

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

The Clinton Church of England Primary School			
Address	Merton, Okehampton, Devon EX20 3EQ		
Date of inspection	13 November 2019	Status of school	Primary Academy inspected as VA Alumnis Multi-Academy Trust
Diocese / Methodist District	Exeter Diocese	URN	145884

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

Clinton is a primary school with 28 pupils on roll, and six in the preschool. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with national averages. Ofsted judged the school to be inadequate in March 2017. A new headteacher was appointed in September 2018, serving both Clinton and its partner school, Dolton. The school joined the Alumnis Multi Academy Trust in October 2018.

### The school's Christian vision

**'Together we nurture, love and learn whilst aspiring for excellence'.**

Whilst in pursuit of this we value: **Respect, Friendship, Forgiveness, Courage, Aspiration.**

The vision is inspired by Colossians 2 v6-7 'Keep your roots deep in Jesus, build your lives on him'

### Key findings

- The headteacher, with support from Alumnis Multi-Academy Trust (MAT), provides excellent leadership. This has resulted in rapid improvements in provision, ethos and academic progress over a very short period of time, reflecting the school's vision and values.
- The themes of stewardship, service and social justice (which arise from the vision) drive the innovative curriculum. This inspires pupils and contributes to their good spiritual development.
- In Religious Education (RE), innovative and effective assessment is used to help pupils progress well.
- Inspirational and invitational collective worship makes a real difference to children's lives, attitudes to learning and behaviour. As a result, pupils' spiritual development is good.
- Vulnerable pupils and those with Special Educational Needs and Disabilities (SEND) are welcomed and supported. The staff nurture and build pupils' self-esteem, enabling all pupils to flourish and progress.

### Areas for development

- Embed and extend education for difference, diversity and global links. Extend opportunities for social action projects that are influenced by pupils' own ideas.
- Extend the good work of the ethos committee to make links with the wider diocese, parish and church communities so that pupils' experiences can be further enriched.
- Embed the new RE curriculum and its innovative and effective assessment practices. Share this good practice across the MAT and beyond,

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**

This school has made rapid and impressive improvement since the Ofsted judgement in 2017. This is due to the strong leadership of the headteacher, and the excellent support of the Alumnis Trust. The headteacher, with staff and governors, has produced a clear Christian vision and values. This has inspired the whole school to rapidly progress and flourish. The leadership team clearly articulates how the school vision is rooted in the teaching of Jesus and following his example. Colossians 2 verse 7 inspires the vision.

Staff are nurtured and supported by the headteacher and the excellent training on offer through the MAT. For example, there have been marked improvements in the standard of teaching, and staff from Clinton now train others in the MAT. Jesus' teachings and the Christian vision inspire an innovative and improved curriculum based around themes of stewardship, service and social justice. These themes motivate and interest pupils. This helps them to achieve well across all curriculum subjects. The curriculum develops and supports pupils' spirituality. It enables them to study the impact of issues on themselves, their local community and then the wider world. The school is outward looking. Pupils are aware of national issues of concern such as overuse of plastics, poverty and injustice. They take action on these via fundraising and support for local and international charities. This work is yet to be extended and embedded so that pupils' own ideas can influence the school's social action projects. The skills of teambuilding, resilience, celebrating difference and developing respect are all interwoven into the curriculum. As a result, pupils grow in confidence and achieve well.

Effective ongoing evaluation by governors has a positive impact on the school's Christian distinctiveness, strategy and practices. This leads to improvements in the quality of worship, staff wellbeing and the progress of vulnerable pupils. The school has developed considerably as a church school since its last SIAMS inspection. The Christian vision is lived out by all staff, who nurture pupils and raise their aspirations. Pupils are able to progress and flourish both academically and spiritually in this school as a result.

The school curriculum is innovative and inspired by the Christian vision of the school. It enables pupils to develop well academically and spiritually, and to engage deeply with moral and ethical issues. Teachers' questioning allows pupils to develop their confidence and deeper thinking skills. For example, under the theme of stewardship, pupils study how plastics damage our world, and then act to ensure that the school has effective recycling. They write prayers and plan and run collective worship which supports these themes. Pupils' academic progress has improved since the Ofsted inspection, and is now good. This includes those with SEND and vulnerable pupils. This is due to the hard work and continued professional development of staff, supported by the Alumnis Trust. External reports have verified this. The school welcomes, supports and nurtures all pupils, including those who have special needs and those who arrive from other schools. These whole school improvements ensure that all pupils now aspire to excellence. Exceptional support is given to vulnerable pupils and their families, enabling them to thrive and flourish. Work on 'growth mindset' activities has an excellent impact on pupils' self-esteem and resilience, contributing to good academic progress. Wild Tribe gardening activities ensure that pupils can benefit from the outdoor environment. These activities build close links with the community. For example, the recent harvesting of produce was followed by the Harvest festival in church, and a 'big soup' made for the whole school, parents and local community members.

The pupils' ethos committee is a force for change in the school. They work with governors to integrate the Christian vision into school life, giving pupils a real voice. These pupils clearly articulate their ideas, and put these into practice supported by dedicated staff. For example, the ethos committee has created the school song, which illustrates the Christian vision for the school and how it is lived out. This is an inspiring addition to collective worship. The committee and local clergy occasionally meet together to plan. However, links between the ethos committee and local parishes are not yet fully developed and exploited in order to further enrich pupils' experiences.

Behaviour is good, and attitudes to learning are positive. Pupils and parents feel listened to, and they are fully supportive and appreciative of the positive changes that have taken place. Pupils feel safe and help to support one

another in class and social times. Staff work closely together. They appreciate the excellent support they have had over the last few difficult years from both the Alumnis Trust and the headteacher.

Collective worship is at the heart of the school. Through worship, pupils see the values as relevant and helpful for their lives and how they learn and live together. Worship is coordinated and planned by a lead teacher, and is varied and inspiring. It is rooted in the school vision, and helps to explain and illustrate the Christian values. Singing and Bible stories motivate pupils to reflect on their own spiritual growth, and to take action. The ethos committee regularly plan and lead innovative worship. Local clergy also contribute to the programme. Festivals are celebrated with parents and the community in local churches. Pupils pray or reflect throughout the day, and confidently speak about how this helps them in their learning and daily lives. Worship is invitational, and pupils with no religious belief are comfortable about joining in. Parents say that the school values enrich their children's lives, developing their spirituality and providing a moral compass. Pupils confidently explain theological concepts such as the Trinity. They understand the importance of the Eucharist to Christians. Worship and classroom times of reflection are monitored and evaluated by the whole school community, ensuring quality experiences.

RE is well planned and is at the heart of the whole school curriculum. It makes clear connections to, and reflects, the vision and values of the school. The new RE curriculum acts as the launch subject for the key theme of the term. The lead RE teacher provides excellent planning, resources and progress tracking systems. This enables all pupils to learn well in the subject. She also supports teachers at Dolton school, and contributes to the MAT RE hub meetings to share good practice. RE at this school enables pupils to have a good knowledge and understanding of key Christian teachings. It helps them to compare and analyse the teachings of different religions and worldviews, and to apply these to their lives. Pupils enjoy RE and it gives them a safe space to explore their own views and opinions.



**The effectiveness of RE is Good**

Teaching and learning in RE is good. The innovative assessment tracking system in RE enables teachers to accurately assess pupils' progress, and to provide them with appropriate challenges where these are needed. As a result, progress in this subject is good, including for vulnerable pupils and those with SEND. The tracking system is highly effective in monitoring standards and effecting improvement in RE.

Headteacher:

Rachael Sharpe

Inspector's name and number

Judith Larrington 948