



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lynton Church of England VA Primary School	
Address	Market Square, Lynton, EX35 6AF
School vision	
<p>‘Educating with love, for life in all its fullness’ (based on Corinthians 13:7 & John 10:10) is lived out through our CARIS Values of: Curiosity Achievement Respect Inspiration Support CARIS, meaning love, is at the heart of all that we do and a reflection of God’s love for us.</p>	
School strengths	
<ul style="list-style-type: none"> • The vision is well understood by this community and lived out through the importance of Christian values. It creates a warm, caring ‘family’ where all treat one another with a high degree of dignity and respect. • Leaders are passionate and ambitious about the work of this Church school, using the vision to inform improvements. Staff live out the vision and feel enabled to flourish, where their talents are recognised. • The vision drives leaders to enhance the provision of meeting pupils’ diverse needs. A culture of high expectations raises pupils’ aspirations, growing their self-belief. • The federation nurtures the growth of the school, sharing expertise and support for good mental health. A wide range of opportunities enable pupils to grow their talents and develop a love of learning. • Collective worship plays a major role in deepening pupils’ understanding of the significance of the vision and the difference it makes. Pupils consistently articulate the impact it makes to their lives and thinking. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for spiritual flourishing are identified in the curriculum. This is to enable pupils to have the language to express their response to spiritual moments demonstrating the impact these make. • Deepen pupils’ understanding of religious concepts and Christianity as a living faith, enabling them to retain and use these ideas when responding to 'big questions'. • Extend pupils’ understanding of deprivation and injustice so that they take action which makes a distinct difference for the lives of other people. 	
Inspection findings	
<p>The vision of love is an integral part of this school community, effectively addressing its needs. It enthuses staff to reach out and support families during challenging times, walking beside them on their journeys. Learning experiences extend pupils’ understanding of diversity whilst growing aspirations. Pupils talk of how using Christian values they can love one another, themselves and their world. They use the accessible language of Christian values throughout. Together in collective</p>	

worship, they celebrate where values make a difference in a variety of situations, so all recognise their importance. Leaders have a growing understanding of the theological principles underpinning the vision which shapes improvements. This is seen in extending support for pupils' communication skills. Leaders are passionate about their work, leading by example. Their ambition is evident in the relentless drive to provide high-quality learning. Robust monitoring consistently strengthens initiatives, raising their impact. Federation governors share this dedication. They systematically evaluate all aspects of being a Church school. This led to relationships with the local church being developed.

Leaders see each pupil as being unique and a child of God. They articulate their responsibility to reflect God's love for all so everyone feels special. Recognising the challenges pupils face, leaders effectively use the vision to address diverse needs. Leaders make bold decisions to draw upon expertise from outside of the school to introduce best practice. This, along with the federation leader for special needs, grows staff knowledge and skills. This enables staff to recognise pupils' needs and put in place effective interventions. New approaches support pupils' choices and behaviour, enabling them to recognise their emotions. Pupils agree strategies which help them to be calm. Examples from this initiative are already being shared beyond the school. The vision drives leaders to enhance provision for pupils' and staff mental health and wellbeing. This gives pupils a range of approaches to use, where they identify which help to them to be calm.

The vision inspires leaders to use Jesus as an example of being the best you can be. Fundamental to this is the way Jesus shows love. From this, pupils develop a love of themselves and learning, a curiosity which makes them want to be the best. Staff support pupils to recognise and grow talents, so this can motivate others. An integral part of this is a culture of high aspirations. Pupils adopt the high expectations of staff, weaving together the language from the Christian values of curiosity and achievement. Pupils feel safe to make mistakes and see these leading to further learning. Visitors, from a variety of careers, widen their horizons of future careers. Flourishing in or beyond school is widely celebrated, raising pupils' self-belief. Recent staff training raises the profile of spirituality, so they are aware of some opportunities for flourishing. However, these are not an intrinsic part of curriculum planning, whilst pupils have limited opportunities to express their thinking.

As a result of the vision, staff reviewed the curriculum so it stimulates pupils' love of learning. Increasingly, they take some ownership of learning, exploring aspects which interest them. Pupils have a thoughtful understanding of diversity. Residential to London enable them to appreciate cultures and customs. Literature texts widen their awareness of refugees, ethnic communities and disabilities. These promote informed discussions, so all recognise that all are special. There is a growing understanding of caring for God's world, where pupils protect wildlife habitats and sponsor endangered animals. Pupils perceive that being courageous advocates means standing up for what you believe, for example in the playground. However, much of this is driven by adults. Although more pupils are beginning to become agents for change, this is not fully embedded in school life.

The vision is lived out in the way the school draws on Jesus' example of how all can live well together. It creates a warm sense of being a family and a culture of equity. All treat one another with a high degree of dignity and respect. Pupils use Jesus' teaching about the importance of forgiveness so they can overcome mistakes and move on together.

The vision of loving others is reflected in the school's role as part of the federation. This enables subject leaders to work together, sharing best practice and planning. Leaders play a significant role in supporting the work of the diocesan, sharing expertise, which is valued.

The vision shapes collective worship through the way it explores Christian values and what these look like in daily life. Collective worship is inclusive and enables all to contribute with integrity.

Pupils say it challenges them, notably as they explore a range of people who make a difference and change the world. All pupils articulate how the vision and Christian values influence their actions. Older pupils are elected to become associate governors who model the values. They lead worship which peers find purposeful, creating a desire for others to lead. Improvements include new worship planning, which has a distinct focus on the vision and progressively deepens understanding of the values. Collective worship nurtures thinking about 'big questions', raising awareness of festivals. Pupils appreciate that prayer allows them share ideas or be calm. Reflection and music contribute well to pupils' and adults' personal spirituality. They are beginning to think about what spirituality means for them. Partnerships with the local church enrich the variety of worship. Clergy effectively support leaders to understand the theological principles behind the vision. Leaders nurture staff skills to lead worship in class. Pupils' ideas for themes to explore in worship are woven into new planning following discussions with governors.

Senior leaders take responsibility for developing RE, ensuring it has a high profile. They draw effectively on best practice from the diocese, notably training for using 'Understanding Christianity', an RE resource. This extends pupils' and staff knowledge of Christianity. Pupils enjoy the challenges of answering 'big questions'. They verbalise their ideas, question and learn to disagree well. There are increasingly lively debates which inform pupils' opinions, so they see the relevance of the subject to their lives. Pupils deepen their understanding of specific religious vocabulary through using 'knowledge organisers', which explain their meaning. These organisers allow them to self-assess, so they take ownership of learning. Pupils' understanding of religious concepts and Christianity as a living faith is growing, but not fully developed. Pupils talk thoughtfully of worldviews and appreciate how belief shapes actions.

An in-depth review of the RE curriculum ensures it is well-sequenced and balanced. The quality of teaching is at least good and rising, with staff confident to implement new approaches. Assessment strategies are being refined to give more information on what pupils know. Pupils' progress is at least good, where more challenging opportunities enable pupils to think at a deeper level. Staff know which pupils would benefit from further support, which informs future individualised action.

The inspection findings indicate that Lynton Church of England Primary is living up to its foundation as a Church school.

Information			
Inspection date	16 November 2023	URN	113451
VC/VA/Academy	Voluntary aided	Pupils on roll	76
Diocese	Exeter		
MAT/Federation	West Exmoor Federation		
Headteacher	Jayne Peacock		
Chair	Jan Stokes		
Inspector	David Hatrey	No.	844