

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

<b>Parracombe Church of England Primary School</b>	
Address	Parracombe, Barnstaple, EX31 4QJ
School vision	
<p>Our Christian Vision ‘Educating with love, for life in all its fullness’ (based on Corinthians 13:7 &amp; John 10:10) is lived out through our CARIS Values of:            Curiosity    Achievement    Respect    Inspiration    Support</p> <p>CARIS, meaning love, is at the heart of all that we do and a reflection of God’s love for us. Each value is directly linked to the following scripture:            CARIS – Curiosity – Epiphany (Matthew 2:2)            Achievement – Seed Parables (Matthew 13:8)            Respect – Jesus washes the disciples feet (John 13:15)            Inspiration – Letting your light shine (Matthew 5:16)    Support – Good Samaritan (Luke 10:27)</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision is at the heart of this community, permeating and shaping daily life. It creates a caring inclusive feeling, leading to all treating one another with a high degree of dignity and respect.</li> <li>• The vision inspires leaders to provide the best possible nurture to address pupils’ diverse needs. Bold financial decisions draw on expert guidance that enable pupils to flourish.</li> <li>• The federation provides a range of support enabling best practice to be shared. This allows staff talents to be recognised, growing their leadership skills so they take on roles of greater responsibility.</li> <li>• Collective worship has a central role in daily life, deepening pupils’ understanding of the vision and Christian values. Pupils confidently articulate where these shape their choices and actions.</li> <li>• Leaders, at all levels, ensure that mental health and wellbeing is a priority for all. They are dedicated to making this Church school the best it can be.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Ensure opportunities for spiritual flourishing are an intrinsic part of the curriculum. Enable pupils to develop a language so they can express their thinking clearly, showing the impact that these experiences make.</li> <li>• Extend opportunities for pupils to explore injustice globally. This is to allow them to become independent advocates for change.</li> <li>• Develop pupils’ understanding of core religious concepts and Christianity as a living and diverse faith. This is to deepen pupils’ knowledge so they use these ideas to inform debates.</li> </ul>	
Inspection findings	
<p>The Christian vision is the inspiration underpinning this thriving school. It permeates and shapes all</p>	



aspects of school life, giving clear direction for improvements. Pupils articulate that the vision helps them to 'live better' or to become 'the best person they can be'. It nurtures pupils' high aspirations and raises self-belief in what each can achieve. Pupils draw on the accessible language of Christian values associated to the vision. They think of the biblical stories linked to the values that deepen understanding of their significance. For instance, they see inspiration as following Jesus' example of encouraging everyone to fulfil their potential. Staff weave Christian values throughout learning, raising their importance. The vision effectively addresses the needs of the locality. It drives leaders to create a welcoming community, offering families support when they face challenges 'on the journey of life'. At the heart of this is leaders' understanding of God's love for all, perceiving their role as sharing this. The school's nurture stands out in a range of practical ways they make a real difference for families. Staff talents are recognised and grown, so they lead on new initiatives. This team work cohesively together and live out the vision. School leaders' monitoring is ongoing, resulting in projects being tweaked, enhancing the difference these make. They are totally dedicated to raising the impact of this Church school. Governors' supportive evaluations indicated that pupils were not as confident to talk of the vision as they were with the values. Consequently, 'Ethos days' explore the vision, enhancing their understanding of its significance. Governors consistently consider decisions to ensure these reflect the vision being lived out.

Leaders draw upon Jesus' Parable of the Sower to shape the curriculum, meeting the diverse needs of all. They talk of providing the right soil so each can overcome barriers and flourish. Staff knowledge and skills related to special educational needs and/or a disability are frequently updated, enabling early recognition of needs. Effective screening identifies issues, giving specific guidance to address these. Developing pupils' communication skills is a specific focus, extending their understanding of vocabulary well. Bold financial decisions ensure a range of experts from various backgrounds shape individual support programmes. The school has a reputation for the quality of this provision, resulting in the majority of pupils coming from outside the catchment area. Pupils are nurtured to recognise their emotions, agreeing personal strategies which help them to be calm. All pupils are well supported. For instance, when working at home, resources are provided so they can fully access learning. Mental health is a priority where staff feel supported. Pupils draw upon a toolkit of approaches which help them manage anxieties. Outdoor activities, such as 'forest school' are planned to grow wellbeing, whilst meeting particular needs. This shows the vision being lived out.

Collective worship is a valued time when the school community comes together. It has a central role in deepening pupils' understanding of the vision and what it looks like. Pupils with a variety of beliefs recognise the difference it makes to their lives and choices. Leaders' worship planning gives clear themes and questions for each week that nurture staff confidence to lead. Themes developed at the start of the week are discussed in class worship, so all see where these are relevant. Worship is inclusive, enabling all to contribute with integrity, shaping pupils' thinking. Some pupils lead worship on themes they feel important. They talk thoughtfully of spirituality, using a structure which helps them to organise their thinking. Prayer is valued as a time to share with God or be calm, this contributes to growing adults' and pupils' personal spirituality. Relationships with the local church are positive, together festivals are celebrated, extending pupils' understanding of their significance. They bring variety to worship, such as through the 'Open the Book' team visits, these are eagerly anticipated.

Senior leaders take responsibility for religious education (RE) ensuring it has a high profile. They are ambitious to create inspiring experiences, ensuring the curriculum is balanced, diverse and progressively deepens pupils' understanding. Ongoing initiatives raise the impact RE makes. For instance, introduction pages for each unit support pupils to make links with previous learning. Specific religious vocabulary is identified and explained, so pupils' understanding of key religious vocabulary is extended. Clear objectives of what pupils will learn are given, helping pupils to take

greater ownership of their learning. New approaches, such as ‘hot seating’, encourage pupils to put themselves in other ‘people’s shoes’ and consider their feelings. The use of ‘big questions’ nurtures pupils to verbalise their thinking, sharing and refining these as they listen to others. These shape their beliefs. ‘Thunks’, open ended philosophical questions add to this, drawing upon ideas from RE. Staff use questioning well, which deepens pupils’ thinking, so they develop a real curiosity. However, pupils’ understanding of core religious concepts and Christianity as a living faith is not fully developed. Worldviews are securely developed. Pupils talk in depth of Judaism, leading workshops for adults on important festivals. The diocese supports development through focused training and sharing best practice. Pupils feel that RE makes a valuable contribution to their thinking.

Jesus modelled how lives can be transformed, enabling each to be the best person they can be. Leaders draw on this to shape exciting learning experiences. Staff have a thoughtful awareness of spirituality and opportunities where these could grow pupils’ understanding. However, these are not an intrinsic part of the curriculum. Pupils have limited ways of expressing the impact of these experiences or developing a language which helps them to do this well. Pupils have a thoughtful understanding of diversity because it is astutely woven across all subjects. Musicians, artists and influential historical figures from various cultures are explored showing the difference each makes. Residential to London enable pupils to discuss different cultures and customs. Reading books prompt discussions on disability, stereotypes and beyond. Pupils affirm that all are special and valued. Outdoor projects stimulate pupils’ awareness of caring for God’s world, prompting recycling. Pupils are active in championing local causes, such as the local hospice. However, they are less confident to become advocates for change regarding global injustice. The federation enhances the school’s provision, where joint subject leaders share planning and professional development. This creates a sense of being part of a larger team, exchanging best practice.

One of the strengths of the school is the trusting and supportive relationships built between everyone. They draw on Jesus’ example of how all can live together well. All treat one another with a high degree of dignity and respect, pupils feel safe and important. They not only know the vision, they live it out.

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

Information			
Inspection date	16 January 2024	URN	113382
VC/VA/Academy	Voluntary controlled	Pupils on roll	40
Diocese	Exeter		
MAT/Federation	West Exmoor Federation		
Executive Headteacher	Jayne Peacock		
Chair	Jan Stokes		
Inspector	David Hatrey	No.	844