

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

### Torre Church of England Academy

<b>Address</b>	Barton Road, Torquay, Devon, TQ1 4DN		
<b>Date of inspection</b>	13/03/2019	<b>Status of school</b>	Primary academy inspected as VA
<b>Diocese</b>	Exeter	<b>URN</b>	140092

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</b>
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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?

#### Additional Judgements

<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>Excellent</b>

#### School context

Torre Church of England Academy is a primary school with 335 pupils on roll. The majority of pupils are of White British heritage. 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 disabilities is below national averages although there is a much higher than average provision for pupils with Education Health and Care Plans. The school serves an area with a very high level of deprivation.

#### The school's Christian vision

We live life in all its fullness

'- life in all its fullness' (John 10:10)

All are inspired to fulfil their aspirations through the shared Christian values of peace, prayer, praise, potential, pride and perseverance.

#### Key findings

- The exceptionally skilful headteacher and her leadership team, including the vicar and other governors, have created a vibrant Christian learning community which lives out its vision.
- Standards are in line with national averages although a gap exists between the attainment and progression of some disadvantaged pupils and the rest. Through successful, highly innovative and imaginative practice, the school is relentless in its pursuit to close this gap. This is having a significant impact, enabling all pupils to flourish.
- Staff and pupils recognise the exceptional culture of compassionate care and encouragement 'and a sense of hope'. All feel they are treated with dignity and respect and attribute this to the vision of the school.

#### Areas for development

- Enrich pupils' active experience of planning, leading and monitoring worship by creating new opportunities for them to take a greater lead in the development of worship within the school.

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 vision is deeply rooted in biblical teaching and its own local community. It is fully embedded in every aspect of daily life at school and exceptionally well understood by the whole school community. Pupils describe with passion and animation how Jesus' life and teachings showed them the way to live life to the full and how they can 'help others live life in all its fullness too.' As a result, pupils say they make 'the most of life' by absorbing and enjoying all that school has to offer. The vision holistically infuses and shapes the strategic direction of the school. It is driven by the school's strong partnership with the diocese and church. The school has recognised the need to amend its admissions policy to ensure it is inclusive of all pupils in the immediate locality. Their strong commitment to continuous improvement is demonstrated by the headteacher's work for the Church of England Foundation for Educational Leadership (CEFEL). Her highly effective role as facilitator for their primary headteachers' qualification has enabled the school to be at the forefront of national developments. Governors have established an exceptionally rigorous Church school self-evaluation process. Pupils' views make significant contributions to school self-evaluation outcomes and action plans. The school's partnership with parents is exceptionally strong and highly supportive of pupils' learning.

The school's own creative curriculum is a highly innovative and holistic expression of its Christian vision through which spiritual reflection is seamlessly threaded. In this way pupils' behaviour, attitudes and aspirations are transformed. An exceptionally wide range of strategies are used to differentiate the curriculum to meet the needs of each and every child, enabling them to flourish. Pupils' very positive experiences of life at Torre Academy are enhanced by visits and visitors, including artists and inspirational themed days. The school's curriculum empowers and challenges pupils to be the best they could be, the person God created them to be. The Christian values of perseverance and resilience in particular have a significant impact on pupils' personal development. They understand it is good to make mistakes because this is a crucial part of the way they learn. Using Big Questions enables pupils to explore and respond to global, spiritual and ethical issues in an exceptionally secure setting. As a result, pupils are able to develop and justify their viewpoints and disagree politely. Global and ethical issues, often linked to disadvantage and deprivation are raised as part of class weekly worship. This sets the discussions within the context of the school's vision. As a result pupils express a strong desire to support others by challenging injustice and inequality. A group of pupils expressed their desire to pray for the boys who were trapped last year in a cave in Thailand because they identified with them and wanted to help. Older children are inspired to give up their time to support the work of a homeless shelter whilst others support people with dementia at a local memory café.

The school is relentless in its efforts to close the gap in achievement between some disadvantaged pupils and the rest. Leaders make bold decisions with the curriculum, such as for the nurture groups, known as 'The Harbour'. As a result, the potential of disadvantaged pupils, including those with additional learning and personal needs and severe behavioural difficulties is transformed. This is because they are extremely well supported in line with the whole school vision's focus to remove and reduce barriers to learning. Pupils say that the school's values of perseverance and pride support them very positively in their learning. Standards of attainment and progress are consistently at or above national expectations. However, a gap in attainment exists between some vulnerable groups and the rest of the pupils.

The school's vision and values such as pride in their learning, promote an exceptionally powerful sense of belonging to the school learning community. Older pupils encourage and support others in the playground, successfully befriending them by acting as 'listeners'. Staff wellbeing policies reflect the school's vision and create a culture where they are supported in practical and compassionate care. They benefit from extremely well-targeted professional development which benefits other schools and the diocese as well as Torre. As a result, staff morale is very high. The open respectful culture, promoted by the vision, ensures staff and pupils are treated with dignity and respect. It is apparent in pupils' acceptance of difference and diversity, and of cultures. An exciting link has been made with a school community in Peru. Pupils talk with respect and admiration for the beliefs and ways of living of the pupils and adults there.

Collective worship is the heartbeat of the school community. This is because it strongly reflects the school's vision and its core Christian values. It powerfully supports its spiritual life. The school's values of peace, praise and prayer are closely linked with times of stillness, reflection and prayer during worship and the school day. A monthly Eucharist service is held in the hall to which the local community are invited. Pupils talk of their life-affirming, personal responses to receiving a blessing from the vicar. In this way the vicar and church community enable pupils to develop an excellent understanding of the ways Christians worship. The monitoring of worship is very effective. For instance, the impact of worship has been deepened recently by holding separate Eucharist

services for each key stage. Although pupils from the worship team do plan and lead, they do not yet have regular opportunities to do this without support. The school meets the statutory requirements for RE and collective worship.

Religious education is recognised as an inspiring and exciting core subject. It strongly reflects the school's vision by contributing to pupils' 'fullness of life'. The curriculum is well balanced between rich learning experiences which cover Christianity and other world religions and world views. Very effective teaching is motivating and challenging, enabling pupils to flourish. Pupils are fully engaged, reflect deeply and can hold challenging conversations about religion, their own beliefs and those of others. Consequently, RE makes a substantial contribution to pupils' spiritual growth. The subject leader has raised staff confidence and put in place systems for assessment which have enabled pupils to understand how they can make progress. She has regular opportunities to share new ideas with other schools as well as sharing her enthusiasm with parents. RE has a very high profile and is at the centre of the school's ongoing drive to improve.



**The effectiveness of RE is Excellent**

Religious education teaching and learning is consistently graded at least good by school leaders. Assessment strategies are exceptionally rigorous providing a very clear overview of attainment and progress and identifying strengths and areas for development. Attainment and progress for all pupils is above or at least in line with other core subjects measured against local expectations. This is due to a concerted approach by all staff which enables all pupils, including those with learning difficulties, to flourish academically in RE.

Headteacher/Executive principal/Head of school	Suzanne Julyan
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