

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chagford Church of England Primary School	
Address	Lower Street, Chagford, TQ13 8BZ
School vision	
<p>‘Let us consider how we can spur each other on to love and good works.’ (Hebrews 10: 24) Ready to take up the challenge of life, ready to care for themselves, others and the world around them, ready to be engaged members of the community at local, national and global level. We believe that every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. As we learn about who we are, our relationship to each other and to the wider world, we nurture strong values, underpinned by our Christian ethos, in order to bring about the best possible future for ourselves, our communities and future generations.</p>	
School strengths	
<ul style="list-style-type: none"> • The vision is the heartbeat of this community where pupils articulate its importance. It creates a sense of being an inclusive family with love at its heart, where all feel valued. • Inspired by the vision leaders make bold decisions to provide very effective support to meet the diverse needs of all. Local leaders raise staff skills enhancing the provision for mental health and well-being. • Religious education (RE) is a strength of the school. It challenges pupils’ thinking through big questions which makes a significant contribution to shaping their opinions. • A culture of aspirations permeate across the school. Staff share high expectations with pupils, growing self-belief so they flourish. • The vision drives the Dartmoor Multi-Academy Trust to work closely with all of its communities, growing leaders and enriching practice. They make an impressive contribution through a diocesan partnership growing the work of Church schools. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for spiritual flourishing are an intrinsic part of planning. Enable pupils to express their deepening ideas in a variety of ways to determine the impact these experiences have. • Enable pupils to take a greater role in planning and leading collective worship, so they develop greater ownership in this area and contribute to improvements. • Extend pupils’ understanding of injustice, and enrich the skills they need to become independent agents for change both locally and globally. 	
Inspection findings	
<p>The Christian vision distinctly reflects what the school and community feel is important. It is summarised in the vision of ‘care, community and challenge’. Pupils show a deep appreciation of the Christian values, linking them to Bible stories which highlight their meaning. They articulate an</p>	

accessible language of values that is used throughout the day. Staff weave the values into learning experiences, so pupils recognise the diverse areas where they make a difference. Leaders are inspired by the vision to address the needs of the locality. There is an emphasis on meeting the diverse needs of all, so they can fulfil their potential. It also extends understanding of the wider world and diversity, whilst raising aspirations for all. The vision drives improvements, notably enriching pupils' communication skills and creating a curriculum which nurtures a love of learning. Staff have opportunities to grow their 'talents', they feel valued and nurtured to take on further leadership responsibilities. Monitoring by the Trust is rigorous. This ensures that the impact of the vision on the work of a Church school is identified. In conjunction with diocesan support, this led shaping the significance of the vision. Trust leaders walk alongside staff where this consistently leads to ongoing improvements. The work of local governors is developing, where they use Trust guidance to confer with pupils and suggest areas to develop. Their enthusiasm contributes to the school flourishing.

Leaders draw on their key Bible verse to drive work to meet the diverse needs of all. They see that the verse encourages those going through challenging times to come together as a community. Leaders make bold decisions to identify experts in various areas to shape their provision, notably addressing social and emotional needs. The Trust provides effective support in many areas. This raises staff knowledge and skills, leading to early identification and intervention. Working closely with parents and pupils, imaginative strategies are created to meet specific issues. Wellbeing areas in all classes highlight a range of ideas to use, with these approaches being shared with parents. Pupils are nurtured to recognise emotions, agreeing individualised plans which help them. The school's growing reputation attracts others. This work is shared across the Trust's schools, whilst drawing on best practice from others. The school lives out its vision through this care.

Leaders use the example of Jesus positively challenging Zacchaeus so he becomes the best person he can be. Staff see their role as reflecting God's love to all, as each is special. This directly leads to a culture of high expectations which staff share with pupils. Challenging tasks are set where pupils are effectively supported by a variety of ways to do their best. This support includes the use of laptops when recording work or the use of helpful vocabulary. A language of being the best you can be and ideas from Christian values nurture this culture. Pupils are supported to discover and grow unique talents, where success is widely celebrated. They see collaboratively working together as living out the vision, which raises self-belief. Learning experiences extend awareness of the wider world. This enables all to enjoy theatre visits and a residential in France. Lavish productions, involving professionals working with pupils, are eagerly anticipated, bringing the community together. Recent initiatives raise pupils' awareness of spirituality. However, opportunities for spiritual flourishing are not an intrinsic part of curriculum plans. Nor are pupils able to express their thinking in a variety of ways showing the impact these experiences make. Pupils have a good appreciation of diversity, exploring artists and historical figures from ethnic backgrounds. Literature texts create discussions on stereotypes, refugees or disability, growing awareness. The use of a learning platform deepens pupils' knowledge of deprivation and injustice. Pupils show an enthusiastic interest of caring for God's world. They protect habitats through forest school, working with Dartmoor rangers on conservation projects. However, pupils are less confident to become independent agents for change.

The importance of community for Jesus and how this grew the disciples drives the Trust's and school's vision of all flourishing. The trust supports the creation of a stimulating curriculum enriching learning. They lead on new projects and grow staff. Trust leaders enrich diocesan projects, leading on an initiative to grow knowledge of good practice in Church schools. 'Spurring one another on with love and good works', underpins the vision. Leaders draw on Jesus' teachings of how all can live well together. Staff live this out so all can see the difference it makes. This shapes the caring 'family' where all are treated with dignity and respect. Older pupils see themselves as role models

and help peers to live out the values.

The expertise of RE leaders ensures the subject has a high profile. Substantial support from Trust leaders supported staff to revise curriculum, so it is sequential and challenges pupils' thinking. Staff have high expectations for pupils, which stands out as a strength of the school. Pupils relish opportunities to explore 'big questions'. They draw effectively on theological and philosophical ideas and those from the human sciences to shape responses. Confidently pupils debate, listen to others and disagree well, informing their own beliefs. Staff identify any gaps in understanding through discussions, weaving in opportunities to address these. Their questioning consistently extends pupils' thinking through extension activities. Planning is detailed and continually refined with new resources. Pupils have a well developed knowledge of specific RE vocabulary. Their understanding of core religious concepts and Christianity as a living faith is growing. Leaders identified knowledge of worldviews was not comprehensive, leading to further training. Pupils now talk thoughtfully of worldviews, appreciating how beliefs shape action. They articulate how RE informs their thinking and its significance.

Collective worship makes an important contribution to deepening pupils' understanding of the vision and what it looks like. Pupils progressively explore Christian values, reflect on these and consider how they might respond. Collective worship is inclusive and enables each to contribute with integrity. It can be inspirational, notably when challenging pupils to care for God's world. Improvements, such as additional visual elements, engage pupils raising its impact. There is a dedicated time for reflection which contributes to pupils' personal spirituality. Planning for worship is secure, whilst a variety of styles are used by leaders which pupils value. However, pupils have limited opportunities to plan and lead worship or take greater ownership in this area. Prayer is valued as a time both to be calm, reflect or share ideas with God. The local church contributes to worship, notably celebrating Christian festivals, extending pupils' awareness of their importance for Christians. Pupils enjoy coming together, singing and celebrating achievements.

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

Information			
Inspection date	30 November 2023	URN	145338
VC/VA/Academy	Academy	Pupils on roll	134
Diocese	Exeter		
MAT/Federation	Dartmoor Multi Academy Trust		
Principal	Emma Goodwin		
Chair	Tania Skeaping		
Inspector	David Hatrey	No.	844