

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Collaton St Mary Church of England Primary School	
Address	Blagdon Road, Paignton, Devon, TQ3 3YA

School vision
Achieving and flourishing in our Christian community.
School strengths
<ul style="list-style-type: none"> • Collaton St Mary is a caring, inclusive Christian community that supports its pupils, including the most vulnerable, to achieve and flourish. • The strong theological roots of the Christian vision provide coherence between the school and the trust. Consequently, the vision is embedded firmly in all that Collaton does. • Collective worship is varied, inviting and inclusive. Worship gives pupils opportunity to advocate for causes that concern them, inspiring the community to think beyond itself. • The character curriculum has been thoughtfully constructed to support the whole child, prioritising character development alongside academic achievement. This reflects the school's strong commitment to its Christian vision and use of the values to shape school life. • Religious Education (RE) at Collaton is a strength. Pupils demonstrate impressive recall of detailed knowledge about a range of religions and worldviews. This reflects the school's commitment to RE, the quality of subject leadership and extensive support for staff.
Areas for development
<ul style="list-style-type: none"> • Embed a more coherent, confident, and consistent language for spirituality. This is so that all areas of the spirituality policy can be equally addressed. • Use assessment further to inform teaching in RE, so that there is greater depth and challenge.
Inspection findings
<p>Collaton St Mary is a school shaped by its Christian vision. Leaders give a rich account of the development of the vision, and its Christian roots. Pupils and parents recognise the way the school's commitment to its vision enables people to flourish. Parents identify the vision as a 'single thread' running throughout the school, enabling their children to flourish. Working together, the academy trust and Collaton underpin the vision through six character 'gateway' values. These are citizenship, leadership, explorers, expression, and flourishing. These values are the foundation of school life, showing how the trust and school work together to drive the Christian ethos. The values are rooted in bible stories, making them relatable and memorable for pupils. Within the trust, pupils and staff benefit from shared opportunities. Pupils enjoy trust sporting fixtures, while staff collaboration strengthens the links between vision and curriculum. Strengths of staff members are shared and celebrated. For example, the expertise of the school's RE lead is shared to support subject planning across the trust, and the diocese.</p>

Governors work closely with the school. Their regular monitoring is informed, collaborative, and supportive.

Curriculum planning at Collaton exemplifies Christian distinctiveness. Leaders focus on the vision, and gateway values, shapes a character curriculum which develops the whole child. The strength of teaching across the school is due to diligent and collaborative planning of well-resourced lessons. Pupils are enthusiastic, and confidently talk about their learning and progression. Vulnerable pupils, pupils with SEND or pupils who have English as an additional language (EAL) are well supported. Resources are well-considered and teaching assistants skilfully used. Parents and carers consider the care and support provided for the needs of their children as exceptional. Through staff expertise and leaders' commitment, school life is strengthened by art. It contributes to the joyful learning environment, to environmental and equalities education, and to mental health and well-being. Art is also a key to the exploration of spirituality. For example, by working collaboratively using colourful fabric, pupils developed understanding of unity and diversity. Other art activities support the practice of stillness. The wider curriculum encourages pupils to think outside of themselves. For example, in geography pupils thought about the experience of refugees. However, all areas of the spirituality policy are not equally addressed. This is because strategies and language to think about the aspect of the 'beyond' are not embedded.

The planning and structure of worship at Collaton is a strength. It creates an environment where there is space for spiritual growth that nurtures pupils. As the school gathers to share worship, the sense of community is strengthened. Familiar rituals, such as lighting a candle give space for calm, contemplation, and spiritual development. Worship is inclusive and invitational. Consequently, pupils are engaged and willing to participate. The variety of styles means that pupils look forward to worship and value how it adds to their day. They enjoy singing in services or watching local church representatives share bible teaching through drama. Class worship allows time for spiritual reflection, with pupils encouraged to reflect on 'I wonder' stimuli. Staff are confident in their delivery of worship because they are well supported. Pupils enthusiastically plan and lead worship, especially where this links to their Civic Awards. Worship has an impact on the wider school community. Parents explain how it inspires their children to take the school's values to heart even outside school. Pupils share messages of worship at home, challenging households to be more eco-friendly. In addition, they share practical Christian messages such as treating others kindly. Leaders encourage time for stillness when people can reflect, pray, or practice mindfulness. This contributes to the development of individual spirituality as well as personal well-being.

Collaton's Christian vision drives a culture where all are treated well. Parents, staff, and pupils talk unreservedly about leaders' support. The school and trust work collaboratively, helping staff develop professionally. The Head's empathy and open-door policy allows a culture of well-being to fan out across the school community. People speak warmly of Collaton as a 'family' that helps and accepts each other, wanting the best for everyone. This ethos has been at the forefront through difficult times, such as bereavements. The spirit of care and nurture supports members of the school community during life's challenges and in embracing new opportunities. The impact of this is demonstrated when former pupils return to the school, describing their flourishing, both personally and professionally, because of the foundations put in place at Collaton.

The school has built a culture of justice and responsibility. Pupils confidently speak up for others, knowing their voices will be heard. They eagerly seek out opportunities to take on responsibility, becoming buddies to younger pupils, or participating in the Civic Awards. Classes choose and focus on particular issues of concern, giving pupils a sensitive understanding of the world's needs. Pupils enthusiastically raise awareness and put ideas into action. This ranges from charity support for the RNLI to explaining the impact of farming palm oil. Pupils share their learning in church and the wider community, and even the publicity of a national charity. In this way, pupils learn how their voice for change can be influential on a wider map.

RE has a high profile at Collaton and is of very high quality. Time given to the subject enables pupils to explore a breadth of religions and worldviews. Consequently, pupils develop a wider understanding of religion than the faiths encountered locally. Pupils talk positively and sensitively about their learning, writing in detail about complex teachings in world religions. They engage well in lessons and are proud of their work. Creative approaches to the subject spark children's curiosity. The curriculum is well-planned and sequenced, reflecting high quality subject leadership. Non-specialists are confident to deliver RE because of the support they receive. Learning is shaped so that pupils follow the church calendar in a meaningful way. For example, at Easter, pupils learn about the impact of the crucifixion on Christians and the importance of forgiveness. RE is well-resourced and published materials skilfully adapted. Leaders and governors take the monitoring of RE seriously. However, assessment in RE does not always correct misunderstandings or challenge pupils to think more deeply in their answers.

The inspection findings indicate that Collaton St. Mary Church of England Primary School is living up to its foundation as a Church school.

Information			
School	Collaton St Mary Church of England Voluntary Aided Primary School	Inspection date	26.06.24
URN	145103	VC/VA/Academy	Academy
Diocese/District	Exeter	Pupils on roll	213
MAT/Federation	Academies of Character and Excellence. (ACE).		
Headteacher	Nicky Postlethwaite		
Chair of Governors/ Trust Board	Di Hatherley and Cheryl Weyman		
Inspector	Sara Fox	No.	C23/24