



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Marshwood Church of England Primary Academy

Marshwood
Dorset
DT6 5QA

Previous SIAMS grade: Good

Diocese: Salisbury

Local authority: Dorset

Dates of inspection: 20 March 2015

Date of last inspection: 18 July 2010

School's unique reference number: 141524

Headteacher: Luke Owen

Inspector's name and number: Marcia Headon 761

School context

Marshwood Church of England Primary Academy is a smaller than average sized academy serving the village of Marshwood and surrounding area. It has 60 pupils aged between 4 and 11. The vast majority of children are of white British heritage. The proportion of children with special educational needs and or physical disabilities is well below the national averages. The proportion of disadvantaged pupils eligible for the additional funding known as the pupil premium is well below average. Marshwood became part of the Acorn Multi-Academy Trust (MAT) in November 2014 and a new headteacher was appointed in January 2015.

The distinctiveness and effectiveness of Marshwood as a Church of England school are good

- The core values of the school, its mission statement and the aims of the MAT ensure there is a very strong Christian ethos in all its work.
- Relationships between all of the school community are outstanding and all pupils are given excellent support and encouragement.
- There is outstanding commitment shown by school leaders and governors to the development of the Christian character of the school.
- The very close links with the local church have made a significant contribution to the work of the school.

Areas to improve

- Increase the involvement of the pupils in the planning and leading of collective worship.
- Provide professional development for all staff in how they can develop their teaching to ensure all pupils learn to express their own ideas and insights about religion as well as learning about religion.
- Ensure that standards and progress in Religious Education (RE) are moderated with

other schools across the MAT.

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

The school mission statement, together with the recently revised values of the school and the overarching aim of the MAT guide the school and permeate all of its work. Pupils very easily make links between the school values of love and compassion, service, forgiveness, peace, endurance and thankfulness and Bible stories and how the values influence their everyday lives. Compassion was particularly noted by the pupils who spoke of their lives when compared with the pupils at their link school in Uganda and the commandment to love your neighbour as yourself. Pupils at Marshwood achieve very highly. Last year it was the top performing primary school in Dorset with 100% of children achieving Level 4 in reading, writing and mathematics. A higher proportion of pupils than nationally made outstanding progress. The school is fully inclusive and provides excellent support for pupils who have learning difficulties. Pupils attend well and enjoy coming to school saying that it is 'fun, full of interesting activities and incredibly friendly'. This friendship is evident in the way older pupils take care of younger pupils, seeing them back from the adjoining church and helping them in the playground. Relationships between all in the school community are very strong, and the phrase frequently used by the school as a 'caring Christian family' is evidently correct. Behaviour is outstanding and the pupils' spiritual, moral, social and cultural development, deeply rooted in the school's values, is fostered by the topic-based curriculum which allows for many wide ranging experiences. These curriculum opportunities have been further enhanced by joining the MAT. Recently children baked bread with children from different schools and its significance in the Eucharist was then explored. The pupils are taking part in the Cross of Nails project as a symbol of their commitment to the value of peace across nations. Work in RE particularly develops how pupils understand and respect diversity. Pupils show a good understanding of the Christian Church at a national level exploring themes like baptism and marriage and at an international level through missionary visitors to the school.

The impact of collective worship on the school community is good

Pupils value collective worship as a distinct time when they can come together to learn about God, be thankful for their own lives and to pray for others. They respond well with due reverence and explain that the lighting of the candle means it is time to talk to God. A variety of speakers from different denominations within the community lead worship thus allowing pupils to experience a range of ways of worshipping. The whole school collective act of worship on Fridays, previously purely a celebration assembly, now has a distinct worship element. It is very well attended by parents who like the new format. Pupils particularly appreciate being able to use the adjoining Church which they see as an adjunct to the school. Worship is very carefully planned around the values of the school with key themes linked to points in the Christian year. Services in church at Easter and Harvest are noted as very special times by the pupils. Bible stories, sometimes linked to contemporary issues, are integral to collective acts of worship. Currently, the school are considering peace and in a very sensitive manner the head of school explained the reasons for Japanese paper cranes, linking this well to the theme and referring pupils to a challenge in the worship section in the school newsletter. The pupils can recall previous themes, the Bible stories linked to them and how they impact on their own lives. One pupil talked of endurance, how he had overcome difficulty in his learning and linked this with the story of David and Goliath. Although pupils prepare the church for worship by lighting the candle and setting out resources, respond well to questions and to simple liturgy, sing enthusiastically and lead prayers which they have written, they are not fully involved in planning or leading the worship. Through their newly formed Ethos Committee and their evaluation of worship they have expressed a desire to do this. The pupils understanding of the concept of the Trinity is not well developed and the school has plans to address this. Prayer is playing an increasingly important part in pupils' lives. Each classroom has a prayer corner and book for prayers and the pupils are eager that the prayer chair in the grounds is

re-sited to allow it to be used more meaningfully. Parents and have been involved in evaluating worship but governors have not yet done so although some attend collective acts of worship.

The effectiveness of the religious education is good

Standards in RE are good throughout the school at both key stages and pupils of all abilities achieve well. Pupils make good progress from their starting points. Attainment in RE is in line with other subjects in the curriculum. However, no moderation of standards in RE has taken place with other schools. Work is assessed using 'I can' statements which the pupils understand, Work in books is well marked and careful guidance given on how to improve, although at times this is based more upon literacy corrections than the content of RE. Pupils enjoy their RE lessons and are able to explain many Bible stories and how people of different faiths worship. As a result they have a growing respect for other faiths and the importance of tolerance and peace which they link to the values of the school. Older pupils explained that they felt it was really important for them to learn about Christianity and different cultures. Teaching is good overall. In lessons a variety of resources are used and pupils write stories, draw illustrations, make artefacts and act out scenes all of which makes their learning interesting. However, over time there is more emphasis placed upon developing knowledge about religions than learning and exploring ideas from religions which pupils can then bring to their everyday lives. In a Key Stage 2 lesson pupils described the events of the Easter story in good detail but there was not enough opportunity given to them to reflect upon the significance of the crucifixion for their own lives. Conversely, in a Key Stage 1 lesson a group of pupils were very engaged in discussing the reactions of different people at the foot of the cross and how they might have felt and then related this to an event where they may have felt sad. RE is given appropriate curriculum time and meets the National Society statement of entitlement for RE. The new coordinator for RE has taken her responsibilities very seriously. She is beginning to monitor the work in RE across the school and has a clear grasp of what needs to be done to take the subject further forward across the school.

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

Although the new head of school has only been in post a short while he has already built on the existing strengths of the school and developed its effectiveness as a church school. The values of the school are deeply rooted in the policies, teaching learning, behaviour, and pastoral care of the school. The head of school has a very clear vision of how he wishes to develop the school's distinct Christian ethos further. In this he is well supported by the Executive Head and Head of Christian Distinctiveness of the MAT. Links with the other church primary schools in the MAT are enhancing the drive for continuous improvement. Leadership is being more widely distributed among staff members who are being developed in their leadership role of church schools. Parents are highly supportive of the school and value the school's development of their children's beliefs and attitudes. Rigorous self-evaluation is central to everything. This has recently been enhanced by the new pupil Ethos Committee who have been reviewing the values and collective worship. The governing body monitor the school's Christian distinctiveness tightly and the local Rector and other Foundation Governors visit the school regularly to monitor its work and the school development plan. The issues arising from the previous inspection have been addressed thoroughly. The governors take their training seriously and have good relationships with both the Diocesan Boards of Education at Salisbury and Exeter. The strong connection with the local church is very well established. The school uses the church daily and the Rector provides excellent support for the school. Pupils' work is displayed there, they are currently making permanent banners for the church and the local parish magazine contains information about the school on a regular basis.