

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

### Quethiock Church of England Primary Academy

Quethiock, Liskeard, Cornwall. PL14 3SQ	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Truro</b>
Previous SIAMS inspection grade	Good
Date of academy conversion	December 2013
Name of multi-academy trust	St Barnabas Multi-Academy Trust
Date of inspection	10 July 2018
Date of last inspection	3 July 2013
Type of school and unique reference number	Primary Academy 140477
Head of School	Annie Lapham
Interim Executive Principle	Sean Powers
Inspector's name and number	Revd David Hatrey 844

#### School context

Quethiock Church of England Primary Academy is a smaller than average school with 31 pupils in two classes. The majority of pupils come from a White British background. The proportion of pupils who receive pupil premium funding is in-line with national averages, whilst the number of pupils who have special educational needs/disability (SEND) is below national averages. The school became part of the St Barnabas Multi-Academy Trust (MAT) in December 2013. Since the last inspection there have been significant changes to the teaching staff with a new head joining the school and taking the role of the Lead Practitioner in January 2017.

#### The distinctiveness and effectiveness of Quethiock Church of England Primary Academy as a Church of England school are good

- Christian values are well established. Pupils understand the Christian distinctiveness of these values and link these to their learning and achievements.
- Pupils' behaviour is of a high standard, they show care and concern for one another as part of their school family and attribute this to the school's Christian character.
- Collective worship inspires pupils to take action to support others and challenges their thinking.
- Leaders articulate the biblical principles underpinning the school's Christian vision with confidence and pupils have a growing understanding of the meaning of the vision for them.

#### Areas to improve

- Raise the standard of teaching and learning in religious education (RE) to raise attainment and help pupils recognise the contribution RE can make to their daily lives and thinking.
- Provide more high quality planned opportunities for reflection to develop and extend the provision for the development of pupils' spirituality.
- Deepen pupils' understanding of Christianity as multi-cultural faith.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

Pupils see Christian values as a natural and influential part of their daily lives and learning. They talk about the values of friendship, thankfulness, responsibility, perseverance, respect and creativity as shaping their caring school community. The weekly values awards given to pupils who display particular aspects of the value gives values a high profile. Staff clarify the reason why the award is given so all perceive how values influence daily life in various contexts. Recently introduced creative learning projects help families to explore the termly value at home. Media presentations, board games and pupils' art work created show these activities extend the relevance of values for pupils. Pupils have an understanding of distinctive Christian values linking these to a number of Bible stories which reflect their meaning. Secure links are made by pupils between values and learning, supported by the school's 'learning powers', strengthening their attitudes to learning. Pupils talk about, 'taking more responsibility for my learning', and that, 'making mistakes is good as these help me to get better.' The school's internal data shows that pupil progress is improving rapidly following a strong focus on teaching and learning last year. Using the Christian teaching that all are created as unique and special the school is helping build pupils' confidence in their own ability. Disadvantaged pupils are well supported enabling them to make comparable progress to their peers. There is a strong sense of being part of a caring family which goes beyond that of a small school. The application of Christian values are central to this with pupils exploring how these influence their actions. Older pupils naturally welcome younger peers and model values, showing real care and concern. A pupil said, 'there is no bullying because we respect one another.' Behaviour is of a high standard which is consistently attributed to the school's Christian character. The provision for spirituality is developing. There is an agreed understanding of spirituality and more opportunities for pupils to reflect in different subjects. Big questions in RE challenge pupils' thinking, such as, 'Is God responsible for all the bad things that happen?' Pupils find these 'big' questions thought provoking. At present opportunities for reflection are not identified in planning and as a result there are not sufficient high quality experiences to extend pupils' thinking. Pupils have a growing understanding of Christianity as a multi-cultural faith through studying festivals in Spain and identifying differences and similarities. At present this is not fully developed. Pupils explore world faiths and recount important aspects of these. This leads to pupils showing respect and empathy for those who hold different views to their own. Pupils have a good understanding of the role of the local church. Pupils re-enacted a Christian wedding talking about the vows and the commitment this meant. RE supports spirituality and the school's Christian character by helping pupils to explore Christian values and how they influence people in different situations.

### **The impact of collective worship on the school community is good**

Pupils experience some moving and thought provoking acts of worship which challenge their ideas. They respond by organising fund-raising activities in creative ways which raises empathy for others. A variety of different styles are used in worship with a strong emphasis on the visual which engages pupils. Leaders help pupils to make links between themes raised and daily life so pupils perceive their relevance. Pupils are asked to consider what the message might mean to them or how they could respond. Pupils talk about the importance of worship as a time to share with God and their wider school family. They can recall particular acts of worship which have influenced their thinking or actions. Examples include how this has helped them to deal with minor disputes or share concerns. Pupils now feel more involved in worship. The 'Open the Book' worship provides opportunities for pupils to be involved in drama which they enjoy and use response partners to share ideas and learn from others. Improvements to worship have seen a clear Anglican structure established which pupils understand. The head of school has supported members of Key Stage 2 to plan and lead worship with some independence which they welcome. This is still at an early stage of development. It does begin to address a target from the previous inspection. The head of school poses questions related to the value encouraging pupils to share their responses as to how they have used the idea at the next time of worship. Pupils articulate that this has deepened their thinking about values. Pupils understand that prayer for Christians is a way of sharing their ideas with God and can talk of some of the different ways they could do this. There is no clear plan to develop pupils' understanding of prayer. Recently pupils have been encouraged to respond spontaneously in prayer to ideas raised, they do this with enthusiasm and growing thought. Prayers of older pupils show deepening ideas. Prayer spaces in class provides opportunities for pupils to pray. Pupils are beginning to shape these spaces so their importance is rising. Adults and pupils asked for a time of reflection which helps them to consider their beliefs which they appreciate. Pupils' understanding of the teachings of Jesus is particularly strong and they share a number of stories in considerable detail. Their understanding of the nature of the Trinity is growing and they can use images to explain their thoughts. Planning of worship themes is more detailed with an aspect of the value progressively explored each week, securely linked to biblical stories. More leaders are now involved with the church making excellent contributions. Pupils monitor worship using an agreed criteria. They now do this more confidently, evaluating the message for clarity, considering if pupils are engaged or

how worship could be improved. Their suggestions have led to more contemporary worship songs being introduced with pupils deciding which value they develop. In one evaluation a pupil said, 'now I will be a better version of me.' At present monitoring by Trust members is more informal, but is used to inform improvements.

### **The effectiveness of the religious education is satisfactory**

Pupils are now making better progress in RE and attainment is rising. However, pupil attainment remains below age related expectations. New assessment strategies are in place but not yet embedded. These provide accurate information which help staff to plan and meet the needs of each individual. Work is now closely matched to the pupils' abilities. Disadvantaged pupils are closely monitored and support given enabling them to make comparable progress to their peers. The focus on teaching and learning has led to improvements. Some aspects of teaching are good, but it remains variable. Opportunities to deepen pupils' understanding of values are not taken. Questioning does not extend pupils' thinking or promote the use of higher order thinking skills. Pupils can recall facts about world religions but they do not have opportunities to consider what this might mean for a believer or make comparisons with their own beliefs. The introduction of 'Understanding Christianity' resources have helped to raise staff knowledge and confidence for teaching about Christianity. Pupils are now exploring key Christian concepts such as incarnation or covenant with a deeper understanding. There are some examples of focused marking where staff are beginning to develop individual questions which extend pupils' thinking. Pupils' views of RE are generally positive but they are not confident to explain why or how RE contributes to their daily lives and thinking. Leaders regard RE as a core subject and ensure that it has the appropriate time allocation with Christianity given a high profile. The RE lead for the Trust is helping to raise the quality of teaching in RE and improving planning. Pupils are encouraged to express their work in different ways including art and drama which they enjoy. The introduction of RE floor books captures pupils' ideas and the different ways they show their understanding which they appreciate. The RE leader uses lesson observations and work scrutiny to inform the RE development plan. An example of this is an enquiry approach to learning which staff are developing.

### **The effectiveness of the leadership and management of the school as a church school is good**

The school's vision is articulated through the parable of the lost sheep. Leaders talk confidently about the biblical principles which underpin the vision. They explain how the parable shows that God loves everyone and does all he can to look after them. The school sees its mission to show God's love in everyday situations. Leaders and staff use Christian values to show this care. Pupils have a growing understanding of the vision and talk about the shepherd being God who cares for everyone. They see adults showing this care and respect to them so they show it to others. A good example of this is pupils carrying out random acts of kindness within the community. Pupils talk about being a school family and valuing one another. Leaders make links between the vision and their challenge for pupils so they have high aspirations of what they can achieve. This enables them to flourish in all of their God given talents and have choices for their futures, life in its fullness. The new head of school has brought stability and focus to the work of the church school following a period of uncertainty. She has created a team who share her vision and have high aspirations for pupils. Case studies shared by the school show how the vision links to the well-being of pupils and families. The school finds creative strategies to support families. These have had a significant impact for pupils. There is limited evidence of previous evaluations relating to the work of being a church school. The MAT is re-developing and there is currently no local governing body to undertake monitoring. Senior leaders from the MAT are involved in informal monitoring which has been valuable. These have led to improvements in collective worship. Targets have been set to raise the impact of being a church school further. Ongoing monitoring by the head of school is astute and led to a number of changes, such as re-stating the vision and introducing new approaches to teaching RE. Clear procedures are being put into place to improve the quality of evaluations by leaders at all levels. Additional training for staff is closely matched to identified needs. The introduction of 'Understanding Christianity' resources is changing the approach to teaching in RE. The MAT offers invaluable support to leaders helping them to raise the quality of teaching and learning. The leader of RE and collective worship is well supported in making significant contributions to develop the work of a church school, fulfilling the statutory requirements for these. The MAT enables staff to develop leadership skills so they can take up senior roles in other church schools. Diocesan expertise facilitates training and extends the impact of monitoring the school's Christian distinctiveness. Relationships with local churches are strong where they lead several acts of worship each week and offer pastoral support. The school is re-establishing itself in the centre of the community. Parents celebrate the work of the school and correctly recognise the individual nurture it offers.