

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

Kenn Church of England Primary School			
<b>Address</b>	Kennford, Exeter, Devon, EX6 7TX		
<b>Date of inspection</b>	04/06/2019	<b>Status of school</b>	Osprey Academy Trust
<b>Diocese</b>	Exeter	<b>URN</b>	113397
<b>Overall Judgement</b>		<b>Grade</b>	<b>Good</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>Additional Judgement</b>			
<b>The impact of collective worship</b>		<b>Grade</b>	<b>Good</b>
<b>School context</b>			
<p>Kenn is a primary school with 107 pupils on roll. The majority of pupils are of White British heritage. The school has a low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. On 1<sup>st</sup> June this year, Kenn Church of England Primary School and its federated partner Kenton Primary School joined schools in the Teignmouth Learning Trust to form the Osprey Academy Trust.</p>			
<b>The school's Christian vision</b>			
<p>Aspire, believe and flourish in our nurturing community  'Spur one another on toward love and good deeds' Hebrews 10:24  All are inspired to fulfil their aspirations through the shared Christian values of forgiveness, friendship, compassion, truthfulness and respect.</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• The vision promotes an exceptionally supportive and cohesive community in which the mental health and well-being of all are nurtured</li> <li>• The vision creates an aspirational culture where pupils are inspired to be the best they can be, and all are valued and flourish.</li> <li>• Although staff have a shared understanding of spirituality, this is not consistently applied in an increasingly progressive way across the whole curriculum.</li> <li>• Pupils are actively engaged in worship, however they do not have regular opportunities to lead worship themselves.</li> <li>• Issues of inequality and injustice are raised within the curriculum. However, pupils do not yet feel empowered by their vision to make a tangible difference, by engaging in social action projects.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Raise the profile of global issues of inequality and injustice across the curriculum so that pupils are inspired to act and social action projects embed themselves in the whole life of the school.</li> <li>• Actively involve pupils in the development of worship by enabling them to lead in a regular basis so that they have a greater ownership of its impact on the life of the school.</li> <li>• 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.</li> </ul>			

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

Kenn's Christian vision is deeply rooted in the school's community and biblical teaching. The vision creates a strong sense of belonging to the church school community. It drives the way the school nurtures each individual child within a highly caring Christian family. The words of the vision are understood by pupils to be aspirational and inclusive. The school's Christian vision shapes its direction and its development plans. It prioritises the role of religious education (RE) and collective worship. Many policies are generic and shared with the community school Kenn is federated with. This does not appear currently to affect the school's focus on its distinctive Christian character. School leaders are aware of current thinking in church school education through its good link with the diocese. Staff and governors have many opportunities for professional development which have a good impact on pupils' learning. Self-evaluation by governors and school leaders is embedded and effective. It has resulted in the decision to become an academy within the newly formed Osprey Learning Trust. This has been a very lengthy and well-considered process particularly in view of the fact that it is the only church school in the group. The diocese has been involved as a full partner in the process. As a result, the partnership between the school, the MAT and the diocese is strong. The local Vicar is very supportive of the school ensuring that the school's partnership with the church is good. The school's nurturing role at the centre of the village community is apparent by the way it has chosen to maintain the local Food Bank and cardiac defibrillator.

The school's creative curriculum is a vibrant and innovative expression of its Christian vision. For example, a local artist has recently worked with pupils to produce a beautiful artwork representing their vision. As a result, pupils now have a sound understanding of their school's vision and its meaning at a personal level. They are inspired by the vision to believe in themselves, achieve well and enjoy learning. Attainment and progress for all pupils is in line with national averages ensuring that all flourish. Innovative strategies are taken by school leaders to overcome barriers to learning and enable vulnerable pupils to succeed. Exciting curriculum themes widen pupils' skills and knowledge and are enhanced by a wide range of visitors and visits. These include a recent visit by a rabbi, visits to the nearby university and the cultural centre there and to the Eden project. In this way, pupils are deepening their understanding of life beyond the village including other cultures and faiths. Staff have a shared understanding of spiritual development which has a prominent role in the curriculum. Pupils recognise how 'Big Questions' explicitly promote their learning. They enjoy the way the open ended questions make them think and reflect and all 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.

Promoting aspiration and self-belief are central to the school's Christian vision. This creates a strong culture of celebrating achievement which is embedded in the award of the 'Golden Phone Call'. Pupils enjoy the focus on challenge which they recognise in their learning. Fund raising for charities chosen by pupils is closely linked to the school's vision and values. Themes have included caring for and protecting the natural world. As a result, pupils were inspired to undertake to clean a local beach. The school is participating in a project focussing on local travellers and refugees aimed to promote respect for different lifestyles. However, opportunities to raise ethical issues of injustice and inspire pupils to engage in social action projects are underdeveloped. Kenn's Christian vision of a nurturing community is lived out in its exceptionally supportive, open and cohesive culture. This is because the mental health and well-being of the whole school community is seen as a high priority. Opportunities to promote diversity and difference within the curriculum are very effective in developing pupils' open, accepting attitudes. Staff and pupils feel safe to express their opinions because they will be listened to and valued. All know that their personal well-being is important to leaders and others. Relationships between pupils are exceptionally strong because they have a deep understanding of the value of friendship as well as forgiveness and compassion. This is evident in pupils' comments that 'falling out doesn't mean we're not friends any more'. Any disagreements between pupils or personal concerns are usually resolved by older pupils acting as mental health ambassadors. These trained ambassadors volunteer to spend their lunchtimes supporting pupils who wish to share their feelings in a trusted setting. Parents have been invited to join in the training to enhance their children's learning and better support them.

Collective worship is central to daily life. It is inclusive, engaging and interactive. Christian teaching, often from Bible stories, reflects the school's vision and values enabling all to flourish. Pupils recognise that worship provides important messages about their behaviour and attitudes. For example, Jesus' story of the tax collector and the Pharisee was used very effectively to illustrate the values of integrity and humility. The work of the Exeter ICE Christian charity contributes very effectively each week to worship and spiritual development throughout the school. They hold Prayer Spaces' events as well as a popular weekly lunchtime club. Prayer and reflection spaces in classrooms promote a sense of personal spirituality and have a beneficial impact. Pupils are developing an

understanding of the Trinity from the opening liturgy at the start of worship as well as from RE. The vicar's valued contributions, including his recent theme of the Lord's Prayer, are developing pupils' understanding of Anglican practice. Planning for worship is shared between staff and other leaders, However although pupils have the opportunity to plan and share worship with the ICE team they do not regularly plan and lead worship themselves.

Religious education is fully recognised as an important core subject. It reflects the school's vision by fully engaging pupils in their learning. Pupils have a good understanding of the life of Christians. Pupils are able to compare the rites of passage and ways of worship between Christians and people of other major faiths, They enjoy expressing and discussing their own views about different beliefs and faiths. As a result, RE promotes pupils' spiritual development effectively. Following changes in staffing, the executive headteacher has recently adopted the role of RE leader. She is ensuring her own professional development is up-to-date and is sharing good practice from her diocesan training with staff and other local community schools. Assessment procedures are being reviewed and developed to build on existing practice. Foundation governors effectively monitor worship and RE ensuring pupils views are included. Statutory obligations are met and RE is in line with the Church of England Statement of Entitlement.

Executive principal	Amanda Somerwill
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