

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Salcombe Church of England Primary School	
Address	Onslow Road, Salcombe, TQ8 8AG
School vision	
Sailing to Success Working together to collectively improve opportunities for the children, parents, staff and the local community under one umbrella of Team Salcombe. Underpinned by Isaiah 43: 2-3a. 'When you pass through the waters, I will be with you; and when you pass through the rivers, they will not sweep over you.' Associated values of service, aspiration, integrity and love	
School strengths	
• The curriculum provides a wide range of opportunities for learning, including an awareness of relevant contextual environmental issues. These experiences are enabling pupils and adults to flourish. • The school leadership has created an encouraging caring culture where all are supported to face the stormy waters of life. • The school benefits from being part of the trust which is committed to Salcombe's development as a school at the heart of its community. • Positive relationships with the church and local community enrich the sense of belonging to 'Team Salcombe'.	
Areas for development	
Salcombe Church of England Primary School is not meeting all of the requirements expected of a Church school. Therefore, leaders should, as a priority, take the following action. • Take steps to embed a Christian vision so that it gives meaning and purpose to the life of the school. • Enable the Christian vision to shape worship so that it encourages all to flourish spiritually. • Ensure that religious education (RE) is of the highest quality and standing as part of the Church school curriculum.	
Inspection findings	
Salcombe Church school has a motto and a set of values based on community and teamwork. However, these are not underpinned by a Christian vision with explicitly related biblical roots. Adults' and pupils' understanding of the motto and values are varied and inconsistent. As a result, it does not unite the community and provide purpose and meaning to the life of the school. Recently,	

leaders identified the need to reduce the school's Christian values to increase their impact. However, it is these four values which drive the school's strategic direction instead of a deeply Christian vision. Trust and school leaders informally monitor and evaluate the work of the school as a Church school. This does not include monitoring of the impact of a Christian vision. The self-evaluation process lacks rigour. However, leaders have accurately identified some areas for development and the need to deepen their support for the school. The long-established weekly ethos club led by church leaders enhances the school's Christian distinctiveness and has a positive impact.

The school's curriculum provides a wide range of engaging opportunities to develop pupils' talents and interests. It encourages pupils to develop a love of learning. Pupils say they value 'experiencing new things'. These include participating in sports, music and arts festivals, special visits and visitors linked to themed learning. An annual focus week based on the theme of aspiration, using positive role models, motivates pupils to be their 'best self'. Pupils talk about the need to be resilient when things get difficult. Staff use a wide range of learning activities to ensure that barriers to learning are overcome. As a result, the outcomes of pupils identified as disadvantaged are being transformed for the better. Staff and pupils are developing an understanding of spirituality. Pupils can talk with real understanding about their reflections on their own friendships. Experiences such as forest school, and a wide range of residential visits enhance opportunities for spiritual development. However, its impact on pupils' learning has not been monitored and evaluated by school leaders.

Collective worship is a special time at Salcombe enabling all in the school community to gather together. However, it is not always a recognizable act of collective worship. It is known widely as 'assembly' which is a secular term. Themes for worship are also often secular too. In this way, worship is not generally shaped by the school's Anglican foundation. This is because features of the school's Anglican foundation are not embedded on a daily basis. Collective worship lacks distinctive Christian elements so that pupils have a limited understanding of biblical examples or traditions of worship. The singing of uplifting joyous songs or moments of stillness and prayer are not part of daily worship. Consequently, the impact on spiritual flourishing is restricted. However, Christian values are sometimes rooted well in their biblical context, particularly on a weekly basis during led by the Church youth leader. Services are now again celebrated in church with the whole community and this has a beneficial impact. The trust leaders have recognized the need to shape worship so that pupils and adults are empowered to flourish spiritually.

Salcombe is a warm and caring community where pupils and adults are treated well. Strong, caring relationships, inspired by the school's Christian values such as love, are central to life in this Church school. Pupils talk of the love shown by their teachers and how this helps them in school. They appreciate the central reflective space where they are able to feel 'chilled'. Trust leaders are highly supportive of staff mental health and wellbeing. They are particularly supportive of the head of school during the current period of staff instability. Consequently, staff morale is high. Pupils mix well across age groups and play happily together during social times. They are caring and supportive of one another. They are sensitive of each other's needs often going quietly to help another who might be having a difficult time. Pupils are able to resolve any disagreements independently. As a result, Salcombe is an inclusive and friendly school community.

School leaders create a respectful culture of justice and responsibility. Widening pupils' opportunities to experience greater diversity is evident from the recent residential visit to London. As a result of these beneficial experiences, the school is a place where interactions are based on mutual respect and trust. This strengthens the sense of a cohesive community. Pupils understand the need to show responsibility by their behaviour within school and beyond. Consequently, the school's partnership with this vibrant, active small town enriches all involved. In particular, the school's participation in the Remembrance and D-Day commemorations are the result of its valued partnership with the town. Parents have a strong partnership with the school which provides mutual

benefits for all. The school's growing partnership with the local church is much appreciated as is its involvement in the school's life. Issues about social injustice and black role models are embedded in the curriculum. So too are environmental issues within the context of this coastal town. During the recent Oceans Awareness week pupils expressed outrage at the amount of litter found polluting the local beaches. Following these visits, they were keen to write to local companies suggesting how they could become more environmentally friendly. However, taking action to act as agents for change is not embedded in school life.

RE is an interesting and engaging subject at Salcombe. Pupils enjoy their learning and find it relevant to their lives. However, school and trust leaders have not ensured that the provision for RE result in an effective curriculum. Pupils are encouraged to reflect and think about their own beliefs and those of others. This is making a contribution to pupils' spiritual development. Clergy are a valued resource for learning about Christianity. So too, are parents who share their faith with pupils. In this way, pupils find learning motivating and challenging. Nevertheless, pupils views about RE are not regularly sought and evaluated by school leaders. The curriculum is in a period of transition as is leadership. Currently, there is not a subject leader who has specialist training nor have staff had up to date professional development. This is a serious concern recognised by the school and trust leaders. In order to address this need, trust leaders have provided a leader across the trust to support the RE curriculum at Salcombe.

Information			
Inspection date	25 June 2024	URN	137662
VC/VA/Academy	Academy	Pupils on roll	81
Diocese	Exeter		
MAT/Federation	First Federation Trust		
Head of School	Henry Everitt		
Chair	Alex Walmsley		
Inspector	Daphne Spitzer	No.	37