

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

### Marshfield Church of England Voluntary Controlled Primary School

Chippenham Road, Marshfield SN14 8NY

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Bristol</b>
Previous SIAMS inspection grade	Outstanding
Local authority	South Gloucestershire
Date of inspection	15 March 2018
Date of last inspection	14 March 2013
Type of school and unique reference number	Primary 109168
Headteacher	Jessica Bolt
Inspector's name and number	Revd David Hatrey 844

#### School context

Marshfield Church of England Voluntary Controlled Primary is a smaller than average school. The majority of children come from a White British heritage. The number of children who are entitled to pupil premium funding and the number of children who have English as an additional language are below national averages. The number of children who have special educational needs and /or disabilities (SEND) is above national averages. A new leadership team has been appointed since the previous inspection.

#### The distinctiveness and effectiveness of Marshfield Church of England Voluntary Controlled Primary as a Church of England school are outstanding

- Distinctive Christian values are well embedded into the life of the school enabling children to confidently articulate the difference they make to their lives and learning.
- Spirituality is well developed with a number of high quality experiences enabling children to express the depth of their ideas in a variety of ways.
- The children's worship team make a significant contribution to planning, leading and evaluating worship which has led to a number of improvements.
- The leadership team are passionate and committed to the work of a church school articulating a vision embedded in Christian principles.

#### Areas to improve

- Establish a rigorous system for governors to evaluate all aspects of Christian distinctiveness which leads to ongoing improvements.
- Deepen children's understanding of the school's Christian vision so they can articulate where it makes a difference to them in their daily lives and learning.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Christian distinctiveness is outstanding because of the high profile and importance Christian values have in the life of the school. They permeate the experiences children have in teaching and learning so children recognise the difference they make to their lives and achievements. Christian values, spirituality, religious education (RE) and collective worship are creatively woven together so that they complement and enrich one another leading to a deeper understanding. Some eighteen Christian values have been identified and explored over three years. By the time children leave they talk in depth about what they look like in daily life. Their understanding is reinforced by opportunities to nominate peers for a values award. Children explain where and how the value was seen and the difference this makes. This is shared so all appreciate the difference Christian values make in various contexts. Furthermore, staff award dojos when they see children using the values, these are electronically recorded and shared with parents so they can discuss these at home. Children explain the distinctive Christian nature of values by making links to Bible stories which reflect their meaning. Older children describe a number of stories which show different aspects of the value, as well as making insightful connections between values. They also take the view that Christian values are given to us by God, which they understand better by looking at Jesus and how He uses them. A number of children think that if they use values, 'this would create the perfect world God would want us to have.' Children articulate strong links between values and attitudes to learning and give numerous examples. There is impressive evidence of progress children make across all year groups, so attainment is significantly above national expectations in several areas. The support for disadvantaged children is excellent enabling them to make comparable progress with their peers. Behaviour is exemplary and a fine feature at the school. Children make good relationships, work collaboratively, celebrate one another's success and show genuine care and concern. Children confidently attribute this to the school's Christian character. Children not only know the values, but live them out in a Christian community. The provision for spirituality has been extended and enriched over a number of years and is now a significant strength. There is a highly developed understanding of spirituality and the areas where it is developed. For each year group staff have identified experiences for each of these areas at three levels of depth. These are frequently refined as new activities are introduced so rich experiences are offered. High quality times are planned with 'spirited arts' or 'spiritual poetry' being excellent examples. These week long sessions allow children to explore ideas in depth, responding to questions such as, 'Where is God?' or 'What is God like?' Their imaginative responses show a depth of insight. An awe and wonder book adds daily opportunities to consider the wonder of God's world. Further, values are reflected upon using a 'Windows, Mirrors and Doors' approach which encourages children to consider the meaning of these ideas for them. Children make thoughtful connections between values, spirituality and biblical teaching. Children talk about RE as an important area of learning. They enjoy these times as they use a range of imaginative approaches, where they express ideas in a variety of ways. Children express their thoughts, knowing these will be valued, they reason and justify these whilst refining ideas by listening to others. This enables them to appreciate the contribution RE makes to their daily lives and thinking. Christian values and spirituality are explored in some depth, whilst learning about other faiths leads them to show a high degree of tolerance and respect for those who hold different opinions. At present however, children's understanding of Christianity as a multi-cultural faith is limited.

### **The impact of collective worship on the school community is outstanding**

Collective worship is outstanding because of the contribution children make to planning, leading, developing worship and the ownership they have in this area. A children's worship team is established with children from all ages, each week they plan worship on a given theme. They write drama scripts which bring the story to life in a way that has a strong relevance for children. Songs and prayers are selected in an established worship pattern which includes thoughtful questioning which effectively brings out the meaning of the worship. This group are reflective and continue to make improvements. Some acts of worship are evaluated by the children's worship team involving different classes using this to shape future acts. There are further opportunities for children to lead worship in the classroom. They use the worship box with artefacts to act as a focus. Visual images support this whilst they lead prayers and question children's understanding. Children experience a variety of approaches to worship. Key stage worship is closely related to children's ages. All staff lead with the chair of governors, vicar and other leaders providing different styles which are appreciated. Children are well engaged in worship; they share ideas with a partner whilst there is a strong emphasis on visual images. They are challenged to consider what these ideas mean to them and how they might respond. Leaders continuously seek to develop worship so that it is relevant. Numerous improvements have been made. For example, planning has become more detailed, each week a question is posed exploring a new aspect of the week's value at greater depth. Children requested that the question should be displayed in each classroom so discussions continue after worship. Children's feedback indicates that they find this valuable discussing in small groups and learning from one another. The school has responded to children's ideas so

that reflections take place when lights are dimmed, in addition visual resources have been built up to enrich their understanding of values. Responses from children show that worship makes a significant impact on their lives and thinking. They are confident to identify an act of worship which has made them think and how they have responded. The church provides interactive experiences to explore Christian festivals such as Easter and Pentecost. Children participate in workshops and activities that deepen their understanding of different parts of these stories. This enables children to describe the main Christian festivals in some detail and what they mean for Christians. Prayer is very well taught. Younger children use jelly figures who represent different types of prayer, they are fully aware that prayer is a way of sharing ideas with God. Older children are taught about the structure of prayer. The language they use shows a much greater maturity, responding to natural events with sensitivity. Prayer spaces, a class prayer book and a quiet garden provide further opportunities for prayer which a number of children find helpful. Children talk in some detail about a number of stories from Jesus' life. Their knowledge of the nature of the Trinity is growing well. Monitoring and evaluation is effectively carried out by the leadership making improvements which have led to greater impact of worship. Governors contribute to this well leading to reflection areas being developed and a new structure for class worship.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Leadership and management are outstanding because leaders are ambitious and passionate about developing the work of a church school. They are committed in their vision that church schools should provide the very best education enabling children to experience what it means to be part of a caring Christian community. The leadership team work well together building upon existing strengths and creating a strong cohesive team who share their vision. They articulate a distinct Christian vision, 'Learning together, inspiring each other, achieving our best.' This is clearly underpinned by Christian principles where all are seen as being made in the image of God. This leads to treating everyone with care and respect. There is an emphasis on achieving God given talents to enable all to have 'life in its fullness.' Just as important is looking to Jesus, who inspires them about how to live each day as He has shown. Children articulate their understanding of the vision using the phrase, 'Life in all its fullness' and achieving their learning goals. They talk about Jesus inspiring them on how values can be shown and how they can inspire others where they become role models for younger children. From this vision their Christian distinctiveness is seen through care offered to children and families. They see this as coming from Jesus' healings so all can have life in its fullness. Personal well-being is an important focus for the school and a constant issue on the governors' agenda. Furthermore, leadership ensures that RE and collective worship has a high profile so they go beyond statutory requirements. Leadership's monitoring and evaluation is robust and systematic, they set high expectations for themselves and staff. Their insightful evaluations have led to ongoing improvements with the quality of spirituality and the introduction of a children's worship group being fine examples. Governors generally contribute to this well with good examples in worship and supporting an RE book scrutiny and reviewing spiritual journals. However, the evaluation of other aspects of Christian distinctiveness is not systematically undertaken, nor have they involved children to secure the evidence they need to make informed decisions for development. The importance of further professional development is clearly recognised, with focused training matched to identified priorities. The expertise of the diocese is drawn upon notably in developing Christian distinctiveness and spirituality. The school feels well supported by the diocese at all levels. Another strength is the relationship with the church who play a major role in supporting worship, providing experience days and governance. The school plays a very full role in the life of the community. Parents celebrate the work of the school recognising the difference it makes to their child's life.

SIAMS report March 2018 Marshfield CE VC Primary School, Chippenham Road, Marshfield. SN14 8NY