Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Offwell Church of England Primary School					
Address	Offwell, Honiton, EX14 9SA				
Date of inspection	06/02/2019	**Status of school**	Voluntary Controlled Primary		
Diocese	Exeter		**URN**	113359	

Overall Judgement	**Grade**	**Good**
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels in enabling pupils and adults to flourish?		
Additional Judgement		
The impact of collective worship	**Grade**	**Good**

School context

Offwell is a primary school with 79 pupil students on roll. The school has a low level of religious and cultural diversity and very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above the national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The headteacher was appointed very recently to the substantive post having been appointed on secondment in September 2018.

The school's Christian vision

Be Well: Learn Well: Live Well: Offwell!

'Friend……Pray, enjoy good health and may all go well with you'. (3John 1:2)

All are inspired to fulfil their aspirations through the shared Christian values of loyalty, sharing, forgiveness, honesty and caring.

Key findings

- Whilst the school's new Christian vision is having an impact in creating a strong sense of belonging to the school community, it is too soon to identify its effect on pupils' academic achievement.
- Staff have a shared understanding of spirituality including through the use of Big Questions, which is enhancing pupils enjoyment of learning but this is not consistent across the whole curriculum.
- Although pupils are actively engaged in worship they do not have regular opportunities to lead worship
- The pupils' commitment to improve the lives of two orphans in Kenya is uniting the whole school community.

Areas for development

- Deepen the impact of the vision so that all pupils including the disadvantaged are able to make progress in line with the national average.
- Provide progressively deeper opportunities across the curriculum which will enable pupils to develop curiosity through questioning in order to help them explore spiritual and ethical issues.
- Actively involve pupils in the planning and leadership of worship on a regular basis so that they take a greater role in the development of worship within the school.
- Seek curriculum opportunities for pupils to learn from visits and visitors from other faiths and cultures in order to increase pupils' understanding of difference and diversity.

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How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's Christian vision has been developed since the appointment of the new headteacher. This vision strongly reflects the local context and builds on the school's existing distinctive Christian character. It is highly inclusive, aspirational and creates a strong sense of belonging. As a result, it is having a powerful impact on the whole life of the school by strengthening relationships at all levels. The vision is fully understood by pupils and parents to be based on Christian teaching.

School leaders, including governors have addressed the issues from the last inspection with consequent benefits for pupils. A key feature of the self-evaluation process is the consultative and monitoring role of the ethos group of governors and pupils. This is evident in their very effective leadership of the development of the new vision and review of the school's existing core values. Self-evaluation by governors and school leaders is embedded and effective. The process has been reviewed recently and systems are now in place to further improve outcomes.

The school's partnership with the church community is strong. Despite, the current church vacancy, weekly worship in church is led by a member of the clergy. The rector from the neighbouring parish, at the headteacher's suggestion, now supports the school. Her contributions are much valued, not only for worship not also for her support for religious education (RE) and pupils' personal spiritual development. The school's partnership with the diocese and the local East Devon Church Schools Group is very effective. For instance, the mentoring and opportunities for professional development provided, have enabled the headteacher to make a good start in her new role.

The school's creative curriculum is a vibrant and innovative expression of its Christian vision, Pupils talk with enthusiasm about their learning and confidently articulate its relevance. For instance, they recognise that their daily morning exercise keeps them fit and the variety of engaging interactive topic work widens their skills as well as knowledge. Consequently, they enjoy school and their attendance has increased and is above the national average. However, attainment and progress in mathematics, in particular, and for disadvantaged pupils, are below the national average. As a result, the potential of the school's vision to enable all pupils to flourish is underdeveloped. Significant actions are now being taken to ensure that this trend is reversed.

Weekly celebration worship underpins achievement in its Christian context and inspires pupils to be the 'best they can be'. The vision motivates pupils to be courageous advocates for change at a local and global level. The school council and ethos group have led the whole school community to support the lives of two orphans in Kenya. Their commitment to raise funds to improve the lives of these children is an expression of their Christian value of sharing what they have with others, less fortunate than themselves. As a result, the Urafiki project is transforming the lives of the pupils at Offwell as well as those in Kenya. A recent initiative by pupils to create bee-friendly places in the school grounds has been successful and has forged a link with the Forestry Commission. Pupils and adults act in support of others far beyond the village as well as in safeguarding the local natural world.

A culture of mutual respect, support and encouragement is a strong feature of the school. Pupils say there 'is always someone there to help' them. Any disagreements are managed very well by pupils themselves with minimal intervention from adults. The core values, including forgiveness, and reconciliation are lived out in daily life. As a result, relationships between pupils and at all levels are excellent. Pupils and staff feel valued because their well-being matters to school leaders.

Collective worship is central to daily life at Offwell. All staff and pupils feel included and involved. Christian teaching, often from Bible stories, is closely linked to the school's vision and values. Pupils recognise that it provides important messages at a personal level. For example, pupils understood the need to encourage each other in the same way that Jesus encouraged others, often who were the marginalised. Worship in St Mary's Church provides a tangible spiritual dimension recognised by pupils. They identify the church as a welcoming, peaceful and quiet place in which to reflect and pray. Aspects of Anglican practice, such as an opening liturgy and lighting of the candle to represent the light of Christ, are understood very well. However, although an understanding of the Trinity is developing from learning in RE it is not yet embedded in daily worship. Pupils enjoy actively participating in worship, noted from their enthusiastic and wholehearted singing. The contributions of the Open the Book team from the church community are highly valued by staff and pupils. As a result, the good partnership with the church enhances worship. The senior teacher plans and coordinates the worship programme very effectively, involving and supporting staff, clergy and pupils from the ethos group. Opportunities for pupils to evaluate worship are effective although they do not have opportunities to lead worship on a regular basis. This reduces their ability to play a role in the development of worship.

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Following staff training since the last inspection, provision for pupils' spiritual development and emotional well-being is well-considered and consistent across the school. Spiritual development has had an ongoing prominent role in the curriculum. Pupils recognise how 'Big Questions' explicitly promote their learning. They enjoy the way the questions make them think and reflect and appreciate their responses are valued. However, as yet, there is not a structured plan in place to develop spiritual and ethical awareness progressively across the whole curriculum. Children say there are a variety of strategies available to enable them to be calm and reflect. These include extra-curricular activities such as an art club as well as time at the end of the day. Questions linked to their Viking topic work or the Creation in RE encourage pupils to stop and think. They are confident to express their feelings and opinions because the school is a very supportive environment. For instance, a discussion about praying in church alone or with others provoked feelings and thoughts which were treated with respect and sensitivity.

The school's curriculum and RE in particular, provides opportunities to encourage a respect for difference and diversity. Local Christian visitors have promoted a good understanding of Christianity as a global living faith. However, opportunities to develop a greater understanding of diversity in a range of faiths from visits and visitors linked to other faiths are limited. The RE curriculum is well- balanced and in line with the Church of England Statement of Entitlement. Pupils enjoy RE because teaching is engaging and interactive, using enquiry skills as appropriate. It is relevant to their needs. For example, younger pupils were able to explore feelings of being lost by learning about Jesus in the temple through drama and role play. The subject leader ensures he is up-to date with his training and supportive of staff. As a result, RE is an important expression of the school's vision enabling pupils to flourish.

The school meets the statutory requirements for RE and collective worship.

Headteacher	Lorna Legg
Inspector's name and number	Daphne Spitzer No 37

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