

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Morgan's Vale and Woodfalls Church of England Primary School

Morgan's Vale Road, Redlynch, Salisbury, Wiltshire. SP5 2HU

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Salisbury</b>
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	2 September 2013
Name of academy trust	Morgan's Vale and Woodfalls Church of England Primary School
Date of inspection	14 December 2017
Date of last inspection	12 December 2012
Type of school and unique reference number	Primary 140112
Headteacher	Graham Nagel-Smith
Inspector's name and number	Lorraine Pugh 819

#### School context

Morgan's Vale and Woodfalls is a smaller than average primary school with 106 children on roll. The school serves its rural community just outside the city of Salisbury. Children are predominantly from White British backgrounds. The proportion of children eligible for free school meals and the pupil premium grant is below the national average. The number of children receiving extra support for special educational needs is above the national average. The current headteacher has been in post for 13 years. Teaching is organised into four mixed aged classes. The school also provides a Nursery class. In 2013, and since the past inspection, the school has converted to an Academy, educating children between the ages of 2 to 11.

#### The distinctiveness and effectiveness of Morgan's Vale and Woodfalls as a Church of England school are outstanding.

- The school's core Community Christian values are known by all members of its community and deeply embedded into all aspects of its work.
- The headteacher's leadership is highly effective in ensuring the school's inclusive Christian vision has the highest profile. This successfully impacts on the academic and social development of all its children.
- The high quality provision for religious education and collective worship significantly impacts on the school's Christian character.
- The deeply felt Christian commitment of the school's leadership team, staff and governors is successfully enabling children to achieve well within a highly effective Christian environment.

#### Areas to improve

- Integrate and embed the new Understanding Christianity resource materials into religious education (RE) teaching and include appropriate adaptations of the existing RE assessment systems.
- Governors to review the present systems for monitoring and evaluating the school's Christian distinctiveness and establish a more efficient process that identifies roles for the new foundation governors.
- Increase the responsibility of the children's worship committee by leading acts of worship.

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

Morgan's Vale and Woodfalls school has highly effective core Community Christian values which strongly underpin the school's work because they are explicit and firmly established. All school communications reflect the school's Christian vision, 'Faith in Learning, Achievement for All'. Children learn these values as soon as they join the school and adults constantly model them. They are an integral part of the school's approach towards behaviour and learning, successfully supporting children's feelings of self-worth and their ambition to be the best they can be. Parents say that this Christian environment, where every child is unique in the eyes of God, is a major factor in their children's achievement. The headteacher's passion, determination and perseverance mean that, despite the challenging complexities of some children's behaviour, the school never gives up on them. Children are proud to receive awards in the 'Well Done' weekly worship, for times they have demonstrated, through their learning or behaviour, the values of the school. Children happily explain the successful 'Friendship Stop' in the playground which supports their care and understanding for each other. Children achieve well academically when compared to other schools nationally, making good progress from their individual starting points. The school successfully supports children with significant needs. Parents and children recognise and appreciate the extra support given to behaviour and learning. Parents and children say they are listened to, saying issues are dealt with swiftly and sensitively. Behaviour is exemplary both in the classrooms and playground, with relationships clearly displaying the Community Christian value, 'We treat others as we would like them to treat us'. Opportunities for spiritual development and reflection are seen throughout the school, allowing children to develop an awareness of themselves, others and the world around them. Since the previous inspection the school has developed an agreed understanding of spirituality and a range of spiritual experiences are included in lesson planning. Teachers recognise spiritual experiences that may occur at other moments and time is given for reflection. Children say they value using their reflective diaries as it gives them 'time to think about things'. Children know about a range of world faiths and clearly explain the importance of treating everybody with respect, regardless of difference. Opportunities for first hand faith encounters to support the development of this understanding take place. Children actively involve themselves in a range of charities and are able to describe the importance of their support and what it can achieve. Some children have undertaken self-initiated charity work, for causes they have personally felt strongly about, such as 'Mad Hair Day' and 'Epilepsy Awareness', thus showing an increasing awareness of social responsibility.

**The impact of collective worship on the school community is outstanding.**

Collective worship has a central place within the daily life of the school strongly reflecting the school's Christian character. Children talk about worship themes and explain how they guide everyday actions. Collective worship is carefully planned, using a range of resources, which has allowed children to develop a rich understanding of Jesus Christ and his central position within the Christian faith. Meaningful Anglican traditions are used, such as children lighting the worship candle to show the presence of God. The welcome liturgy supports children's understanding of the Trinity and they have an age appropriate understanding of God, Jesus and the Holy Spirit. The children's enjoyment of worship is evidenced with their extremely enthusiastic singing. The two local churches join together to provide children with 'Open the Book' worship. Children successfully link the lessons conveyed within Bible stories to the school's values and describe how these values impact on the way they live their lives. The younger children beautifully acted the Christmas Nativity play. All happily took part, reflecting the dedication of the school's adults in giving opportunities to all. The children are able to understand the meaning of the story stating, 'Mary and Joseph had trust in God to keep them safe' and 'Jesus was a lovely Christmas present wasn't he?' Children show respect and understanding when they interact with each other socially and within their learning. Time is given for reflection and children are aware that the messages gained in worship go far beyond just worship time. Children say this makes an impact on their learning and behaviour because worship themes help them to take responsibility for their own actions and conduct. Children's voice, collected by the children's worship committee, helps to guide daily worship experiences. For example, increasing children's participation and the requested spiritual garden. The children's worship committee are committed to their role and they say they would like to have opportunities to lead worship. Worship planning includes a very wide range of visitors and services held within the church, thus giving the children a rich variety of worship experiences and styles. The vicar and other church members are extremely supportive of the school and there is a very close working partnership. This includes their involvement with worship services and extra-curricular activities. Preparations for special church services are organised by church members with the children. Weekly coffee mornings for parents, held in the church, are very well supported and valued. The local community is invited to visit the school and this successfully strengthens the schools place in the wider community. Children are able to explain the meaning of prayer in their lives, within worship and personal prayer. They like it when their prayers are taken from the prayer tree and read out before lunch. Governor monitoring has evidenced the successful impact of worship.

### **The effectiveness of the religious education is outstanding.**

The religious education (RE) curriculum is exciting, engaging and challenging. Its content strongly impacts on shaping the school's Christian character. RE assessment is currently under review due to the school's introduction of the new Understanding Christianity resource, this being a major change to the school's RE provision. This new resource was adopted after careful consideration alongside other major schemes. Teachers are supported by high quality professional development and governors also get involved in this. Religious education teaching and learning standards are at least in line with standards reached in maths and literacy. The school also uses the locally agreed Wiltshire syllabus. Religious education themes include regular references to the Community Christian values of the school. It is taught by the class teachers who successfully maximise pupil interest, enthusiasm and impact, allowing for further clarification outside of the lesson itself. Positive learning behaviours of children in lessons and the quality of teacher questioning promote deeper thinking. Teachers display high levels of subject knowledge and they are supported by high quality resource materials with guidance from the headteacher and RE leader. Regular monitoring and professional development ensures all members of staff acquire the necessary skills for delivering high quality RE teaching. Governors have a strong presence within the school and undertake their own regular monitoring of RE although the efficiency of this work has not been fully developed. Detailed class portfolios and children's workbooks capture RE learning, illustrating the richness of the RE curriculum. Learning evidence includes detailed statements from the children. Teacher feedback successfully encourages the children's deeper thinking and understanding. Other world faiths are studied and children are able to discuss their key features as well as similarities and differences to Christianity. They understand the importance of faith to those who believe and explain that this is why all faiths should be respected. One child wanted to explain why it would be disrespectful to followers of the Muslim faith if they or others touched a Quran because this book is as special to Muslims as the Christian Bible is to Christians. The school actively searches for first hand learning opportunities linked to different faiths and this is supporting children's understanding that Britain is a country of many faiths and cultures.

### **The effectiveness of the leaders gives and management of the school as a church school is outstanding.**

The vision, ethos and ambition of Morgan's Vale and Woodfalls for its pupils and other stakeholders are deeply rooted in shared Community Christian values which are known and understood. Leaders are strongly committed to achieving high academic standards within a supportive Christian environment. The development points from the previous inspection have been fully addressed. The introduction of new assessment systems in RE, and adoption of the Understanding Christianity resource, show that the school's leadership is able to respond to best current practice and research, reviewing and adapting as necessary. The school's leadership ensures children and staff are central to all school decisions, with policies and procedures arising from these discussions. The school's conversion to Academy status was a significant undertaking, which successfully allowed the school to provide high quality provision for children from two years old. This has had a positive impact on their preparation for mainstream school at four years old. The school's leadership has also secured a number of successful financial bids for building projects, greatly enhancing the learning environment. Parents and children say they are part of a community where everybody has a voice and all feel valued as an integral part of the school's Christian work. The school's leadership is strongly supported by adults with a strong personal Christian faith. This helps to give a deep understanding of what makes a successful and outstanding Christian school. Frequent monitoring of RE, collective worship and Christian distinctiveness by school leaders, including governors, guides and influences decisions, accurately identifying actions to develop the school further. A number of new foundation governors have recently joined the school. They are developing their understanding of their new role and the part they can play in developing increased monitoring efficiency. The RE and collective worship leaders clearly articulate their development plans and how they will improve provision. For example, detailed plans and funding is already in place for the spiritual garden. The positioning and design of this reflective space has been well considered with significant involvement of the children. The school has extremely strong and supportive links with the local church community. Diocesan professional development and advice supports the school's leaders. Parents recognise and support the school's emphasis on inclusiveness. They give examples of difficult situations where the school's actions have successfully helped their child and family. The school prioritises the nurturing of each individual, however challenging their needs, and recognises the life changing impact this has already had on many of its children and their families. The school's leadership actively seeks the views of stakeholders to test the impact of its work including exit interviews with Year 6 leavers. Feedback is positive from all members of the community, for example, 'It promotes values that I share and promotes a nurturing environment for my child.' Statutory requirements for RE and collective worship are met.