

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Marshwood Church of England Primary Academy			
Address	Marshwood, Bridport, Dorset, DT6 5QA		
Date of inspection	11 March 2020	Status of school	Academy inspected as VA. Acorn Multi-Academy Trust
Diocese	Salisbury	URN	141524

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
	The effectiveness of religious education (RE)	Grade	Good

School context

Marshwood is a primary school with 67 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 below national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school became part of the Acorn Multi-Academy Trust (MAT) in October 2014. It formed a management partnership with St Mary's Thorncombe, with whom they share their headteacher, in September 2018.

The school's Christian vision

'A nurturing community of learning, opportunity and ambition who support each other to reach our full potential.'

"Jesus said love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength. Love your neighbour as yourself." Mark 12 v 30-31

Key findings

- A distinctive Christian vision is firmly established which reflects the needs of the community. It is influential in shaping the way leaders welcome vulnerable pupils and everyone is treated with a high degree of dignity and respect.
- The vision has shaped influential partnerships. The MAT provides impressive support for staff and leaders and extends opportunities for pupils. The relationship with a Ugandan school deepens pupils' understanding of disadvantage and deprivation and inspires them to be advocates for change.
- There is a rich culture of aspiration which raises pupils' horizons and their belief in their own ability. At present, opportunities for spiritual development lack progression to deepen pupils' understanding.
- Religious education (RE) days provide interactive experiences which extend pupils' understanding of the main Christian festivals and their significance. However, assessment procedures in RE lack rigour and do not allow pupils' progress to be effectively monitored.

Areas for development

- Create a progression of experiences for spiritual development for each age group which deepens pupils' understanding which they are confident to express in a variety of ways.
- Ensure monitoring and evaluation involve all members of the school community and lead consistently to ongoing improvements.
- Develop a rigorous system of assessment in RE which effectively tracks pupils' progress enabling focused support to be provided so more pupils achieve greater depth.

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

Leaders astutely reviewed the vision so that it reflects the new partnership with the MAT ensuring it is relevant. The vision recognises the particular needs of this rural community. Some pupils have limited expectations of what they can achieve and experience of the wider world. The school addresses this by creating a curriculum which provides opportunities for them to achieve all of their God-given talents. Leaders articulate a secure understanding of the biblical principles underlying the vision. They point to Jesus' two commandments of loving God and loving your neighbour as yourself. This means everyone is special to God. Pupils make links to the parable of the Good Samaritan which enables them to understand how everyone is our neighbour. This is evident by the welcome the school offers to all, particularly vulnerable pupils. The vision encourages staff to find effective strategies to care and meet the diverse needs of all.

The vision has shaped a distinctive culture of challenging pupils to be the best they can be. Pupils' resilience and their ability to overcome barriers is excellently developed through projects linked to the 'Prince's award' and 'mini-marines'. A range of practical outdoor experiences inspire them, so they apply these strategies throughout their learning. Pupils use the language of learning, particularly teamwork and creativity. They understand that they can mentor and support others which reflects the vision. Pupils' aspirations are raised by adults who show how they have overcome barriers to be successful in business or other areas. Staff have high expectations of pupils, challenging them to consider the more demanding questions. Pupils explain how the Christian value of endurance motivates them to persevere. Attainment is broadly in line with national expectations, despite a high degree of mobility. A high proportion of pupils with special educational needs often make good progress from their starting points. Pupils' self-esteem is further enhanced through rich opportunities which allow them to shine. All pupils in Years 3 and 4 play a musical instrument, others enjoy sporting activities or dedicated art opportunities. Some become bee-keepers. Opportunities to explore spiritual areas are identified in planning and valued by pupils. However, these experiences are not progressive, so they do not deepen pupils' thinking. There are limited occasions for pupils to express or record their ideas in creative ways.

Influential partnerships significantly enrich the opportunities pupils have. The MAT provides joint training and sharing of resources and good practice. Staff at all levels are nurtured to develop their talents so they feel valued. Leaders are grown in all areas allowing them to take greater responsibility. An excellent example of the MAT's work is sporting competitions for vulnerable pupils which transforms their self-esteem. The MAT ethos team, with members from each school, undertake joint evaluations which extend their effectiveness. The development plan identifies the foci for evaluations. However, pupils are not involved in this process and evaluations lack rigour to lead to ongoing improvements. Diocesan expertise is drawn upon, such as introducing Understanding Christianity, a new resource in RE. Leaders work closely with the local church with several beneficial projects. Pupils' understanding of disadvantage and deprivation is particularly strong through their link with a Ugandan school. Emails and frequent updates inspire them to show care through their own projects. Pupils speak in some depth of differences between them, yet recognise how happy this community is. Residentials in London and Cardiff deepen pupils' understanding of diversity and inequality. Pupils are growing in confidence to become advocates for change. They wrote letters to their MP asking for greater action on child poverty. Others raise awareness of MacMillan care arising from personal experiences. Pupils are passionate about caring for God's world with pupils independently recycling products at the school.

Pupils see the school as an extension of their family. The vision and values are clearly depicted in the way everyone treats one another with dignity and respect. Buddy systems enhance this whilst new pupils, regardless of their needs, are made to feel welcome. Older pupils manage minor disputes and use values to reinforce expectations. Forgiveness and the importance of moving on is well-understood. Pupils know approaches which help them to be calm and promote their mental health.

Collective worship is frequently held in the adjacent church and is seen as a distinctive time of day. Worship enables pupils to deepen their understanding of the significance of the vision and what Christian values look like in daily life. Members from the Pilsdon support worship and local churches lead Open the Book. They bring a range of styles and approaches which engage and are valued by pupils. Pupils have a well-developed understanding of prayer with many confident to respond spontaneously. Class reflection spaces are increasingly valued by pupils

as they shape these. Pupils have some opportunities to plan and lead worship, notably through celebrating the main Christian festivals. Worship is enriched by contributions pupils make through their music. The annual Eucharist is particularly valued bringing the community together. Pupils talk thoughtfully about the Eucharist and its meaning for them and Christians. Older pupils are increasingly working with the MAT ethos team and looking at good practice across other schools. Pupils have a secure understanding of the Trinity. Pupils' evaluations have led to changes enabling them to contribute to worship more often. They feel worship is valuable and talk about where it has made them reflect upon their choices.

Termly RE days are rich interactive experiences often about the main Christian festivals. These days significantly deepen pupils' understanding and the importance of festivals for Christians. Pupils are challenged and enjoy the enquiry approach to RE, responding to big questions of meaning. They are encouraged to pose their own questions and seek to find answers. Pupils feel safe to share their ideas, listen to others and refine their views. Staff help them to be critical of their ideas and they learn to disagree positively when applicable. Pupils' understanding of key Christian concepts is steadily developing. A variety of world faiths are thoughtfully explored, with pupils making thoughtful comparisons with their own beliefs. Pupils recognise similar values in a range of faiths and where they differ from a Christian interpretation. The use of success criteria helps pupils to assess their own progress. Whilst assessment procedures are in place, they lack rigour and do not allow deeper tracking. The RE subject leader is active across the school and supports new initiatives well.



The effectiveness of RE is Good

Standards in RE are generally good and in line with expectations. Vulnerable pupils generally make positive progress where they are confident to verbalise their deepening understanding. Teaching is generally good and there are some examples of excellent practice. Staff share good practice and introduce new approaches such as developing pupils' higher order thinking skills. Pupils use specific religious vocabulary thoughtfully and make some insightful links to new ideas.

Headteacher	Luke Owen
Inspector's name and number	Revd David Hatrey 844