

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goodleigh Church of England VC Primary School

Vision

‘Smile, Grow, Flourish’ encourages us to find joy, continuously develop ourselves and live a fulfilling life that aligns with our values and purpose. It reminds us to appreciate the present, seek personal growth and strive for a life of meaning and abundance.

Smile: John 15:1 ‘These things I have spoken to you, that my joy may be in you, and that your joy may be full.’

Grow: Proverbs 1:5 ‘Let the wise hear and increase in learning, and the one who understands obtains guidance.’

Flourish: Psalm 92:13 ‘They are planted in the house of the Lord; they flourish in the courts of our God.’

Strengths

- Leaders hold deeply the Christian belief that all people are precious to God. This drives extraordinary care for, and nurture of, pupils and adults within and beyond the school community.
- The school has a culture of goodness which inspires people to be the best they can be – not only for their own sake but also for the good of others. There is a powerful ethos of kindness and mutual support.
- Leaders are determined and entrepreneurial in seeking the greater good of pupils, their families and the wider community. This underpins important partnership working which enables the small school to have a big impact.
- The profound impact of the values, explored in worship, inspires pupils to live differently and look beyond themselves.
- Leaders are committed to breadth, access and inclusion in the curricular and extra-curricular offer. Therefore, all pupils have opportunity to shine.

Development Points

- Promote the Christian roots of the vision with greater clarity, confidence and consistency. This is so the Church of England foundation of the school is more securely expressed.
- Use the opportunities of the new locally agreed syllabus to ensure that the taught curriculum extends pupils’ knowledge and understanding in religious education (RE).
- Sharpen the processes for monitoring and reporting so that governors can more effectively and appropriately monitor the Christian life of the school.



Inspection Findings

Goodleigh school is living out Church of England's vision for education: 'Deeply Christian, Serving the Common Good'. It is distinctive as a church school because its buildings cluster around the church at the centre. However, it is the warm relationship between the congregation and the school which means the church is also at the heart of school life. Pupils use the church daily for music and other activities as well as for weekly worship. This means that they are as comfortable in the church as they are in a classroom. The school has taken on wider educational responsibilities by taking on leadership of a local community school. This reflects the Christian commitment of leaders to the common good. There is a single strapline of 'Smile, Grow, Flourish' which underpins a vision shared across the federation. This is supported with Bible references and expressed to suit both secular and church school settings. In practice this means that the Christian thinking that drives Goodleigh as a church school is not always prominent. Committed governors serve loyally and are frequent visitors to the school. They know the school well because they are immersed in it. However, their role as critical friends would be strengthened by a more formal approach to monitoring.

Leaders are determinedly ambitious for pupils because they want them to have fullness of life. They have planned the curriculum to prioritise the basic building blocks of knowledge, such as reading. Pupils therefore learn well while they are at Goodleigh and are equipped to flourish in their later education. Pupils with differing learning needs and vulnerabilities are seamlessly accommodated to learn alongside their peers. The school is committed to maintaining a curriculum that is broad and rich. Art, play and music-making form the backdrop to the school's daily life. In lessons, pupils are determined, enthusiastic and engaged. They enjoy the breadth of their learning within and beyond the classroom. The extensive range of extra-curricular opportunities on offer reflects the significant commitment of leaders. Through clubs, trips and visitors, pupils find out more about themselves and the North Devon countryside and coast. They have gardening spaces, forest areas and access to local woodland. Venturing further afield, pupils encounter the diversity of the city. This prepares them to take their place confidently in the wider world. Through these activities, opportunities for spiritual reflection are seized. For example, a topic on 'Creation' began with pupils visiting the woodland and photographing things they found awe-inspiring. In this way, everyday learning is deepened, as pupils take time to think about life's big questions of meaning and purpose.

The same positivity about learning is shown in RE. Pupils are interested and engaged, willingly contributing their views. They approach challenging tasks with enthusiasm. Teaching is creative and informed. However, in some lessons, not enough time is given to mastering new knowledge about religions. The curriculum covers an appropriate range of faiths and the school is keeping pace with new developments in RE. For example, pupils expressed particular interest in their learning about non-religious worldviews. Staff work hard to ensure pupils experience a breadth of religious expression. Work outside the classroom is strong, enhancing the resource of the local church with longer trips to Exeter Mosque and the monastery at Buckfastleigh. There, meeting with a monk had left a deep impression on pupils. Because of this, pupils have a strong appreciation of diversity within and between religions.

Worship is core to Goodleigh's life because it is the time when the important shared values are explored and embedded. Pupils participate with enthusiasm and offer thoughtful responses. They take the messages of worship strongly to heart. This is because of the commitment and depth with which worship is approached by staff. Teachers are particularly adept at exploring Bible passages with their classes. This means pupils think deeply about the worship themes. They live out what they have learned in school and beyond. The whole school gathers for worship in the church every week. The warm familiarity of the building, combined with the creative enthusiasm of clergy draws out rich responses from pupils. They are therefore very alert to a spirituality which prompts them to look beyond themselves in both worship and the curriculum.



The vision of the school intends that pupils grow to be good neighbours in their communities and good citizens in the world. Pupils comfortably accept diversity because of the breadth of experience and encounter offered by the school. Through choices made by leaders about the curriculum, pupils specifically learn about difference. Art, reading and encounter with 'cultural champions' give a secure understanding of life on a wider map. Pupils are also vocal in standing up for fairness. For example, a topic on history's neglect of the first black explorer at the North Pole caused pupils to express fiery indignation at his treatment. Through these and similar strategies, pupils develop as ready champions of justice. Giving to others is second nature in the school. Charitable work is focused on concern for justice and often is done discreetly in line with biblical principles. The rural context powerfully informs pupils' awareness of climate justice. A local farmer spoke of being startled by children's eco-challenge to him when they visited his farm.

In pastoral care and personal development, Goodleigh excels. Behaviour and relationships are consistently excellent. This is because the school is committed to a vision of nurturing good human beings who can live well together in community. Leaders are uncompromising in their expectations, yet gentle and generous in living them out. 'Kind' is a watchword across the school. The school is notable for its warm welcome and persistent care. Because of this, pupils come to Goodleigh from a wide area, with pupils often joining mid-year. All quickly pick up 'the Goodleigh way', where goodness is its own reward. This desire to do, and be, good is seen both in school and at home. Pupils voluntarily praise each other for their conduct and learning. Wellbeing of pupils and adults is given high priority. The school has been quick to respond to new opportunities to partner with external agencies supporting care and mental wellbeing. As a result, people feel well cared for. Therefore, there is a deep appreciation of all the school does across the whole school community.

Address	Goodleigh C of E Primary School Goodleigh Barnstaple Devon EX32 7LU		
Date	18 September 2024	URN	113376
Type of school	Maintained Voluntary Controlled; federated	No. of pupils	92
Diocese	Exeter		
MAT/Federation	Goodleigh CE Primary & Ilfracombe Infant and Nursery Federation		
Headteacher	Claire Grant		
Chair of Governors	Nadine Sampson		
Inspector	Barbara Easton		