

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Manor CofE VC Primary School | |
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| Address | Ruskin Avenue, SN12 7NG |
| How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? | |
| Overall grade | Good |
| The impact of collective worship | Good |

| School's vision |
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| <p>You are amazing, loved, valued, wonderful and unique... God made you this way.</p> <p>('I have come that they might have life and have it to the full.' John 10: 10)</p> <p>A positive, safe and nurturing Christian environment, where all members of our school community are cared for, valued and equipped to achieve 'life to the full'.</p> |
| Key findings |
| <ul style="list-style-type: none"> • The distinctive Christian vision and associated values are making a significant difference to this community. As a result, pupils' behaviour is improving and they increasingly show dignity and respect to one another. • Leaders of this Church school are dedicated and committed to providing a high quality education. They use the vision to drive ongoing improvements. At present however, governors' monitoring lacks a systematic approach to ensure all aspects of a Church school are evaluated. • The school makes an influential contribution to the local community. It offers nurture and practical support in numerous ways enabling parents /carers to contribute more fully to their child's learning. • Ongoing improvements in religious education (RE) give the subject a high profile. Pupils are engaged in their learning and discussions, deepening their understanding. However, opportunities to develop pupils' spiritual thinking are not explicitly identified in subject planning. • Pupils have a more active role in collective worship, although they do not as yet plan and lead worship independently. However, the provision for pupils' personal development is good. Support for pupils' emotional development is well established, with a growing culture of aspirations, raising self-esteem. |



Areas for development

- Create a more systematic approach to governors' monitoring ensuring that all aspects of a Church school are regularly evaluated. This will consistently lead to key foci for improvement.
- Ensure that opportunities to deepen pupils' spiritual development are explicitly identified across all subject planning so pupils are confident to express their ideas in a variety of creative ways.
- Enable pupils to independently plan and lead collective worship so they feel they have greater responsibility in this area and contribute to improvements.



Inspection findings

Pupils give an insightful interpretation of the school's distinctive Christian vision using the image of butterflies. They explain that younger pupils are like caterpillars. Staff nurture their understanding of Christian values and how to learn, transforming them into butterflies. Butterflies make a difference to their community by the life and colour they bring. The vision enables pupils to flourish, effectively meeting the needs of the community, where some pupils have low aspirations. The vision reflects leaders' understanding of biblical principles underpinning it. They see everyone as being wonderfully made in God's image and precious. Each pupil has God-given potential, which the school perceives as its responsibility to grow. By following Jesus' teachings pupils can flourish, living life to the full. Leaders of this Church school are passionate, continuously enhancing the difference it makes.

The vision clearly drives improvements. Fine examples include the new approach to behaviour which is based around Christian values. Another is the developing curriculum which is enabling pupils to make better progress from their starting points. There is a real sense of pupils and staff growing together, taking the school forward. A dedicated staff team are fully committed to the vision and model what it looks like. Leaders make ongoing evaluations and refine approaches, raising the impact these make. Governors are conscientious. However, there is no systematic approach to monitoring which ensures that all aspects of a Church school are rigorously evaluated.

The vision inspires staff to design a new curriculum. The model for the curriculum is ambitious and is shared across the Trust. Subject planning is shaped by Christian values, explored in various contexts, so pupils appreciate the difference they make. Lesson plans are carefully constructed, so the diverse needs of all are effectively met. Learning experiences are progressively planned in small steps, so pupils feel they are successful, raising their self-belief. There is a focus on pupils' language skills, where they use sentence openers to effectively organise their thinking. Key subject vocabulary is identified, so pupils use specific terms, notably in RE. There is a growing culture of aspiration. Pupils talk about being the best person they can be. The language of Christian values is used consistently, pupils explain how courage and responsibility support their learning. Prestigious butterfly awards celebrate pupils who use values and have gone beyond expectations. More opportunities for reflection are in place and staff knowledge of spirituality enhanced. Mindfulness sessions enable pupils to be still or reflect on their learning or behaviour. Class reflection areas are creatively shaped by staff, where pupils pose their own questions. Pupils' thinking shows a growing depth, prompted by astute teacher questioning. However, this has not yet led to subject leaders making explicit references to developing spirituality in subject planning. Pupils' understanding of deprivation and disadvantage is rising, studying local and some global communities in Africa. Pupils understand flourishing as making a difference for others. Class action groups determine which causes to support. The focus has largely been on local issues, visiting care homes and challenging people on caring for God's world. The vision of life in its fullness for everyone is prompting more pupils to become independent advocates for change, raising awareness of global matters.

Pupils appreciate that having 'life in all its fullness' means making a positive difference to others. The importance of relationships, shaped by Christian values is firmly established. This has seen the quality of pupils' behaviour rise significantly, the majority show dignity and respect to one another. Older pupils see themselves as role models. There is a secure



understanding of forgiveness, based upon Jesus' teachings, which pupils use to resolve problems. The school makes an impressive contribution to supporting the local community, through nurture and a range of practical activities. It has a significant reputation for the welcome it gives to all, meeting diverse needs. International days extend pupils' understanding of diversity and difference. Pupils from a number of countries and faiths take a leading role explaining their culture and beliefs. Each is recognised as being loved by God.

The vision emphasises that everyone has special talents. This drives leaders to create partnerships which enrich the school's growth. The Trust makes influential contributions, providing interim leaders, support for initiatives and focused quality training. Experienced Trust subject leaders share good practice. The school is now sharing its own high quality work with Trust schools. The diocese shares new initiatives, such as 'Understanding Christianity', a RE resource. This is deepening staff and pupils' understanding of Christianity. Relationships with the local church are strengthening, particularly through governors' work and clergy leading worship.

Ongoing improvements in RE ensure the subject has a high profile. Subject leaders create a number of examples of good practice, which are shared across Trust schools. For instance, planning is detailed and identifies key aspects to be explored. Specific vocabulary for each unit is shared with pupils, who confidently explain their significance. Pupils are engaged in learning because of the variety of approaches, drama, working with partners and visual elements are enjoyed. Staff questioning is particularly good, challenging pupils to think at a deeper level. Big questions of meaning and purpose start each unit, pupils are increasingly confident to discuss these. Pupils learn from the opinions of others and how to disagree well. Prominent 'Faith Days' enrich pupils' understanding of world faiths and views. Assessment strategies are secure, enabling pupils' progress to be tracked. Pupils say they enjoy RE, it is fun, but also makes you think.

Collective worship enables pupils to understand what the vision looks in daily life by exploring Christian values. Planning is good, drawing upon Bible stories which reveal different aspects of these values. The new pupils' worship council see their role as improving collective worship. Their reviews now give prayer a higher profile. A display encourages pupils to write short prayers which the worship council share. They also reward pupils who show the values with the appropriate sticker, for example responsibility. At present, the worship council do not independently plan or lead worship. This would enable them to develop a greater sense of ownership of worship. Class worship allows pupils to reflect on key messages which they recognise as shaping their relationships. Pupils increasingly appreciate worship and its significance, particularly opportunities for reflection and stillness. As a result of governors' monitoring Christian festivals are celebrated more regularly, so pupils understand their significance for Christians.

| Information | | | |
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| School | Manor CofE VC Primary School | Inspection date | 12 December 2022 |
| URN | 146348 | VC/VA/Academy | Academy |
| Diocese/District | Salisbury | Pupils on roll | 182 |
| Principal | Anna Willcox | | |
| Chair of Governors | Vicky Just | | |
| Inspector | David Hatrey | No. | 844 |