

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

### Charleton Church of England Primary Academy

#### Vision

Holding hands, striding forward, Flourishing together,

The school vision is embodied in the Bible verses, "I am the true vine, and my father is the gardener." (John 15:1-8)

The school is a nurturing garden, with Jesus as the strong, life-giving vine, and God as the meticulous gardener who cares for every branch. The students, teachers, staff and families are the branches growing from this vine.

Remaining connected to Jesus, for nourishment and support necessary to thrive and produce good fruits.

Dedicated to cultivating a nurturing environment where every student can grow and flourish.

Charleton Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The Christian vision, which is framed in Jesus' teachings, shapes the work of the school. This leads to pupils, adults and families flourishing through a sense of identity and belonging.
- Collective worship is a joyful and valued part of the daily life of the school. It is a time for the school to come together to celebrate, give thanks, worship and connect with one another.
- Members of the school community show friendship, respect, responsibility and honesty to each other. Leaders model this through the ways in which they welcome, support and interact with pupils and their families.
- Leaders have a deep sense of responsibility for, and stewardship of, the school and its community. This is further strengthened through their relationships, both within the school and also their hub.
- The high-quality leadership of religious education (RE) ensures that the subject has a high profile in the school. Teachers are well supported in their roles by both the school and the Learning Academy Partnership Multi Academy Trust.

#### Development Points

- Embed a shared understanding of spirituality in all contexts. This is so that pupils have a deeper appreciation of its impact in the life of the school and the whole curriculum.
- Deepen pupils' understanding of how their service is important within their immediate community. This is to show pupils how they are enabling others to flourish.



## Inspection Findings

Charleton Church of England Primary Academy lives out its Christian vision daily, as 'the true vine', a small school with a large heart. This vision creates a deep sense of belonging which celebrates the individual. The school is inclusive and nurturing in communicating its vision. Pupils, staff, and families feel connected and valued. Pupils' clear understanding of the vision enables them to apply it to school life and the wider world. There is a positive atmosphere of support and respect for children, adults and families. A strong sense of teamwork runs throughout the school like the branches in their vision. The school promotes wellbeing, pastoral care, and holistic development through collaboration alongside their hub of three schools. This commitment is evident in policies and practice which are underpinned by their vision. Relationships across the school reflect this ethos. Parents, carers, pupils, and staff recognise the Christian vision in daily decisions. This vision enhances school life as they 'hold hands, stride forward, flourish together' at every opportunity. The school's approach ensures that pupils thrive, as 'good fruits' as barriers are turned into opportunities. An example of this is the whole key stage classes which enhance the sense of family, encouragement and responsibility through the range of ages. Staff feel motivated and valued as leaders create an environment where pupils and staff flourish. Families appreciate the school's caring ethos and the bespoke approaches that this small school offers.

Pupils are supported in their learning journey and the vision is at the forefront of their curriculum development. It is well crafted and aspirational for all pupils. This is enhanced through the trust's universal offer '70 promises before year 7'. This extends the curriculum beyond the classroom and brings equity by providing a universal offer regardless of the setting. The curriculum structure encourages pupils to make links between their learning and the wider world. However, there is a lack of consistency in terms of the school's shared approach to spiritual development across the whole curriculum. The thoughtful deployment and considerate use of the learning environment gives pupils the tools to flourish and achieve their best. This extends to the use of forest school and the importance that the vision places on each pupil nurturing their environment.

Collective worship is a valued part of daily life. It is a time for worship, reflection, and unity. Worship is inclusive as the invitational style sets out a safe structure that the pupils are familiar with. Storytelling, prayer, and song play central roles and are used to inspire pupils to take part. Pupils explore Christian teachings in meaningful ways. They actively participate in worship, bringing the teachings of Jesus to life. This builds confidence in expressing faith and a developing spirituality. There is a strong relationship with church leaders and clergy who contribute regularly. Their involvement strengthens connections with the Christian community and the newly formed friends of St Mary's church. Worship themes reflect the school's Christian vision and values. Pupils value collective worship and find meaning in it. Reflection time encourages pupils to connect with each other which is beginning to develop their spirituality in the context of worship. Prayers are heartfelt and meaningful. Music enhances the worship experience and pupils enjoy participating in hymns and songs fully. Worship develops a strong sense of togetherness and family. Staff also find joy and meaning in collective worship. Parents and carers appreciate opportunities to celebrate with the school as there are invitations to special worship events. These occasions strengthen the relationship between school and home.

Friendship, respect, responsibility, and honesty underpin relationships. These values create a safe and caring environment. Pupils, staff, and families feel welcome and respected. Leaders model these values in daily interactions. A culture of trust and mutual respect is evident. Examples of this include, turn taking, oracy work,



sharing and taking care of one another at lunchtime. Pupils take responsibility for their actions and behaviour. They support and encourage one another daily. The school actively supports families facing challenges through an open-door policy and drawing on expertise within the trust. The school prioritises emotional wellbeing. Pupils have access to pastoral support from a range of adults as pupils are known by all staff. They learn to resolve conflicts peacefully and the school's behaviour policy reflects the vision and their Christian values. Pupils understand the importance of forgiveness and reconciliation and relationships are strengthened through restorative practices. Older pupils offer additional support to younger pupils as they learn and play together. Parent and carers value the school's caring and inclusive approach.

Leaders ensure that the Christian vision drives decision-making. They work to sustain and develop the school's priorities and ethos. Staff wellbeing and development are high priorities. The school benefits from strong governance across the three hub schools. Leaders and staff work closely with the other schools. Partnership within the trust strengthens this collaboration. Leaders ensure that staff have opportunities for professional growth as staff training aligns with the school's Christian vision and is readily available. Working together enhances school improvement, as leaders work effectively across the schools within the trust. The school is outward-facing and adaptable. Leaders actively promote sustainability and social justice. Pupils take part in projects that help others and mirror their vision. Care for the environment is a shared responsibility. The impact of humans on the planet is in the curriculum and seen within the forest school session. Leaders encourage pupil leadership opportunities through their school council and eco group. Pupils develop confidence and responsibility. Leaders seek input from pupils on key issues, including the choice of stories from the Bible to show their values. The school supports local and global charities and fundraising initiatives reflect Christian compassion. Pupils learn about justice and fairness and the school's partnerships extend beyond the local area. There are, however, limited examples of how pupils apply their understanding of justice and responsibility within their immediate community.

RE is well led and effectively delivered. Teachers receive support and professional development from the leader. The curriculum is rich, challenging and engaging. Pupils explore Christianity and major religions in depth. Lessons encourage discussion, critical thinking, and enquiry where pupils gain a deeper understanding of faith and belief. Pupils enjoy RE and its relevance to their lives. RE lessons support moral and ethical discussions where pupils reflect on personal beliefs and worldviews. The curriculum promotes interfaith understanding which develops respect for different religious traditions. Pupils explore big questions about faith and existence which foster curiosity and open-mindedness. Teachers use creative approaches to engage pupils, including role play and artwork. Pupils articulate their beliefs with confidence because the dialogue is respectful during debates.

## Information

Address	Charleton, Kingsbridge, TQ7 2AL		
Date	19 March 2025	URN	144073
Type of school	Academy	No. of pupils	34
Diocese	Exeter		
MAT	Learning Academy Partnership Multi Academy Trust		
Headteacher	Hannah Ruston		
Chair of Governors	Carole Calvert		
Inspector	Jane Bird		