

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Marton and District Church of England Primary School

School Lane, Marton, Macclesfield, Cheshire SK11 9HD

Current SIAMS inspection grade	Good
Diocese	Chester
Previous SIAMS inspection grade	Good
Local authority	Cheshire East
Date of inspection	10 November 2016
Date of last inspection	November 2011
Type of school and unique reference number	111329
Headteacher	Nevin Deakin
Inspector's name and number	Anne B. Woodcock 445

School context

Marton and District school is a voluntary aided primary school. It serves a wide catchment area which includes seven parishes and rural villages near Congleton in East Cheshire. Almost all of the 167 pupils are of White British heritage and come from mixed socio-economic backgrounds. The proportion of pupils for whom the school receives the pupil premium grant is well below average. The school supports a lower than average proportion of pupils with additional needs. The school was judged to be requiring improvement by Ofsted in June 2015. It awaits a further inspection to validate the school's current position.

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

- Pupils' excellent behaviour and very positive attitudes to life and learning are based on their understanding of Christian love and friendship.
- The headteacher's distinct Christian vision ably supported by senior leaders, staff and governors has raised standards and driven all aspects of school improvement.
- Well-established, mutually beneficial links with the local churches and communities contribute significantly to the school's Christian character and to pupils' spiritual development.
- Relationships rooted in Christian trust and compassion nurture and support all members of the school family.

Areas to improve

- Engage parents in the church school self-evaluation process so that they fully understand, share and influence the school's core Christian values and distinctiveness.
- Extend the evaluation of collective worship to provide more frequent information about its impact on all members of the school family. This will lead to continuous improvement.
- Use the extensive school environment to enrich pupils' experience of outdoor learning and support their spiritual development.

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

The school's three core values of agape, communion and justice are well-established, owned and lived by all members of the school family. Children talk confidently about God's love for everyone. They consistently refer to Matthew Chapter 7 verse 12, the school's mission 'to treat others as you want them to treat you'. As a result, their behaviour is excellent and their attitudes are very positive. Children are eager, articulate and confident learners. They say that they feel safe and well-supported by teachers who listen, help and nurture them, making lessons interesting and fun. The vast majority of pupils make expected progress from their starting points and rates of pupil progress continue to rise. The school's inclusive Christian character is reflected in the way it supports all children as unique and special to God. Parents and governors recognise that this nurtures children's personal development at all levels. Those with additional needs are well-supported and the more able are challenged. 'Our teachers challenge you and push you to the limit because they want us to be the best we can be,' explained a Year 6 pupil. Standards of attainment are good and continue to rise. Parents recognise and support the drive to raise standards. Pupils are increasingly reflective learners. They express their ideas openly within an atmosphere of trust and acceptance using art, music and prose. Regular Christian values days provide children with rich, collaborative experiences which support their understanding of values such as respect and forgiveness. As a result, pupils reflect the values in their own lives. Displays and work books reflect the high quality of pupils' work created in response to their learning experiences. As a result, pupils' spiritual development is good. However, the school recognises that increased provision using the outdoor learning environment would have a positive impact on their spiritual and personal development. Provision for pupils' social, moral and cultural development is good. Religious education (RE) supports their understanding of diverse faiths and cultures very well. Effective links with schools and communities in Uganda and the Solomon Islands make a significant contribution to children's awareness of Christianity as a multi-cultural faith.

The impact of collective worship on the school community is good

Children enjoy and value their collective worship experiences because they feel included and involved. 'We learn about Bible stories and Christian values and get together as a community,' stated a Year 5 pupil. Effective planning is firmly based on Christian values and Gospel teaching. As a result, pupils make good links between Jesus's teaching and Christian values. For example, a Year 6 pupil explained that the Widow's Mite parable teaches about generosity and giving up time and effort for others. Children's knowledge of Bible stories is good and they talk confidently about events in Jesus's life celebrated during the Christian year. The worship life of the school is extremely well-supported by the church. The vicar supports planning and leads worship each week. Regular 'Open the Book' worship enhances children's knowledge of the Bible. Children are very familiar with Anglican traditions. Their experience of different styles of Christian worship is extended through worship led by visitors from other local Christian faith communities. Their understanding of God as Father, Son and Holy Spirit is surprisingly mature. 'Jesus is God's son in human form and the Holy Spirit is all around giving Christian strength and confidence,' explained a Year 6 pupil. Prayer and reflection are key features of worship. Children know the Lord's Prayer, graces and responses. They write their own prayers and value the interactive prayer spaces around school. Groups of pupils, such as the ethos group, eco and school councils, regularly take responsibility for planning and leading collective worship. Worship is effectively monitored and evaluated by governors, staff and pupils. Feedback is used to inform planning. However, as this is only recorded at the end of termly themes, some opportunities for using evaluation to inform future planning are missed. As a result, it does not yet provide accurate information as to the impact daily worship is having on pupils and staff.

The effectiveness of the religious education is good

Pupils enjoy and value RE saying that lessons are usually fun and interesting. 'We talk about different questions and share opinions, but there are no right or wrong answers,' explained a Year 5 pupil. The significant changes made since the last inspection have had a very positive influence on teaching and learning. Teachers are well-supported and resourced. As a result their confidence and subject knowledge has increased. Lessons are planned to meet the needs of all learners, using a range of activities which engage pupils and develop essential skills. Pupils are challenged to consider, investigate and reflect using art, drama and extended writing to express their ideas. The high quality and pride taken in their work in RE is reflected in pupils' workbooks and class scrapbooks. As a result, pupils make good progress in RE and standards are in line with those achieved in other core subjects. The curriculum is well-balanced to ensure that RE makes a significant contribution to pupils' spiritual, moral, social and cultural development. Through the study of Judaism, Islam and Hinduism, children learn to respect and understand diverse faiths and cultures. First-hand experiences, such as the recent visit of a Muslim leader, inspire and excite children and support their understanding. Older children talk knowledgeably about the similarities as well as the differences

between Christianity and Islam. Through her passion and determination, the subject leader has ensured the high profile of RE. She has maintained a strong focus on raising standards and has inspired teacher confidence. Provision for RE meets all statutory regulations. Effective assessment procedures are in place to identify gaps in learning, inform future planning and track pupil progress. Pupils are involved in some self-assessment. Marking supports their learning because it identifies next steps and helps them to improve. Monitoring and evaluation procedures are robust. Governors observe lessons and scrutinise books and planning alongside leaders. As a result, they are confident that the future development and continued effectiveness of RE is secure.

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

The shared Christian vision of the headteacher, senior leaders and governors inspires and directs all aspects of school improvement. The challenge of improving teaching and learning, raising standards and rates of pupil progress has been attained by placing the core values of agape, communion and justice at the centre of all that is planned. As a result, staff feel valued and supported in their efforts to improve and they are able to achieve aspirational targets. Governors know the school well. They visit regularly, meeting with children and staff and talking with parents. Training from the diocese, together with the support of the local authority and national leaders, has developed governor skills. This has aided them in challenging and supporting the work of the school. Robust monitoring and evaluation systems ensure that RE and collective worship are reviewed thoroughly, leading to continued improvement. All issues from the previous inspection have been addressed and changes continue to be monitored. Governors support the strong, effective leadership they have secured for RE and collective worship. They ensure that the needs of all pupils are met through the effective use of financial and human resources. Church school self-evaluation is in place and issues are prioritised within school improvement planning. Parents are engaged and very supportive but they are not regularly involved in the church school self-evaluation process. Strategic planning is secure and the future leadership of church schools is supported through the use of Christian leadership training. Effective use is made of the Congleton educational community partnership, a group which includes other church schools. Children regularly contribute to local events through the strong links with the seven parishes linked to the school. They recognise the need to work for the good of others, as Jesus taught, and relish the responsibilities they are given to raise funds for a range of charities. A Year 4 member of the ethos group stated, 'We try to love and respect everyone, stick together as a community and help people where we can.'

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