



National Society Statutory Inspection of Anglican and Methodist Schools Report

Moreton Say CE (VC) Primary School

Market Drayton
Shropshire
TF9 3RS

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Lichfield

Local authority: Shropshire

Date of inspection: 25 June 2015

Date of last inspection: 15 June 2010

School's unique reference number: 123485

Executive Headteacher: A Frank

Inspector's name and number: R M Gale 337

School context

Moreton Say CE VC Primary School is a small rural school situated close to Market Drayton. The majority of pupils live within the local community and are of white British heritage. The number of pupils with special educational needs is high. The school is popular and oversubscribed. When last inspected by Ofsted in 2013, it was judged to be a good school. The school has been through turbulent times since September 2014. A new executive head has been in post since January 2015. The worship co-ordinator is currently on maternity leave. The school has close links with St Margaret of Antioch church and the local community.

The distinctiveness and effectiveness of Moreton Say CE VC Primary as a Church of England school are good.

- The respectful, articulate and exceptionally well-behaved pupils, who demonstrate good attitudes to learning and succeed well.
- The supportive Christian environment in which all pupils thrive.
- The integrity and willingness of the new executive headteacher and the foundation governors to make explicit the Christian distinctiveness of this happy school.

Areas to improve

- Involve senior leaders and foundation governors in developing effective and efficient methods of formally evaluating and monitoring core Christian values and beliefs and their impact on pupils.
- Deepen pupils' understanding and experience of a broader range of Bible stories.
- Foster more partnerships and links which will allow pupils to encounter lifestyles with different faith traditions of people living in an area of Lichfield diocese that is more religiously and culturally diverse.
- Review worship aspects such as the setting to maximise opportunities for deepening spiritual development and the further development of Eucharist opportunities.

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

This school is a delightful welcoming Christian community, built upon the key Christian values of love, thankfulness, compassion and endurance, which underpin practice. Pupils relate these values to the teachings of Jesus. As a result they mature and develop into compassionate and caring individuals who work hard and love learning. Exclusions are very rare and attendance is good as parents value their children's education. Analysis of attainment and progress ensures that all pupils' learning needs are supported, enabling them to overcome educational, social and economic disadvantage. They are given the encouragement to be the best they can be. This has a positive impact on the well-being of all pupils. They thrive in this environment where personalised learning is successful. Standards of attainment and rates of progress for 2015 are in line and in some subjects above the national average. Relationships in school are outstanding resulting in a calm, compassionate and purposeful Christian community. Pupils speak very positively about the whole school environment where they are nurtured and cared for as one big family. This inspires pupils to work hard, endure through periods of change and rise to challenges. School staff are compassionate and caring throughout the school day. Class rules and promises together with school rules remind the pupils about appropriate behaviour. Reflection sheets are completed by pupils if they fail to follow school rules, this then helps them to understand the negative impact of their behaviour on others. The school system of merit awards and the weekly celebration of these awards serves as a reminder of the school's core values, reflecting the principles of this Christian community. Pupils feel able to make a positive contribution in this school where sport is a strength and they feel excited about learning. Through fundraising activities such as the Nepal Earthquake fund pupils experience the Christian values of service and generosity. Parents praise the care, safety and diligent support given by school staff and especially the headteacher in enabling their children to reach their potential. The spiritual development of pupils is supported by high quality experiences across the curriculum, including a residential experience for Year 5 and Year 6 pupils where they camp together and share experiences around the camp fire under the stars. These experiences increase pupils' awareness of the richness of God's world and their responsibility in safeguarding it. The outdoor and indoor reflection areas further support spiritual development. The vast majority of pupils know that belonging to a church school is significant. One commented "*we are a Christian school, we learn from Jesus, he did a lot of good things for the world*". Another pupil advised his friends, "*always put your faith in Jesus first and then yourself*." Key Stage 2 pupils are able to comment on their need for courage and resilience and connect this to the courage Jesus showed when he was in the wilderness. Religious education (RE) impacts well on the schools' Christian character, as it supports spiritual, social, moral and cultural development. Pupils say that they enjoy RE, learning about being a Christian and developing respect for other faiths. They value the school link with their Kenyan school and speak fondly of their penfriends and the facts they have learnt from such communication.

The impact of collective worship on the school community is good

Worship is engaging and well embedded in the daily life and work of this school. Consequently, pupils and adults alike, including parents, value worship. Parents comment it is having a positive impact on their children and that they enjoy being included in celebration events enabling them to worship as a family. These celebrations regularly take place in the local church due to restricted space at the school. Older pupils are able to discuss aspects of Christian belief with confidence. This enables them to make connections between their lives and those of Jesus and his disciples. They are keen to share their knowledge on the "fruits of the spirit" which is one of the current worship themes, but their knowledge of the Eucharist is limited. They enjoy worship led by the rector both at school and in church. They say worship makes them feel closer to Jesus. They understand the significance of signs and symbols such as a lighted candle in worship. They stated "*this is the light that Jesus brings into our lives*". When they visit church for worship they feel "*a sense of tradition and a nice warm feeling inside*." Opportunities are offered in collective worship for pupils to pray, reflect, respond to Bible texts and answer

questions. Pupils competently lead worship. They develop the worship theme and link it to a suitable Bible story. They evaluate their efforts and improve as a consequence. The importance placed on pupils' own prayers and the sharing of these prayers is apparent. Pupils state clearly the reason why they need to pray, "we need to talk to God." New Testament Bible stories are regularly included in worship, but pupils' recall of Old Testament stories is only satisfactory. Pupils are welcomed by the worshipping parish community attending the near-by church for a variety of celebrations, such as Christmas and Easter celebrations, Mothering Sunday and Remembrance day. The church is also available as a general learning resource especially through-out the summer months, This contributes to the feelings of belonging to a Christian community. An established programme of planning has been devised based on Christian values and festivals. This is currently under review as core Christian beliefs and aspects of Anglican practice are not yet fully embedded in this programme, thus limiting pupils' understanding. Records of worship are completed by staff and pupils. This supports recall and reflection. Evaluation of worship by leaders is developing with the support of the Diocese. The dedicated "reflection corners" within each classroom foster spiritual opportunities. Artifacts such as precious objects, children's prayer books and Bibles serve as reminders and exemplify weekly collective worship themes. Labels such as, "How can you show love today?" serve as additional prompts and aid reflection.

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

School staff and the governors, after a period of change and instability, now have a clear vision of how distinctive Christian values need to be central to school life. They speak confidently and accurately about these aspects. The school web site and documentation is in the process of being updated to reflect this Christian vision. The pupils are able to articulate the changes in the school. They commented, "our new headteacher has transformed our school, with more Christian teaching; living in the world now makes sense." Moreton Say parents echo these feelings. They are full of praise for the leaders and for this school's family atmosphere where all the teachers know their children as individuals. They comment on the openness of the school resulting in an atmosphere of mutual trust and respect. Consequently, they comment that their children are nurtured and encouraged to achieve well and this affects not only their well-being, but also that of their families. The giving of a Bible to their children at the end of Reception and when they leave the school serves as a strong reminder that this is a Christian school. Even though the governors hold leaders to account in relation to teaching and progress, their evaluation of the school's core Christian values to inform strategic direction is yet to be formalised. However all leaders hold a realistic view of areas to be addressed, such as more systematic teaching of Old Testament Bible stories, providing a suitable worship space and embedding and developing the evaluation of the impact of worship within the annual school cycle of review. The governors have been involved in formulating the policy for spiritual development and are able to discuss this aspect with confidence. Foundation Governors promote the Christian dimension diligently. Pastoral links between the school, church and local communities are well developed. There are a variety of events where members of the church and local community are prominent in their support, such as Messy church activities, children's activity weekends at the AMICA centre, Christmas tree festival, Harvest supper and Remembrance Day. These links enrich pupils' sense of community. Partnerships and links with different faith traditions of people that are more religiously and culturally diverse are developing. Previous inspection developments points have been addressed.

SIAMS report June 2015 Moreton Say C of E (VC) Primary School, Market Drayton, TF9 3RS