

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

<b>Duloe Church of England Primary Academy</b>	
Address	The Green, Duloe, Liskeard, PL14 4PW
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>'An adventure for the mind and a home for the heart for all God's children'.</p> <p>'Adventure for the mind' symbolises our commitment to providing an engaging curriculum that produces the best outcomes for our children. '...a home for the heart of all God's children' represents our pledge to foster a nurturing community.</p>
Key findings
<ul style="list-style-type: none"> <li>• The school's Christian vision gives clear focus to improvements enabling it to make rapid progress. The importance of religious education (RE) and collective worship is greatly enhanced, enabling all to flourish.</li> <li>• Leaders demonstrate high levels of dedication to their work, creating a strong staff team. At present, evaluations regarding the impact of the vision do not cover all aspects of Church school distinctiveness.</li> <li>• Significant improvements in RE shape an engaging curriculum, where there are examples of high quality practice. However, intentional opportunities for pupils' spiritual flourishing are not clearly identified in planning.</li> <li>• The vision and Christian values shape this warm caring community where pupils treat one another with dignity and respect. An affirming culture of aspirations raises pupils' expectations and self-belief, so they flourish.</li> <li>• Collective worship plays a significant role in enabling pupils to see what the vision looks like in daily life. However, pupils do not independently plan, lead or evaluate worship.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop a systematic approach to evaluating the impact of the Christian vision, resulting in ongoing foci for improvement.</li> <li>• Enable pupils to independently plan, lead and evaluate collective worship, to further enhance the school's Christian distinctiveness.</li> <li>• Enhance the planning of specific opportunities for spiritual development to further enable pupils and adults to flourish.</li> </ul>



## Inspection findings

Leaders' renewal of the Christian vision raises its importance, enabling pupils to deepen their understanding of its significance. It reflects more closely the needs of the locality. There is an emphasis on extending pupils' aspirations and progress. This enriches their sense of being part of a caring family. A new staff team are fully committed to the vision and live it out so all see the difference it makes. A secure understanding of biblical principles underpinning the vision is evident. Leaders talk about pupils achieving their God-given potential. They articulate how everyone can contribute to the community, reaching out to others with compassion. The vision gives clear focus for improvements. The standard of behaviour and quality of relationships has risen impressively. Redesigned learning opportunities enhance pupils' understanding of the wider world and diversity. Leaders are ambitious and passionate about leading a Church school, their enthusiasm is contagious. They make continuous evaluations, addressing priorities that lead to pupils flourishing. Governors are conscientious. New guidance enables some areas to be evaluated in depth, giving clear foci for development. However, this does not cover all aspects of being a Church school.

The vision drives staff to create an inspiring curriculum that engages pupils and is 'an adventure of the mind'. Learning experiences are progressively developed, where there is a focus on understanding and retaining new information and vocabulary. Pupils' understanding of the wider world is enhanced by a range of visits. There is a growing culture of aspiration, where pupils are consistently challenged to be the best they can be. Central to this is the quality of relationships staff make with pupils, enriching trust. Visitors from various careers stimulate interest in what learners might do in the future. This widens horizons. Everyone is encouraged to tackle more challenging work, raising their self-belief. The language of Christian values shape attitudes, with pupils drawing upon ideas, for example, from perseverance. There is focused provision for those with specific educational needs or disability (SEND) through early intervention. This is notable for those requiring support with speech and language. Effective strategies nurture social and emotional development. This is further enhanced by the Bridge Multi-Academy Trust (Trust) hub which offers further specific support. Pupils use strategies which help them to feel calm as part of the work on mental health. The care for staff is equally important.

Opportunities to develop spiritually are highlighted in the school's vision, so all God's children flourish. Learners use a structured approach which helps them to organise their thinking about spirituality. This strategy is used across all areas, raising its importance. Pupils know when they can learn from experiences and when to reflect on its significance for them. These opportunities are increasingly valued as they shape thinking. However, at present, intentional experiences for spiritual flourishing are not clearly identified in planning. Pupils record their ideas in writing, but not yet in more creative ways. Learners deepen their understanding of global communities by exploring various countries, raising their awareness of different cultures. They have a growing appreciation of disadvantage and deprivation. Learning experiences are thoughtfully planned to allow pupils to respond and take action with compassion. For example, studying the rainforest extends their knowledge of the exploitation of the natural world and pollution. Pupils respond by cleaning up a local beach, showing care for God's creation. Increasingly, they are becoming advocates for change with greater confidence. These include local projects, supporting Ellie's haven, a respite centre for children and the local foodbank.

Caring for everyone, because they are special, is integral to the vision. This is reflected in partnerships, so the school draws on high-quality support and shares its own good practice. The Trust effectively nurtures staff so they can take up leadership roles in Church schools. It




is their expertise and direction, in conjunction with leaders, that enables rapid progress to be made as a Church school. The learning portal significantly enhances the role of subject leaders, sharing best practice. School leaders support spiritual development in local schools, whilst leaders come to observe the quality of RE teaching. The school benefits from diocesan supports with focused training. The introduction of 'Understanding Christianity' a resource in RE, deepens staff and pupils' knowledge of the subject. Leaders work in collaboration with the diocese to support other Church schools. The relationship with the local church is an example of highly effective practice. These links extend staff and pupils' knowledge of Christianity. As a result, pupils are able to articulate the Christian belief of God as Father, Son and Holy Spirit. Leaders contribute to the local church's management, leading to joint ventures, where it has a high profile. Christian festivals are jointly planned, raising pupils' understanding of their importance.

The vision gives a high priority to establishing a community where all feel loved. Everyone appreciates that each person is unique. Pupils treat one another with respect and dignity, working well collaboratively. A strong sense of being part of a caring family is evident. Pupils talk of the significance of forgiveness. They recognise how important this is to enable all to move on and learn from mistakes.

Leaders' improvements, following astute evaluations, make RE an important subject. All staff teach RE, growing their expertise. They create an atmosphere of curiosity, encouraging learners to explore their own beliefs. Pupils' very secure knowledge of specific religious vocabulary is evident, whilst younger learners understanding of core religious concepts is impressive. Learners show a thoughtful understanding of worldviews. This has been a specific focus of support from the local RE hub. The importance of big questions of meaning and purpose is growing, as are the depths of discussions. Pupils enjoy the variety of imaginative ways in which they express and record their thinking. A new assessment system is being trialled and modified, so progress can be more closely monitored.

Collective worship is fundamental in enabling all to see what the school's vision application in daily life. Worship is inclusive and invitational, often challenging thinking and attitudes. Pupils are engaged through the visual approach, responding enthusiastically. There are opportunities to reflect and these are highly valued. Many find prayer or reflection helpful. At present, pupils do not plan or lead worship independently, nor do they make suggestions for improvements. Whilst they enjoy coming together as a family, pupils would welcome greater ownership. Planning is in place, ensuring pupils' knowledge of Christian festivals is good.



	The effectiveness of RE is		Good	
	<p>The RE curriculum is thoughtfully planned, progressively deepening understanding. Pupils make good progress with some working at a higher level. There is more focused support for vulnerable pupils to flourish. The quality of teaching is at least good and rising, with some examples of high quality practice. The variety of approaches, such as role play and debates, engages learners who appreciate the significance for their lives.</p>			
Information				
School	Duloe Church of England Primary Academy	Inspection date	9 March 2023	
URN	144570	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	95	
MAT/Federation	Bridge MAT			
Headteacher	Dave Hannah			
Chair of Governors	Lucy Finnimore			
Inspector	David Hatrey	No.	844	