

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Manor Park Church of England Voluntary Controlled First School			
Address	Mellstock Avenue, Dorchester, Dorset, DT1 2BH		
Date of inspection	15 May 2019	Status of school	VC first
Diocese	Salisbury	URN	113791

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Manor Park is a first school with 467 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the last inspection the school has amalgamated with a pre-school.

The school's Christian vision

Inspiring all to learn and grow

We are working together to provide an inclusive and nurturing environment where all are valued and everyone has the opportunity to flourish. Our school community is built upon the Christian foundations of compassion, trust, collaboration, creativity and resilience whilst embracing diversity and demonstrating mutual respect. Our children are independent, active learners who are encouraged to question deeply and reflect on outcomes in a wide range of situations preparing them for their journey beyond Manor Park.

'With God all things are possible.' (Matthew 19,26)

Key findings

- The strong, trusting relationships built between the school and families, based on compassion and collaboration, which enable staff to provide emotional, social and practical support to the school community.
- The regular opportunities given to pupils to express their thoughts and opinions, which promote their independence and questioning skills.
- The positive environment of inclusion and respect, notably in collective worship, which nurtures all pupils and leads to them knowing that they have a voice and value.
- The celebration of difference and diversity in religious education (RE) which increases pupils' understanding of cultures and faiths.

Areas for development

- Ensure that the effectiveness of the new Christian vision is robustly identified, monitored and evaluated by governors so that it regularly informs school improvement priorities.
- Develop wider assessment of standards and progress in RE to ensure that all pupils are sufficiently challenged to be the best that they can be.
- Provide regular opportunities for pupils to plan and lead collective worship to develop their independence and their understanding of Anglican practice.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

A culture of compassion, nurture and trust is at the heart of Manor Park School, where warm relationships contribute to pupils and parents feeling valued and cared for. The school vision reflects leaders' determination to provide a holistic education for pupils and to support families. The school's values of compassion, trust, collaboration, creativity and resilience reflect this and help pupils to have an increasing understanding of the Christian way of life. Pupils liken themselves to flowers growing together in a garden, with each having individual talents because, 'Everyone is beautiful to God and unique in their own way.' This image helps pupils to appreciate each other's strengths. Pupils have an appreciation of the teachings of Jesus and are able to demonstrate their understanding of the values in relation to Bible stories. Pupils say that God supports them in their learning and encourages them to make positive decisions about their behaviour. One pupil said: 'through God all things are possible, we can always give things a go, even if we think something is impossible.' Pupils have courage to speak out and are learning to justify their opinions. Lessons are based on an inquiry model. Pupils are encouraged to explore 'big questions' about life in a safe, respectful environment. This is helping them to flourish socially and emotionally, as well as academically. Outcomes at the end of Key Stage 1 are continuing to improve and last year standards in reading, writing and maths were in line with national averages. Raising aspirations amongst pupils and families is a key focus of the school. Pupils are encouraged to do their best and are praised for effort and attitude, as well as achievement. Parents appreciate that pupils start each day with a 'clean slate', even if they had difficulties the previous day. They describe the school as a happy, caring place where they feel listened to and where their children are valued as individuals.

Leaders and governors are proud of the school's success when working with pupils with additional needs. The school employs a family support worker who describes her role as 'helping to secure life ahead' for families facing a variety of social, emotional and financial needs. The commitment and work of this member of staff, and the school's pastoral team, is evidence of how the school is living out its vision 'where all are valued and everyone has the opportunity to flourish'. The school runs a regular support group for families to which parents and carers can continue to belong after their children have left the school. The support packages that are put in place, including throughout school holidays, are greatly appreciated by families. The emotional and practical support this offers enables families to flourish. One grandmother said, 'I do not know how I would cope without this school, it is sometimes my only hope, the thing that keeps me going.'

Staff receive regular training in attachment issues, play therapy, trauma and mental health and wellbeing. One member of staff said: 'This work helps us to remember that many people do struggle. We want everyone to realise that they are not alone.' Following staff requests for even greater collaboration with the school community, leaders set up a 'Diagonal Slice' group, comprising of a range of interested parties, to discuss challenges and celebrate successes in the school. This work reflects the school's vision of working in collaboration and contributes to building respect for different viewpoints. The school has positive and productive relationships with the nearby middle school, the diocese and schools within the Dorchester Area Schools Partnership. This has led to joint training and the sharing of good practice to enable staff to flourish. The school part funds a transition learning mentor who supports pupils and their families as they move between schools. The school also appoints 'independence facilitators' who, alongside teachers, foster the independence of pupils with additional needs. These appointments and partnerships encourage pupils and staff to prepare for their journey beyond Manor Park.

Pupils enjoy a range of opportunities to develop their leadership skills, including joining the school council, becoming a sports ambassador or playground buddy. Pupils enjoy voting on the charities that the school supports, both locally and globally. They can say how supporting charity reflects the compassion of Jesus shown in Bible stories. The school has made some curriculum decisions that support pupils to think globally and address world issues such as climate change. This has led pupils to engage in social action, for example by asking for the school to become more aware of recycling following lessons on pollution.

Pupils engage in daily worship which gives them opportunities for discussion and quiet reflection. Worship themes reinforce Christian values and are presented in a number of creative ways, through games, song and short films. This allows worship to be accessed by all pupils. Pupils listen respectfully and appreciate opportunities for the whole school to come together. The school has created new reflection areas which are beginning to contribute to pupils' understanding of the value of prayer and supports their spiritual development. Pupils say that when their prayers go unanswered, it is because God was listening to someone else with a greater need. Pupils have an age-

appropriate understanding of the Trinity. The local church has not had a vicar for some time, but the school has reached out to other clergy and lay ministry to support worship. This has allowed pupils to continue learning about Anglican practice and different forms of worship.

RE is planned to allow pupils to investigate a range of concepts within Christianity and other world faiths. Lessons are used as a platform for pupils to formulate their views on faith, as well as broader questions of life in different cultures. This contributes to pupils' understanding of diversity and difference. RE teaching includes opportunities for debate, art and film. This allows all pupils, including those with limited writing skills, to access the learning and demonstrate their knowledge and depth of understanding. Pupils are able to make some comparisons between different religions.

Headteacher	Melanie Pallister
Inspector's name and number	Susan Bowen 916