourish. • Extend opportunities to identify spirituality within curriculum planning. This will enable pupils to express their deepening ideas and enhance their spiritual flourishing. • Enable pupils to plan, lead and evaluate collective worship. This is so they have greater ownership in this area and contribute to improvements.

Inspection findings

The distinctive Christian vision gives clear direction to improving this Church school, permeating all aspects of its development. The renewed vision effectively addresses the needs of the locality by widening pupils' awareness of global communities. It highlights their responsibility of showing care for all. Leaders articulate a thoughtful understanding of the biblical principles underpinning the vision. This nurtures pupils' aspirations to be the best person they can be. Leaders talk about the God-given talents of each pupil and their responsibility to grow these. They use the vision to inform improvements. Good examples include developing a culture of high aspirations where pupils are confident and resilient to face new challenges. It shapes approaches to behaviour and relationships, so pupils work thoughtfully together. The vision helps leaders to create a cohesive staff team. The collaboration between staff is influential, where individual talents are recognised, so all learn from one another. Staff live out the Christian vision, so pupils understand the difference it makes daily. Leaders make informed evaluations recognising what the school does well and where further improvements are required. Governors' monitoring does not have a clear focus on the impact the vision makes in this Church school. Nor does it identify ongoing improvements. Systematic plans to monitor the effectiveness of the school as a Church school are underdeveloped.

Leaders shape their curriculum to ensure that everyone has opportunities to 'shine'. Extended opportunities within the curriculum for pupils to discover new talents, for example in sports and drama, enable them to flourish. Pupils' achievements are regularly celebrated, raising self-esteem. New approaches, such as forest school, are thoughtfully integrated developing collaboration and care for God's world. Learners, that the school identifies as being vulnerable, benefit from carefully planned support. The Trust's inclusion hub offers high-quality support for enhancing their social and emotional needs. A range of interventions enable these pupils to make good progress from their starting points and flourish. The quality and depth of pupils' debates, when responding to big questions of meaning and purpose, is rising significantly. Planned opportunities to develop learners' confidence using subject specific vocabulary extends their confidence in articulating ideas. They listen to peers, refine ideas, as well as using sentence stems to respond or disagree well. The importance of spirituality is growing, using an agreed definition and clear approach which guides pupils' thinking. Reflection is valued as a time to consider ideas and how to improve. The intentional planning of spiritual opportunities within the curriculum are underdeveloped. Nor are high-quality experiences included. Pupils demonstrate a developing understanding of difference. Leaders enhance this through 'Explorer days'. These provide valuable moments for pupils to experience cultures from a variety of contrasting countries and enrich their understanding of diversity. This deepens their understanding of respect for others. Links with communities in Chad highlight differences in schools and homes. The Pupils' Ethos Group (PEGS) increasingly plays an influential role in taking action to support charities. This encourages other peers to raise awareness of issues of which they are passionate. There are good examples where they take action to care for their world.

Pupils use the language of the vision in daily learning. The vision nurtures a culture of aspiration and high expectations. Pupils are encouraged to recognise their own talents and share these with others. Pupils refer to the Christian values, such as courage in developing resilience when the work is more difficult. Equally influential is the degree of collaboration where pupils work together, supporting each other. This is a strong feature of the school.

Everyone at Diptford understands that 'shining your light' means showing how all can live well together. Older pupils, as well as the PEGS, see it as their responsibility to demonstrate



how Christian values shape relationships and attitudes. They show a high degree of respect and dignity towards one another. Pupils are aware of differences and understand that each person's views are important. They draw on biblical ideas of forgiveness and how to move on together.

Sharing good practice permeates throughout the school. This is directly inspired by the vision to 'shine your light.' Partnerships play a significant role in school development, particularly with the Trust. Through positive collaboration the leadership skills of staff are enhanced. As a direct result, future Church school leaders, within, and beyond the Trust are created. There is focused guidance in leading improvements, supported by joint monitoring. Staff expertise is enhanced through the cascading of training and new initiatives by the Trust's SIAMS lead. This enriches monitoring, evaluations and assessment in RE. Diocesan training is effective in raising understanding of working in a Church school. The introduction of Understanding Christianity, an RE resource, raises staff and pupils' knowledge of Christianity. The local church makes valuable contributions to leading worship through the vicar and the Open the Book team. The expertise of local clergy enriches provision and is increasingly valued.

Leaders know how collective worship deepens pupils' understanding of Christian values, so all see the difference the vision makes daily. Collective worship welcomes and involves everyone and is frequently inspiring. Pupils are confident to articulate where this influences their thinking. A new collective worship leader has brought renewed drive and passion. Planning is of a particularly high standard, with daily plans broken down into stages with links to visual resources. This extends the impact collective worship has and enhances staff confidence to lead. The PEGS have greater ownership in preparing the area for worship. However, they do not plan and lead worship independently. They identify pupils for the 'shining light award' so all recognise where Christian values are lived out. All pupils now have the opportunity to be a PEG, growing leadership skills. Christian festivals are celebrated in the local church, extending pupils' understanding of their significance for Christians. Many pupils value prayer as a means of sharing ideas with God and being calm. Thoughtful provision for those who do not come to collective worship enhances their understanding of the school's values.

Significant improvements in RE raise pupils' curiosity to explore the subject. Themes are progressively developed through the detailed planning of the two year programme of study. New approaches engage pupils in their learning. A focus on deepening pupils' awareness of worldviews enable them to talk about these in some depth. They appreciate how beliefs influence actions. Introductory pages for each unit of study enhance pupils' knowledge of specific religious vocabulary. However, the impact of these is inconsistent as they have not been used across the school. Assessment strategies are secure, used by the subject leaders to identify which pupils are not making expected progress. Effective use is made of the Trust's RE hub to share best practice. This extends the knowledge and confidence of staff. Pupils have some awareness of Christianity as a living faith and core religious concepts. However, these are not fully developed.

Information			
School	Diptford Church of England Primary School	Inspection date	9 February 2023
URN	142652	VC/VA/Academy	Academy
Diocese/District	Exeter	Pupils on roll	69
MAT/Federation	Link Academy Trust		
Executive Headteacher	Holly Edgington		
Chair of Trust Board	Cheryl Mathieson		
Inspector	David Hatrey	No.	844