

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

<b>Malborough with South Huish Church of England Voluntary Controlled Primary School</b>	Higher Town Malborough Nr Kingsbridge Devon TQ7 3RN
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Exeter</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Devon
Name of federation	South Hams Federation
Date of inspection	9 November 2016
Date of last inspection	4 November 2011
School's unique reference number	113399
Head of School	Jackie Heath
Inspector's name and number	Patricia Morris 626

### School context

Malborough with South Huish is a smaller than average rural primary school with 91 children on roll. The majority of children are of White British heritage. The number with learning difficulties and/or disabilities is in line with the national average. The proportion of children supported by pupil premium is below the national average. Attendance is improving and is now broadly in line with the national average. The school is the only church school within the South Hams Federation which is made up of four primary schools.

### The distinctiveness and effectiveness Malborough with South Huish CE Primary as a Church of England school are good

- The strong commitment and dedication of leaders ensures the continual development of the Christian character of the school.
- Strong relationships based on Christian values ensure that each child is nurtured and valued as an individual in a Christian environment.
- Christian values are clearly expressed in the life of the school and are reflected in children's very good attitudes to learning and behaviour.
- The good strategic planning for supporting and developing staff to become church school leaders benefits the whole school community.
- Support from close links with the federation is enhancing the quality of the curriculum and the richness of experiences offered to the children.

### Areas to improve

- Strengthen and clarify the aims of the school to ensure they reflect Christian distinctiveness and commitment to being a church school.
- Consider ways to evaluate the progression of spirituality across year groups in order to monitor children's understanding of themselves and the world around them.
- Provide opportunities for quality discussions so that children gain a greater depth and appreciation of how the mystery of the Trinity is central to a person's faith.

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

The Christian character is rooted in five core Christian values that are clearly expressed in the life of the school. The impact is apparent in the high quality care given to children. Every child is nurtured within a Christian ethos and children regard the school as an extension of their family. Children explain that 'values support and help us in the way we behave'. Consequently, values make a genuine difference to children's learning, achievement and personal development. The welcoming atmosphere is enhanced by chosen 'meeters and greeters' who acknowledge visitors to their classroom with a handshake and a summary of their current lesson. Relationships are a strength of the school and strongly underpinned by the Christian ethos. The ethos committee involves children and makes a positive contribution to the Christian distinctiveness of the school by giving children the opportunity to express opinions and make suggestions. For example, children are more involved in leading worship and have contributed ideas to the development of a spiritual garden. This area is making a considerable impact on children's spirituality and encompasses a regularly used quiet area, valued by children. The focal point of the garden is three ceramic totem poles consisting of children's individual interpretations of what the Holy Spirit means to them. This contributes to their developing understanding of the nature of the Trinity consisting of God the Father, Jesus the Son and the Holy Spirit. Children have a good understanding of spirituality as 'something deeper that is inside us'. There are many opportunities for children to explore their spirituality and these are enhanced by the creative use of a forest school that generates opportunities for awe and wonder in God's world. Challenging questions such as 'Why was the world made?' and 'Who controls the universe?' provoke thoughtful answers from children although there is no formal evidence to show the development of their understanding of spirituality across year groups. Religious education (RE) contributes positively to the Christian character of the school through the opportunities it gives children to acknowledge that the world is special. Learning is enhanced through drama, art and music allowing children to express their creativity and feelings. Religious education promotes children's understanding of Christianity as a world faith and children appreciate the importance of showing respect for other religions. The many visits and visitors to the school strengthen children's appreciation of differences and similarities between different faiths. The school's Christian ethos contributes positively to attendance that is continually improving.

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

Collective worship is highly valued by the school community. It is underpinned by the school's five core Christian values that are clearly articulated. There is strong evidence of the impact of collective worship on attitudes, behaviour and relationships. This is witnessed in the extremely respectful way children behave throughout worship and the way older children guide younger ones in reflection time. Children confidently contribute to worship with a sense of pride. Planning is thorough and clearly underpinned by values. It is well supported by the implementation of the 'Roots and Shoots' scheme and links to the church's year. Explicit links to Bible stories enable children to reflect on the teachings of Jesus and how they relate to their lives today. Acts of worship are distinctively Anglican in nature with the use of simple words of welcome, prayer, singing and time for reflection. Children recognise the importance of prayer as 'how we communicate with God to tell Him our worries and fears'. Displays confirm the relevance of prayer with questions such as 'Why do we pray?' surrounding children's own prayers to say thank you, mounted in the shape of a cross. Singing of The Lord's Prayer, accompanied on the organ, is particularly emotive. The church organist regularly comes into school to support children with singing and the quality and joy is undeniable. The partnership with the local church is strong with children participating in a monthly service as well as special celebrations that are increasingly well attended by parents. Church youth workers are reinstating a lunchtime Bible group and groups of children frequently join the local community in church for knitting and art sessions. Displays of children's work in the church enable the congregation to share with the learning taking place in the school. Many opportunities are promoted to support RE lessons with children regularly visiting the church as part of their work and an annual course on communion for the older children, taken by the vicar. Worship makes a good contribution to children's spiritual development by supporting their developing understanding of the world and teaching them to respect it as a gift to nurture. There are effective procedures to monitor and evaluate the impact of worship. The ethos committee has generated regular feedback from the school community enabling children to be more involved and to shape the future of worship in the school.

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

Leaders consistently articulate a clear and ambitious Christian vision for the school that is rooted in explicit Christian values. Staff know children and their families extremely well and are highly committed to meeting their needs within a Christian environment. The head of school, ably assisted by the knowledgeable chair of governors, has conscientiously ensured the Christian ethos has been strengthened as the only church school within the federation. The chair of governors is also the foundation governor and regular visits to the school, learning walks, observations and weekly discussions ensure an excellent understanding of the school's performance. This very strong partnership between leaders and governors ensures that on-going evaluation leads to sustained improvement. The committed governing body, and in particular the ethos committee, endorse extremely thorough monitoring which moves the school forward as a church school. Invaluable links with the church and local community contribute fully to school life and successfully support children's understanding of the wider world. For example, the vicar believes that children in the school 'have a generosity of heart' that is displayed in the way they welcome new children from different faiths and the way in which they initiate fundraising activities for children who are less fortunate, either locally or in the wider world. Leadership of RE is excellent and the gaining of a gold quality mark is confirmation of the commitment of the head of school to develop independent, resilient, resourceful learners for life within a Christian environment. Children enjoy RE and are motivated and excited by the use of music, drama and art incorporated into lessons. The school is forward thinking in the way it addresses future leadership of church schools. There are many inspirational ideas in place to support staff in developing their aspirations as church school leaders. Parents have regular opportunities to express their opinions both formally and informally. They particularly appreciate that staff cater for the emotional well being of their children as well as their academic learning saying, 'our children are being nurtured for future life in an atmosphere based on Christian values'. The school meets the statutory requirements for RE and collective worship.

SIAMS report November 2016 Malborough with South Huish CE VC Primary School, Malborough TQ7 3RN