

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Berrynarbor Church of England Voluntary Controlled Primary School

Vision

'Being the best we can be; committed to making a difference'.

Strengths

- The school's vision, rooted in the parable of The Good Samaritan, is evident in its strong sense of family and community.
- Driven by the vision, leadership at the school is ambitious at all levels, with a clear direction for improvement. Staff development is effective, committed to ensuring staff are the best they can be. The work of the RE leader has helped to develop spirituality across the curriculum.
- Strong partnerships shape the school's provision, ensuring it is inspiring and impactful for all pupils. These partnerships elevate staff confidence to lead. This is evident in the opportunities provided and the clear decisions made.
- The school fosters meaningful relationships within its community. It promotes a collaborative culture among staff and pupils while maintaining open and supportive communication with families.
- The vision drives a rich offering of curriculum experiences linked to the community. This enables pupils to discover their talents, confidence and allows them to flourish.

Development Points

- Develop effective methods to systematically monitor the quality and impact of collective worship. This is so that pupils are enabled to grow spiritually.
- Ensure that the religious education (RE) curriculum places a greater emphasis upon a range of religions and non-religious worldviews. This will enable respect for different beliefs and worldviews to be fostered.
- Enable pupils to apply their understanding of how to address injustice and deprivation. This is to allow them the opportunity to further extend the impact of the school's Christian vision.



Inspection Findings

Berrynarbor Church of England Primary School has crafted a vision deeply rooted in Christian principles, which allows pupils and adults to flourish. This vision supports the wellbeing and development of pupils and adults, living out the school's commitment to make a difference. Underpinned by the parable of The Good Samaritan, it fosters a strong sense of family and community. The vision guides decision making, supporting both adults and pupils during challenging times. By promoting flourishing, kindness and belonging, the school strives to allow adults and pupils to live life to its fullest. Through this, the vision has strengthened community links and partnerships. Pupils thrive through the school's 'kindness model'. It encourages looking inward to the school and outward to the world, reflecting Jesus' love and kindness. The aspiration is for pupils to carry these values beyond school, ensuring they flourish in all aspects of life.

Leadership at Berrynarbor is ambitious, driving improvements to fulfil the vision. Leaders and governors monitor and evaluate the vision effectively, ensuring it impacts pupils' outcomes positively. Evaluating this impact is a key agenda item in governing meetings. This reflects the school's desire to continuously assess and enhance its effectiveness and to make a difference. This it does.

The curriculum at Berrynarbor embodies its vision by emphasising high expectations and spiritual development across all subjects. It includes 'wow' moments that inspire awe and wonder throughout each pupil's school journey. This approach integrates self-awareness, relationships, leadership and citizenship into the curriculum. The school has a spirituality statement which highlights opportunities for each subject to include meaningful 'memory hooks.' The school's vision drives a rich array of curriculum experiences, such as their walking Nativity, connected to the community. This enables pupils to build confidence and be well-prepared to thrive within and beyond the school environment.

Daily collective worship at Berrynarbor is centred on spiritual growth, guided by the vision of 'being the best we can be'. This vision shapes worship by addressing worldwide issues and celebrating individual successes. Pupils are encouraged to apply lessons from worship in their daily lives, fostering a commitment to making a difference. Worship sessions tackle significant issues like loss, providing space for reflection and understanding. This is linked to the school's approach to spirituality. Planning involves partnerships. Weekly church worship sessions, led by church leaders, invite family participation and connect to broader themes. This inspires staff and enhances their confidence to lead. The worship is organised to draw on staff strengths, such as singing worship or thematic discussions led by subject leaders. Celebration worship, where values certificates are awarded, is led by various staff members. These reinforce the school's vision. Although the school has explored methods to evaluate worship, they have not yet found an approach which does not detract from worship.

The vision at Berrynarbor fosters a culture of respect and care for both pupils and adults. Equity is a core principle, ensuring each child receives the support they need to succeed. This commitment is evident in targeted support for those who need it most. Despite site challenges, the school has invested in facilities like their 'pastoral room'. The school collaborates closely with families, especially during tough times.

The vision fosters respect and support. This is reflected in the creation of a family-like environment where pupils and parents feel supported. It is also demonstrated in the respect and support older pupils show younger ones, even outside school. Enrichment opportunities, supported by the Westberry Federation, include performances at the Landmark Theatre and activities from Reception onwards. This enhances speaking and listening skills and promotes a community spirit. Staff are encouraged to excel, inspiring pupils to strive for excellence and kindness. Subject specialists across the federation share their expertise, engaging and enthusing the pupils. This approach ensures the school community thrives, with leaders actively seeking feedback for continuous improvement.



Building on the school's commitments to respect and care, Berrynarbor's Christian vision fosters a culture of justice and responsibility. This instils values of kindness and compassion, inspired by The Good Samaritan. Pupils speak about kindness, respect and treating others as they wish to be treated. These values are reflected in their actions, such as organising community support and visits. The school actively works to prevent isolation and loneliness, even in challenging environments. Leaders' focus on responsibility enhances pupils' understanding through continual conversation with them. This is often inspired by worship. However, pupils are not sufficiently engaged with issues of injustice and deprivation. Currently, there are not enough opportunities for pupils to apply their understanding of how to address injustice and deprivation. This limits their deeper, more active engagement with these critical issues.

The RE curriculum at Berrynarbor meets the requirements for a Church of England school. It is supported by a long-term plan that enables pupils to remember what they have learnt. In Key Stage 2, dedicated afternoons explore big questions, fostering curiosity and empowering pupils to ask questions. The curriculum ensures pupils understand biblical texts with enrichment supported through visitors and visits to places of worship. The RE leader ensures that pupils engage with challenging questions and understand Christianity as a diverse, global faith. However, there is insufficient focus on religions other than Christianity or non-religious world views.

Information

Address	Berrynarbor, Ilfracombe, Devon, EX34 9SE		
Date	16 October 2024	URN	113371
Type of school	Maintained Voluntary Controlled	No. of pupils	74
Diocese	Exeter		
Federation	Westberry Federation		
Headteachers	Susan Carey Faye Poynter		
Chair of Governors	Sian Jenkins		
Inspector	Antonia Lavictoire		