**National Society Statutory Inspection of Anglican and Methodist Schools Report**

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| **St. Mary’s West Moors Church of England First School**  240 Station Road  West Moors  Ferndown  Dorset  BH22 0JF  **Previous SIAMS grade: Not previously inspected as an academy**  **Current inspection grade: Good**  **Diocese: Salisbury**  Local authority: NA  Dates of inspection: 19 April 2016  Date of last inspection: NA  School’s unique reference number: 142514  Headteacher: Roy Sewell  Inspector’s name and number: David Hatrey 844 |
| **School context**  St Mary’s Church of England First School is situated in the large village community of West Moors and has 133 children on roll. The number who receive pupil premium funding is below national averages, whilst those with English as an additional language is significantly below national averages. Children who have special educational needs is significantly above national averages. Since the last inspection the school has become part of a multi academy trust with other local first and primary schools. The headteacher has been in post since September 2014. |
| **The distinctiveness and effectiveness of St. Mary’s West Moors CE First School as a Church of England school are good.**   * Christian values are clearly understood and make a difference to children’s lives. * The Christian character supports those with behavioural needs who make good progress and feel valued and secure. * Children have a growing understanding of how prayer can be used in their lives. * The commitment of the leadership and staff team to raise aspirations and progress. |
| **Areas to improve**   * Use an agreed definition of spirituality to provide innovative opportunities across the whole curriculum for children to grow in confidence to express their ideas passionately. * Support children to develop their ability to reflect on the impact of worship messages on their thinking. * Extend the school’s monitoring of the impact of the Christian ethos by actively involving the children and developing their skills to do this. |

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| **The school, through its distinctive Christian character, is good at meeting the needs of all learners.**  The school involved all members of its community in reviewing the core Christian values which are at the heart of its work. They have identified love, peace and hope which are now established across the school. They are woven through the curriculum in different subject areas with one being explored in depth each term. Evidence from written work and children’s comments demonstrates that they have a good knowledge of these values and that their understanding deepens as they move through the school. Most members of the school recognise that these values make a difference to their lives and actions. This is confirmed by parents who appreciate the difference Christian values make to their children’s lives. Parents are well informed about which values are being developed through worship. Christian values influence behaviour and the quality of relationships. They are modelled by staff who have very good relationships with the children who say that they feel valued. Bullying and name calling are rare as children realise that they are part of an inclusive family. The school has been active in extending its provision for spirituality with more regular opportunities to reflect. Some children are beginning to articulate their thoughts. There is no agreed definition of spirituality which all staff can use. Although spirituality is planned in RE and PSHE, opportunities to develop spirituality in other areas of the curriculum are less well planned in advance or noted in subject plans. The introduction of the new Discovery religious education (RE) programme provides some progression of experiences for the older children. Religious education makes a good contribution to the school’s Christian ethos and their understanding of values. Children have a positive attitude towards RE and are eager to learn. They show an interest when responding to questions and are confident to share and discuss ideas. Children have a good understanding of some other world faiths and make comparisons with Christianity thoughtfully. Respect and tolerance for those of different faiths or traditions is shown. The school recognises that it needs to help children express more clearly their thoughts about the contribution RE makes to their daily lives. |
| **The impact of collective worship on the school community is good.**  Collective worship has a central role in the life of the school. It is regarded as a special occasion for all to share with God. The lighting of a candle, music and the use of Christian symbols make it a distinctive time. Planning for collective worship is detailed, skilfully weaving together ideas about values, biblical material and the church’s year. Children are engaged in worship through a strong emphasis on the visual, their own contributions and contemporary songs which they sing with enthusiasm. Some children are able to articulate how the teachings from worship have influenced their thinking. Children are pro-active in responding to natural disasters by organising fund raising activities. Prayer is well taught so that the youngest children have an understanding of how to write simple prayers of thankfulness which is developed as they go through the school. For example, older children are confident to write prayers for worship which include thinking about others and wider world issues. The confidence and understanding that children have about prayer is shown in a weekly act of worship where children respond to the theme by spontaneously composing their own prayer. Parents added that children have wanted to use prayers at home. Children have a good knowledge of Christian festivals, talking about these thoughtfully and recognising their significance. Festivals are celebrated in church and involve parents and the local community. Children are active in the life of the church in various ways, leading at the Lent lunches and other services. Children have a good knowledge of Jesus, his life and teachings and his significance within Christian worship. The Christian ethos group, made up of staff and governors, is active in monitoring worship, including consultation with children. This has led to developments with new songs introduced and children being more involved in evaluating worship. Whilst some children now lead worship the full impact of this has yet to be realised. At present children need more support in developing their ability to reflect on worship messages. |
| **The effectiveness of the leadership and management of the school as a church school is good.**  The headteacher has effectively led the school through a challenging time of considerable change. A new leadership team has been established and is committed to moving forward and raising aspirations. The headteacher has a strong presence around the school creating good relationships with parents. The leadership team have a clear vision for the school as a church school firmly grounded in Christian values. The uniqueness of each child is important. The school’s Christian distinctiveness is evident in the support it provides for children who have behavioural issues. Nurture for these children has a distinct impact on their lives, they feel valued and secure. The school’s strap line, “Believe in better, be more awesome”, is at the centre of this and gives them the chance to achieve their full potential. Care given to all children by staff was highlighted by parents who thought that they went the ‘extra mile’ to meet individual needs. This care is also evident in support for disadvantaged children and the range of interventions and opportunities carefully related to their needs. Progress made by these children is clearly rising. Data suggests that the progress made by all pupils is also improving. Raising aspirations and self-esteem of all learners has been successfully managed by the school. Children are developing good attitudes to learning and want to be successful. Monitoring undertaken by the Christian ethos group leads to actions for improvement. They have undertaken useful reviews of the school’s Christian values and a focus on the importance of prayer across the school. At present evaluations do not involve children, so the precise impact of the provision is not fully understood. Additional training has been well focused on identified needs. The introduction of a new programme for RE demonstrates the school’s commitment to improve the quality of the subject. Support from the diocese, with whom there are positive links, has supported the school’s development. Active engagement within the multi academy trust has brought benefits for the school, through joint projects. Equally the school’s development of its Christian values has been recognised and adopted by other schools. Contributions made by the church enrich the provision for children, notably in leadership and worship, but equally through supporting residential experiences. Children perceive the church as a valued aspect of their lives. The school meets the statutory requirements for RE and collective worship. |

SIAMS report April 2016 St. Mary’s West Moors CE VC First SchoolBH22 0JF