



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Old Cleeve Church of England First School, Washford	
Address	Washford, Watchet, TA23 0PB
School vision	
<p>Our vision underpins everything we do. Through deep, personal reflections and a focus on our spiritual awareness, we encourage all who attend and visit our school to reflect on our vision and celebrate the ‘remarkable things that we see every day. ‘(Luke 5:26). Whether this is through academic success or a personal challenge, we aim to show these remarkable achievements through our values of ‘Achieve, Thrive, Care and Belong.’ Our school vision derives from the parable of the ‘Paralysed Man’. Everyone was amazed and gave praise to God. They were filled with awe and said, ‘We have seen remarkable things today.’ (NIV)</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision and its importance is widely understood by pupils and the community. It creates a sense of being part of a caring school 'family', shaping relationships where all treat one another with dignity and respect. • The vision is at the heart of the community in almost every instance, creating an inclusive culture, 'walking alongside families'. It drives improvements and effectively meets the needs of all, so that they feel valued and flourish. • Subject leadership for religious education (RE) has a wealth of knowledge and experience, ensuring that high-quality practice is established. This effectively supports other schools in the trust and across the diocese. • Collective worship enables pupils to see what the vision 'looks like' in daily life, enhancing personal spiritual flourishing. It is vibrant and engaging, notably in singing, where this is infectious. • Leaders bring clear focus to the work of this Church school, raising the impact it makes. They have created an enthusiastic team who live out the vision and grow their talents. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure opportunities for spiritual flourishing are an intrinsic part of the curriculum. This is to enable pupils to develop a language to express their thinking, so their understanding of these experiences is clear. • Create a robust approach to evaluating the impact that the Christian vision has on all aspects of being a Church school. This is to enable all members of the school ‘family’ to contribute to this leading to ongoing improvements. 	
Inspection findings	
<p>‘We see remarkable things everyday’, well summarises the school’s ambitions for each pupil. Staff daily celebrate the wonderful achievements pupils make. Pupils explain that the vision encourages them to discover their talents and share these, so others are inspired. They talk of fulfilling the vision</p>	

through affirming relationships and showing kindness. This extends to developing a love of learning and wondering at God's amazing gift of life. Through exploring the related Christian values, they see what the vision looks like, giving them a practical language to use.

The vision effectively addresses many of the needs of the community. It enthuses staff to build trusting relationship with families, walking alongside them. Staff 'ignite fires', stimulating pupils' curiosity. Leaders have a thoughtful understanding of the theological principles underpinning the vision. They use these ideas to shape their improvements. Staff talents are grown, so each feels valued, through taking greater leadership responsibilities. School leaders' monitoring culminates in well-focused actions. New approaches are beginning to enhance the impact that local governors make to evaluations, with well-focused guidance. However, at present there is not a systematic approach that ensures that all aspects of being a Church school are evaluated.

RE is a distinct strength of the school. The leadership brings significant expertise with an enthusiasm that is contagious. The school supports the leadership of RE across the trust, working alongside staff and sharing high-quality practice. This grows teachers' skills and knowledge. The diocese use these talents in the local RE hub, so this work is widely shared. A well-sequenced broad and balanced curriculum is established, enriching the sense of diversity. Pupils are challenged through 'big questions'. They are supported to weave together, theological, philosophical ideas and those from human sciences in their responses. These approaches allow pupils to look at questions in different ways and appreciate others' points of view. Debates stimulate deeper thinking, where they listen to others, learn how to disagree well and this shapes their opinions. Exploring different worldviews, leads pupils to talk thoughtfully about these, appreciating how beliefs influence actions. Pupils' understanding of core concepts is developing well. Their knowledge of specific religious vocabulary is good. Monitoring and evaluation is astutely undertaken and identifies areas to develop. Initiatives in this area often influence teaching in other curriculum areas, such as the use of 'big questions'.

Old Cleeve is a happy, caring place, where all feel valued. Leaders and pupils appreciate how drawing on Jesus' example enables all to live together well. Pupils' behaviour is impressive, showing one another a high degree of dignity and respect. This culture of equity and inclusion attracts others, where all live out the vision and flourish.

Collective worship is a vibrant experience at the start of each day, nurturing pupils' and adults' spiritual flourishing. Its messages and questions permeate daily life, so that pupils question and evaluate their importance. Class discussions and reflections on these themes deepen their significance. Pupils of all faiths talk about where Christian values make a difference in many areas, such as the quality of relationships. Worship is inclusive and enables all to contribute with integrity. It is inspirational, influencing pupils' actions and thinking, including their desire to care for God's world. Planning for worship is very thorough, giving detailed guidance, linked to key questions. This, along with the leaders' support, grows staff confidence and skills. As a result, pupils have an extensive knowledge of Bible stories. Pupils sing with great enthusiasm. New improvements include 'Thanks', where open-ended questions promote reflection and discussion. Prayer is seen as a time to share ideas with God or be calm, which is valued. Pupils show a good awareness of festivals and their importance for Christians. The local church supports the school's worship, increasingly making a greater contribution. There is a growing awareness of spirituality and its relevance for pupils' lives.

Jesus' healing of the paralysed man inspires staff to meet pupils' needs. They see people coming together to lift their friend 'up' so that he could flourish. The vision nurtures an inclusive culture where all are welcomed because they are special to God. This is reflected in work to enhance staff knowledge and skills, that are designed to ensure the provision of effective interventions. There are fine examples where these make a significant difference, changing expectations and attitudes. Individuals are guided to recognise their feelings. Staff help them to identify personal strategies that

help them to be calm. Bold financial decisions by trust leaders draw on best practice from other trust schools and providers. The trust adds further support through an inclusion lead, enabling all pupils to flourish. Nurture for families in challenging times are valued, enabling them to work with their own children. 'Forest school' provides opportunities for reflection, enhancing social skills and growing resilience. Pupils know specific approaches which support mental health, such as time to be reflective. This allows pupils to live out and fulfil the vision.

Jesus' positive challenge leading Zacchaeus to be the best that he could be entuses staff to do the same. A range of engaging experiences enable all pupils to discover their talents, so that they recognise the remarkable things they can do. The culture of aspiration is enhanced by trusting relationships, so pupils say that mistakes are 'marvellous', a chance for further learning. Visitors widen horizons of future careers, stimulating a love of learning. Pupils have a thoughtful appreciation of diversity. Class reading texts explore for instance, poverty or authors from various countries, raising questions of inclusion, which deepens understanding. A range of opportunities grow pupils' leadership skills. This promotes pupils to take care of God's world and encourage peers to recycle and save energy. Some are challenged by local events to raise awareness of charities, such as cancer research. Pupils are becoming confident to question and become agents for change. The importance of spirituality within the curriculum is growing where staff are aware of opportunities for pupils to reflect. Pupils are beginning to use strategies that help them to organise their thinking about these experiences. However, opportunities for spiritual flourishing are not clearly identified in the curriculum.

The trust makes significant contributions to the school's provision, enabling the school to fulfil its vision. A good example is seen in leaders joining the school having been nurtured by the trust. Curriculum support enriches learning experiences, whilst trust networks promotes the growth of subject leadership. This leads to feeling part of the school family, sharing expertise.

The inspection findings indicate that Old Cleeve Church of England First School is living up to its foundation as a Church school.

Information			
Inspection date	11 December 2023	URN	140636
VC/VA/Academy	Academy	Pupils on roll	92
Diocese	Bath & Wells		
MAT/Federation	Beacon Education Trust		
Headteacher	Emma Murch		
Chair	Jane Bellamy		
Inspector	David Hatrey	No.	844