

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

Manorfield Church of England Primary School				
Address	Station Road, Stoney Stanton, Leicester LE9 4LU			
Date of inspection	15 November 2019	Status of school	Primary academy inspected as Voluntary Controlled Embrace Multi Academy Trust	
Diocese	Leicester	URN	146618	

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<p style="text-align: center;"><b>School context</b></p> <p>Manorfield is a primary school with 407 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs or disabilities is below national averages. Manorfield is a member of EMBRACE multi academy trust, a trust established in 2019 consisting of both Church and community schools.</p>			
<p style="text-align: center;"><b>The school's Christian vision</b></p> <p>A Manorfield pupil is: <b>Caring</b> about themselves, others and the world, <b>Sharing</b> their knowledge and fortune, <b>Inspiring</b> and enthusing those around them and inspired to life-long learning. An individual with the toolkit needed to independently and cooperatively face 21st Century challenges; literate, numerate, courageous and resilient 'For I was hungry and you gave me something to eat. I was thirsty and you gave me something to drink, I was a stranger and you invited me in. I needed clothes and you clothed me. I was sick and you looked after me. I was in prison and you came to visit me... Truly I tell you whatever you did for one of the least of these brothers and sisters of mine you did for me.' Matthew 25 v35,36,40</p>			
<p style="text-align: center;"><b>Key findings</b></p> <ul style="list-style-type: none"> <li>The school has established a clear vision rooted in Biblical text which has grown out of its context and enables members of the community to feel valued and supported impacting positively on learning.</li> <li>As a result of this vision the school is inclusive and nurturing, valuing difference and diversity and enabling all pupils and adults to flourish.</li> <li>The school has developed a broad and balanced curriculum which is shaped by its Christian vision. Leaders have made ethical decisions in building this curriculum based around key concepts. As a result, pupils are developing curiosity through questioning and have opportunities to explore spiritual and ethical issues.</li> <li>Religious education (RE) is well planned and the introduction of Understanding Christianity has had a significant impact on pupils' learning. Pupils have a respectful and informed knowledge of a range of world faiths and ways of living but this is less developed.</li> <li>Collective worship is well organised. It provides opportunities for both pupils and adults to reflect on their behaviour, values and attitudes. It does not yet ensure that pupils have an appreciation of liturgical and symbolic elements of Christian worship including the central importance of the Eucharist.</li> </ul>			
<p style="text-align: center;"><b>Areas for development</b></p> <ul style="list-style-type: none"> <li>For governors to formalise their systems of monitoring the effectiveness of the school as a Church school, involving the whole governing body as well as other stakeholders, to ensure the school continues to develop.</li> <li>To enable pupils to engage in regular dialogue with major faiths and world views in addition to Christianity, in order to deepen their knowledge and understanding.</li> <li>Enable pupils to appreciate the variety of elements and styles in Christian worship so that they can develop an understanding of the importance of liturgy, symbols and the Eucharist.</li> </ul>			

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

The school has developed a vision that has grown out of its context and is reflected within it. It is underpinned with strong Christian values and rooted in Biblical text. During a whole school faith day the school community considered how Matthew 25 verses 35, 36, 40 encapsulated their vision, and used it to build values and behaviours. The attitudes of caring, sharing and inspiring are evident in the life of the school and staff commented on how the vision and values were shown through actions. Leaders have used the vision effectively to shape development plans and school policies. Governors talked about how the Christian vision had been at the root of school improvements over the last few years. The school has built a mutually beneficial partnership with the local Anglican church, pupils attend services throughout the year and clergy lead collective worship in school. School and Church have been involved in joint initiatives including offering support to families. The multi-academy trust (MAT) is supportive of the school's Christian vision. The MAT was created with a group of like-minded schools and the school is therefore able to retain its Christian distinctiveness whilst benefitting from its membership of the MAT. Currently the headteacher is chairing the MAT's curriculum development group. Despite monitoring the school's effectiveness, the governing body has not established formal systems, involving the whole school community, that monitor and evaluate the school's effectiveness as a church school. The recommendations from the previous denominational inspection have been addressed.

The school has used its Christian vision to shape its curriculum and its aim of developing caring, sharing, inspiring individuals. The curriculum is built around key concepts, such as adversity, equality, spirituality which children have opportunities to explore through a variety of topics. As a result, pupils have access to an exciting and relevant curriculum that enables them to flourish. Pupils have progressively deeper opportunities across the curriculum to explore spiritual and ethical issues. In one class visited pupils were empathising and exploring what it might have been like to be evacuated through a range of different points of view. Recent national assessments show that the school is close to national averages in progress statistics. Pupils with special educational needs are well supported and the school has developed its provision to enable these pupils to flourish.

The Christian vision supports pupils in their learning and inspires them to be the best they can be. One pupil spoke of how when things get difficult he could ask others for support and help. There are opportunities across the curriculum for pupils to think about big questions and to develop an understanding of issues such as deforestation, equality and exploitation of the natural world. The Eco Council has been raising awareness of plastic waste and pollution. Pupils are engaged in a variety of charity work including Children in Need and Operation Christmas Child. Older pupils are able to talk about fairness and justice in relation to this work. The school plays a significant part in the community's remembrance activities holding a service in the school grounds annually and enabling all pupils to participate. The school does not yet have established global links to support learning.

Behaviour is good, there are high expectations and pupils receive positive affirmation for doing the right thing. There is a strong emphasis on reparation and forgiveness and pupils being given second chances. This is attributed by many members of the school community to the Christian vision. Mental wellbeing is given a high priority. In one classroom visited there was a check-in system so that pupils could let an adult know how they were feeling. Staff feel valued and speak highly of the headteacher's leadership and support they get from the senior leadership team. They feel included in decisions made by the school and speak of their involvement in curriculum development.

As a result of the Christian vision, valuing all God's children is important to the school and is lived out in practice in day to day life. Leaders are passionate about encouraging a respect for difference, diversity and ways of living and have ensured that this is reflected across the curriculum. There are a range of books in the library that pupils and staff use to support learning about diversity. This positive culture is evident in the attitudes of the pupils, one pupil spoken to commented that 'anyone can be accepted here, we respect your differences.' Staff are well trained to support difference and diversity.

The Christian vision shapes collective worship planning and staff have broken down the vision and associated values to make them meaningful. As a result, pupils and staff talk about the impact collective worship has on them and that it 'filters through to everyday life'. There are opportunities to pray across the school day and pupils and adults use the Peace Garden as a spiritual space to reflect. Pupils speak of the value of prayer and how it can be helpful. All statutory obligations for collective worship are met. Worship involves a variety of elements including music and reflection. Pupils do not yet have enough opportunities to engage with liturgy or develop an appreciation of the importance of Christian symbols including the Eucharist. Pupils use opportunities to plan collective worship. Evaluation involves a range of stakeholders. The leader for collective worship models taking collective worship for other members of staff but there are not opportunities for regular training.

The introduction of *Understanding Christianity* has had a significant impact on teaching and learning in RE. Pupils demonstrate enjoyment and enthusiasm and speak of how their thinking has been challenged. Curriculum planning is effective and pupils engage with religious text and develop skills of enquiry and critical analysis. In one class, for example, pupils were comparing and contrasting the same event told in the Gospels of Mark and Luke. The curriculum provides opportunities for pupils to gain knowledge of a range of religions and world views. However, the opportunities to engage in dialogue, that are established in the Foundation Stage, are not continued consistently across the school. RE reflects the Church of England Statement of Entitlement For RE. There is an effective system of assessment in place. Whole class feedback sheets help pupils to understand how to make progress.

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