

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Cheddon Fitzpaine Church of England Primary School	
Address	Cheddon Fitzpaine, Taunton, TA2 8JY
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	Excellent

School's vision
<p>Our vision is summarised by these three words: 'Belong, Believe, Build' and rooted in the teaching of Jesus to 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and love your neighbour as yourself.'</p> <p>(Luke 10: 27).</p>
Key findings
<ul style="list-style-type: none"> • A distinctive Christian vision is clearly lived through well understood Christian values. This results in high quality relationships within the school and the wider community. However, pupils' understanding of the global implications of the vision motivating justice and social change is underdeveloped. • RE is an excellent feature of the school with a strong impact on the lives of the pupils. They confidently speak about religions and worldviews, demonstrating clear age related progression. • Collective worship has excellent impact. It is well planned, being resourced by pupils and adults. Pupils are inspired to reflect and take action in their lives, particularly in terms of character development. • Spirituality is evident in the life of the school. Pupils understand and reflect well on this area of life. However, rich opportunities for spiritual development in all curriculum subjects are not formally identified. • There is a strong sense of teamwork between staff and governors. Senior leaders show enthusiasm and commitment for development as a Church school. However, this is not readily apparent in all formal documents.
Areas for development
<ul style="list-style-type: none"> • Formally identify opportunities for promoting rich spiritual development in all curriculum subjects. This in order to show pupils that spirituality pervades all areas of life. • Improve knowledge and understanding of the global implications of the Christian calling to be agents of justice, promoting social change. This will help pupils appreciate the wider application of the vision. • Ensure further development as a Church school making strategic plans more explicit through formal records of governor meetings and visits.



Inspection findings

Leaders at all levels promote a very effective Christian vision based on the summary of the Ten Commandments. It encourages pupils to 'Belong, Believe, and Build.' Associated values of perseverance, respect, and trust are derived from biblical stories. These are well known and understood by the community. Pupils speak about them readily and explain how they shape their lives. Committed governors and clergy effectively support the impact of the vision by visiting regularly and completing a monitoring form. However, how this is used is not entirely clear. Future development as a Church school is not readily visible in governor minutes. Leaders have a clear strategic direction as a Church school, but this is also not entirely evident in the school development plan. The school vision fits well with the overall framework of the Bath and Wells Multi-Academy Trust (BWMAT). The school is enthusiastic about the support it receives from the Trust, both in delivering the vision and the academic curriculum. The BWMAT provides regular visits and training to enrich all. Mutual benefit is seen in some staff contributing to the Trust's wider work. Leaders enable staff to flourish through professional development making all feel valued. The vision is truly lived by pupils and is apparent in positive relationships, as well as good behaviour. As a result the school has a wonderful sense of community. This is seen in supportive partnerships between the school, parents, the church, and beyond. The link between the vision and written school policies is explicit, clearly driving daily action. The diocese also provides strong support to the school through training and encouragement.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. It encourages spirituality, creativity and progress. Pupils are encouraged to build on firm foundations as in the parable of the house builders (Matthew 7: 24-27). Parents deeply appreciate the approachability of staff, communications from school through newsletters and other media. They comment that their children use the language of the vision at home as well as at school. There is a sense that everyone is valued, with needs appropriately met. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are well supported. There is a broad curriculum which encourages spiritual development. However, rich opportunities for furthering this are spontaneous and not formally identified in all subjects. Pupils reflect well on their learning, and readily make connections with biblical material. Trained mental health first aiders are available if required. As a result, adults and pupils indicate they feel well cared for and supported.

Pupils realise their potential in various ways. They react positively and confidently to contemplative moments in lessons, as well as informally in personal interaction. Pupils understand that Bible teaching promotes human flourishing. They realise Jesus' example may help them achieve the same. Pupils have some understanding of the importance of social action motivated by the vision. However, the focus of this is mainly on local issues and lacks a full global perspective. All pupils are enthusiastic in working together, and many are very articulate. There is an understanding that biblical stories may help to resolve differences of opinion, thereby showing dignity and respect. The school's Christian approach emphasises the value of everyone before God. There is a clear understanding of the importance of forgiveness derived from the vision. As a result, restorative justice is the norm when conflict arises. The distinctive Christian ideals of love, fellowship, and trust are modelled by the whole school community.

Daily Collective worship is excellent. Its contribution to delivering and supporting the vision is highly evident. This is particularly seen in the outstanding character development of pupils. The way they speak and behave bears testimony to the transformational effect of worship on their lives. It is clearly invitational and inclusive. Pupils respond well with beautifully accurate

and enthusiastic singing. Simple liturgy opens and closes the worship with pupils leading prayers as well as contributing to other activities. Ways of approaching God are important in the life of the school. This is clearly seen in the book of prayers written by pupils. They also monitor and evaluate worship, and this is evident in a folder of reflections kept on the altar. The collective worship lead regularly uses these to inform future improvements. A developing ethos committee involving pupils allows them to participate in planning. They identify moments which inspire action, particularly around matters of personal development. Visits to church take place on the special occasions of the year. A variety of clergy visit and lead worship regularly. Pupils readily share their experience of church. They understand the significance of Christian festivals and their impact. They speak of Christmas, Easter and Christingle experience days, explaining the impact these have on their spirituality. An understanding of the Christian idea of the Trinity is evident. Pupils explain this using various images and understand the effect it might have on their lives. The overall experience of worship is excellent and highly transformational in the life of the school community.

RE is a highly impressive feature of the school. Staff involvement in the Trust RE teachers' group and diocesan training, strengthens teaching and learning. The subject has a clear impact on the lives of the pupils and their personal spirituality. RE is a safe space to discuss the 'big questions' of life. Pupils understand the impact of religious faith on the world. They readily speak about their enjoyment of RE, displaying clear and confident knowledge of Christianity and world faiths. As an example, pupils readily express an appreciation of the spirituality of Judaism. They show a depth of understanding of religious symbols in explaining their significance. Feedback on work is both written and verbal, stimulating further progress. Comments in books help pupils develop skills and there is good evidence of thorough learning. Teachers have a comprehensive knowledge of the subject progression and what pupils are learning through a bespoke roadmap. They also use an RE assessment triangle to identify development of skills in the subject. Quality classroom displays provide a highly stimulating environment, promoting learning. Understanding of Christianity as a multicultural world faith is limited. However, older pupils do understand that Christianity is a living faith and speak about its effect on society.

Information			
School	Cheddon Fitzpaine Church of England Primary School	Inspection date	23 June 2023
URN	139934	VC/VA/Academy	Academy
Diocese/District	Bath & Wells	Pupils on roll	138
MAT/Federation	Bath & Wells Multi Academy Trust		
Headteacher	Paula Goodchild		
Chair of Governors	Jason Woollacott		
Inspector	Jeremy Hellier	No.	899