

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Marchwood Church of England Infant School

Address	Twiggs Lane, Marchwood, Southampton, Hampshire, SO40 4ZE		
Date of inspection	19 June 2019	Status of school	Voluntary Controlled, Infant
Diocese	Winchester	URN	116299

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent

School context

Marchwood is an infant school with 249 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 and/or disabilities is below national averages. Marchwood is the local infant school to the Seventeenth Port and Maritime Army Base. 26% of pupils are Service Children in Education.

The school's Christian vision

To immerse children in a quality teaching and learning environment which is vibrantly resourced and supports 'learning for life'.

The Christian values of love, trust and truth underpin all that we strive to accomplish. We believe that, in creating a welcoming Christian atmosphere within which children can learn and play, children feel safe, happy and valued. They are able to flourish and experience God's wonderful world in all its fullness. (John 10, 10)

Key findings

- A culture of deep-rooted care, innovation and aspiration for pupils and staff pervades the school. Everyone is encouraged and supported to thrive and to grow in emotional resilience.
- Opportunities to deepen understanding of the Christian vision and values, and for spiritual development, are skilfully woven across the curriculum and all aspects of school life. Diversity is celebrated and well-being for all is at the core of the school's work.
- All members of the school community are invited to participate in collective worship which is characterised by high levels of pupil and adult engagement, both planned and spontaneous. All members of the school family confidently root the school's Christian vision and values in stories from the Bible.
- The curriculum and range of learning activities in religious education (RE) represent exemplary practice. During the three years that young pupils spend at the school, they are enabled to think deeply and have high respect for religion.
- The school enables 'learning for life' beyond Marchwood. Under the innovative leadership of the headteacher and deputy headteacher, the school has been invited to share its practice with colleagues and partners in a range of settings. Through this work, these colleagues and partners have been further supported to flourish.

Areas for development

- Ensure that monitoring by governors becomes more strategic so that the full and wide-ranging impact of the Christian vision is captured more robustly in self-evaluation.
- Enable pupils to deepen their growing understanding of courageous advocacy through exploring how they could make a positive difference to the lives of others in their local, national and global communities.

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

When asked to describe their school in one word, pupils, staff, governors and parents say 'community'. They are right because care for everyone in the school community, creating opportunities for that community and raising aspirations of the community are at the heart of Marchwood. This is a school where 'learning for life' applies to everyone. All members of the community describe themselves as learners. This ranges from a parent who says that her son has been 'profoundly inspired and influenced by his experiences', to a parishioner in her eighties who recalls how, having heard a Year 2 pupil's explanation of God as Father, Son and Holy Spirit, 'I better understand what this means for the first time in my life.' Everyone is enabled to learn more about the fullness of life.

The school has a thorough understanding of the community which it serves. An innovative partnership with the Fijian community at the Port and Maritime Base has led to a midday supervisory assistant being asked to share the school's work in celebrating diversity with headteachers beyond the local area. Here, as in all aspects of school life, the headteacher encourages colleagues to be leaders. Staff attribute their growing professional confidence to the Christian values and to how the school inspires them to 'learn for life'. Another example is the commitment of a learning support assistant to enhance opportunities for sport and healthy lifestyles. As a result of her determination, pupils participate in a broad range of local sporting competitions. Pupils, in turn, say that this, 'is fun and we show love to the other team whether we win or they win because everyone is special to God'.

The headteacher has led strategies to support mental health and well-being with colleague headteachers, all inspired by the high value placed on this at Marchwood. Aware that two local sure start centres have closed, Marchwood's emotional literacy and support assistant facilitates advice for pupils and families. The school's 'High Five' strategy, which empowers pupils to know their rights and responsibilities and to treat everyone fairly, is now used by other schools. One parent passionately emphasised, 'I just know that the school is here for us; that is what makes it a totally safe place for my child.' Staff well-being is also prioritised. A member of staff said 'I know that my colleagues will always offer love, friendship and support. Everyone is valued, which is central to our vision.' Although the Christian vision and values are a deeply-embedded part of the school's culture, self-evaluation, especially that undertaken by governors, does not robustly or sufficiently capture their full impact.

Opportunities for spiritual development are skilfully woven across the curriculum. Pupils in Reception talk about 'God's world' and 'love' when speaking with enthusiasm about how they have been following the lives of school chickens, some from before they hatched. Such creative learning opportunities across the school enable the Christian vision and values to be easily accessible for its young pupils. The outcomes achieved by pupils, including by vulnerable learners, are consistently above local and national averages. All groups of pupils make excellent progress. The school-designed 'Know Your Children' tracking system, covering all aspects of pupils' lives, achievements and well-being, ensures that every member of staff understands the individual needs and aspirations of each child. A midday supervisory assistant summed up its impact as being that, 'We are all able to guide each child to the right next place for them.'

Inspired by a teacher who has shared her courage in climbing Ben Nevis to raise funds for Marchwood, and by a pupil who runs with his mum for charity, pupils are increasingly aware that they can be proactive in enabling society to flourish. In the words of a Year 2 pupil, this is 'what love really means'. Parents share how their household refuse arrangements have changed due to the passion which the school has ignited in their children to be mindful of recycling. One pupil has been motivated to shave her hair to raise funds for a cancer charity. Her fellow pupils are 'really proud of her' and the school is championing her cause. Pupils are able to express this as being part of 'learning for life', which demonstrates the depth of the vision.

Collective worship is described by pupils as being 'fun with lots of great songs about God'. Parents are invited to attend worship every week with one saying, 'the warmth and love in the room is contagious'. Through this involvement of parents, the school has met an area for improvement from the previous inspection. Collective worship enables pupils to explore a range of Bible stories which demonstrate the school's vision and values in practice. For instance, the youngest pupils are able to explain how the Parable of the Good Samaritan is about 'love' but also 'truth' because 'God tells us the truth of how to behave'. There is a strong partnership with St. John The Apostle Church and pupils readily recount the messages from worship led by the vicar. A parent whose child

is a member of a world faith other than Christianity spoke about the 'love' shown by the school. Her child is able to spend time during collective worship doing activities linked to their family religion while joining in elements of the whole school worship as applicable. This commitment to the dignity and respect of everybody is, she says, 'tenacious', and is a key reason why she is proud to have chosen Marchwood as her child's school.

The headteacher has been instrumental in establishing the diocesan Year 2 Leavers' Service in Romsey Abbey, a worship celebration enjoyed by hundreds of pupils and adults. This is one of many strong links between the school and the diocese.

RE is taught inspirationally. Pupils in Year 2 have been enthused by creating precious items in clay and reflecting on how they would feel if someone subsequently destroyed them. They have linked this to God's creation of our world and to how humankind does not always look after it carefully. Pupils say that, 'God made everything for a reason so we must find that reason and look after everything.' In Year 1, learning is often linked to words from worship songs such as 'How wonderful to be a part of God's amazing plan'. Based on these words, pupils have explored how important it is to use our talents to the best of our ability. One boy said, 'I am quite sporty so I should try hard when I run because God wants me to be sporty.' These are further examples of how successful the school is in making its deeply Christian vision and values accessible to infant-aged pupils.

Headteacher	Stuart Calvert
Inspector's name and number	Neil Revell 894