



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

Lady Modiford's Church of England Primary School	
Address	Walkhampton, Yelverton, PL20 6JR
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)	Requires Improvement

School's vision
<p>'Every child matters to God and every child matters to us'.</p> <p>The vision is underpinned by the parable of the sower (Mark, 4). We want our pupils to grow in 'fertile soil' where within a broad, balanced and relevant curriculum, they have good opportunities and develop positive attitudes to learning. Whilst the school represents the soil, our pupils represent the seeds and we encourage them to make the best possible choices for themselves, others and the our world.</p>
Key findings
<ul style="list-style-type: none"> <li>• The Christian vision is influential across the school. It drives improvements. It is embedded and well known by the school family with leaders articulating a secure understanding of the biblical principles underpinning it. Staff live out the vision daily, showing the difference this makes.</li> <li>• The school plays a major role in the life of the community. Relations with the church are very strong and the pastoral care it provides is highly valued.</li> <li>• The curriculum is planned to include wider opportunities for pupils to develop their skills and talents. However, there is not a shared understanding of spirituality and planning for spiritual development is not included across all subjects.</li> <li>• Collective worship deepens pupils' understanding of the vision, what it looks like in daily life and how it can be lived out. However, at present, pupils do not plan, lead or evaluate worship.</li> <li>• The quality of religious education (RE) is inconsistent. Consequently, pupils do not develop skills, knowledge and understanding of world faiths and worldviews.</li> </ul>



#### Areas for development

- Raise the quality and impact of provision in RE. Enable pupils to to develop a better understanding of Christianity as a living faith and other key RE skills.
- Agree a shared understanding of spirituality. Ensure opportunities for pupils to flourish spiritually are included across all subject planning.
- Enable pupils to have the opportunity to plan, lead and evaluate collective worship. This is so they have greater ownership and contribute to positive improvements.

## Inspection findings

The distinctive Christian vision is embedded and all perceive the difference it makes. Pupils understand the vision through the parable of the sower. They recognise that they grow through the school's care. The vision influences decisions and actions made by leaders which lead to positive change. There is an emphasis on developing relationship skills in order to make a contribution to this close community. The vision encourages pupils to see everyone as special to God and raises their aspirations. Leaders articulate a thorough appreciation of the theological principles underpinning the vision. They see it as their responsibility to show God's love for all. Leaders point to Jesus' teaching of how all should live together well, helping them to be the best they can be. They use the vision to drive improvements. Leaders strive to meet pupils' individual needs. The curriculum is being expanded, offering further experiences which enable pupils to discover and grow their talents. Staff work well together, they see their role as living out the vision, so its impact can be seen across the school. Leaders make astute evaluations leading to focused actions. The project to develop pupils' communication skills is a good example of this. Governors are dedicated and monitoring is becoming more systematic, identifying foci for improvement.

The vision encourages staff to raise pupils' self-belief in their own ability, creating a positive culture of aspiration. Success, whether from school or beyond, is celebrated. Staff develop affirming relationships with pupils, so they are confident to take risks. Pupils have a growing knowledge of global communities and are developing an understanding of difference and diversity. This comes through a detailed literature programme which explores cultures in different parts of the world. Pupils see everyone as being special. This is reflected in their welcome for Ukrainian families, seeking to learn some of their language. This promotes discussions, for example, on stereotypes. Environmental questions from around the world stimulate pupils' awareness of ecological issues. As a result, pupils champion how we can care for God's world. Staff model how to be advocates for change, so that more pupils become confident to take action. An example is challenging governors to ensure fruit for lunches is Fair Trade sourced.

Although some spiritual development takes place within the curriculum, this is not consistent across all subject areas. Some pupils are beginning to express their thinking about spirituality in different ways, but this is not developed. The school does not have a shared understanding of spirituality which supports planning and helps pupils articulate their experiences.

The provision for social and emotional well-being is effective. Staff recognise concerns and provide strategies which are helpful, such as art therapy. Learners are increasingly confident in recognising their own feelings. This leads to individualised strategies which help pupils to be ready for learning. Staff know pupils and families well, effectively working together with them to support them to flourish. Trustees of Lady Modiford's fund a breakfast club for all. This enables pupils to begin the day well. Leaders work thoughtfully with the St Christopher's Multi-Academy Trust (trust) special educational needs and/or disability (SEND) lead to extend the impact of interventions. This is influential in changing attitudes and behaviour. Mental health approaches are woven into teaching, so pupils learn skills which help them live well.

Influential partnerships play a major role in enabling the school to live out its vision. The school's relationship with the locality is fundamental. It takes the lead for events such as the coronation and welcomes adults from the community to share their talents with the pupils. The church makes a strong contribution. Clergy regularly lead collective worship, celebrate Christian festivals and




give dedicated support to governance. Their pastoral care is highly valued. Federating with a local school enables expertise to be shared, strengthening subject leaders and supporting joint training. The trust provides distinct support for buildings and staffing, identifying leaders and providing further guidance for SEND pupils. Trust support enriches the development of the school as a Church school.

The vision nurtures a sense of being part of a family. Pupils show a high degree of dignity and respect for one another. Forgiveness is understood, drawing upon Jesus' example, so all can move on together.

Collective worship deepens pupils' understanding of the Christian vision and values and what these look like in daily life. Adults and pupils value collective worship, celebrating achievements and developing a good knowledge of Bible stories. Planning, by the federation lead for worship, is in place, deepening pupils' understanding of Christian values. This knowledge is progressively developed, so all recognise their significance in a wider variety of areas. A new pupils' Ethos Team are beginning to work with governors, sharing ideas about an outside reflection area, for example. At present, pupils do not plan, lead or evaluate worship or make suggestions for improvement. They say that they would like more opportunities to lead worship. Pupils with a religious faith or none, look forward to coming together, recognising the contribution that Christian values and the vision make to their thinking. They appreciate the opportunities to be quiet and reflect on their own beliefs. Pupils articulate a good understanding of Christian festivals. They are able to talk about Easter and Pentecost in detail. Pupils say that they appreciate the significance of these festivals for Christians. Individuals articulate thoughtful comments about prayer and how it can be used to share ideas with God. They are confident to write different types of prayer, thinking of others. Prayer is regarded as being important. This is helped by a visual reminder. A tree, which prayers can be attached to, is shared between church and school. Both use prayers written by the other. Different leaders from the church enrich worship, notably the Open the Book team. The federation leader for worship uses their expertise to raise the impact collective worship makes.

The provision for RE requires improvement. Pupils have a limited understanding of Christianity as a world faith. Whilst pupils can talk about some of the core religious concepts, others are not securely known. There is not a clear awareness of how the key skills in RE are developed. Feedback and marking of work does not recognise what pupils have done well or explain how they can improve. Some pupils consider big questions thoughtfully, supporting them to develop ideas and shape their own beliefs. Staff training on 'Understanding Christianity', an RE resource, is beginning to extend their knowledge of Christianity. Additional training on specific worldviews for staff is extending pupils' awareness of their importance. Some assessment strategies are in place, identifying what pupils know at the start and end of the unit. However, there are no procedures to moderate and agree judgements, or use these to inform future planning.

	The effectiveness of RE is		Requires Improvement	
	<p>The quality of provision in RE is inconsistent. The RE statement of entitlement is not fully met. This is because support for pupils, including those with SEND or vulnerable pupils is not always clear or effective. Activities which challenge pupils to think at a greater depth are not evident.</p>			
Information				
School	Lady Modiford's Church of England Primary School	Inspection date	16 May 2023	
URN	143185	VC/VA/Academy	Academy	
Diocese/District	Exeter	Pupils on roll	43	
MAT/Federation	St Christopher's			
Acting Headteacher	Alice Thompson			
Chair of Governors	Kirsty Sidreaves			
Inspector	David Hatrey	No.	844	