

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

### Myddle Church of England Primary School and Nursery

Myddle, Shrewsbury SY4 3RP	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>Lichfield</b>
Previous SIAMS inspection grade	Good
Local authority	Shropshire
Name of federation	Harris Gough Federation
Date of inspection	10 March 2017
Date of last inspection	20 March 2012
Type of school and unique reference number	Primary and Nursery 123487
Executive Headteacher	Clare Williams
Inspector's name and number	Marianne Phillips 586

#### School context

Myddle is a smaller than average school with 85 pupils on roll. All pupils at the school are from white British backgrounds. The numbers of pupils supported by pupil premium funding is high. 11.8% of pupils are judged to have special educational needs which is broadly average. The executive headteacher has been in post since April 2016. Her post was made permanent on 27 February 2017 when Myddle federated with Baschurch Primary School where she had been headteacher. They are now part of the Harris Gough Federation. The school has recently taken over the management of the on-site nursery, which has a further 18 pupils on roll.

#### The distinctiveness and effectiveness of Myddle as a Church of England school are outstanding

- The Christian values promoted through BARK help pupils to live together, be kind and respect each other and so behaviour is excellent.
- The strong spiritual leadership provided by the effective partnership between the executive headteacher and the assistant headteacher drives the school vision and unites all.
- The pupils of the school stand-out because of the unique approaches they use to support and help each other, grounded in loving Christian care.
- The strong links between school, church and community place it at the heart of the area it serves.
- The quality of the worship experiences enables pupil leadership and supports the spiritual growth of the school family.

#### Areas to improve

- More regularly use 'pupil voice' as an evaluation tool to further drive pupil leadership in worship and the Christian distinctiveness of the school.
- Share the skills, expertise and systems working effectively in Myddle with the new federated partnership to ensure there is consistency and continuity driving the distinctiveness of both schools.

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

This outstanding church school proclaims its Christian status to all who enter. Crosses, banners, artwork and other Christian symbols are effectively placed to endorse their Christian heritage. Reflection areas in each classroom and around the school inspire and encourage pupils to be spiritual. The strong sense of Christian family permeates all relationships and is underpinned by the school motto 'Growing, learning and living in the love of God'. The positive reward scheme BARK, which stands for Behaviour, Attitude, Relationships and Kindness, highlights strong Christian values. These are firmly embedded in biblical truths and guided by the teachings of Jesus. Pupils living out these values daily are rewarded with 'BARK bones' which are recognised in 'Celebration worship' every Friday. The results are tangible and enthuse all pupils to do their best, be supportive of others and to feel loved and respected. The school uses every inch of space. This is exemplified in the 'Nurture Room' which is small but effective in creating an area for reflection and discussion to support emotional and behavioural needs. Pupils of the school council confirm this. 'If we sometimes fall out or are upset there is always someone to discuss this in the nurture room and everything is fine again.' All pupils know this is a church school. They enjoy praying and share that, 'God and Jesus influence what we do'. They think prayer is important and are encouraged to pray daily. Some take this into their home lives. In the words of one child, 'I talk to Jesus before I go to sleep to reflect on the day. He helps me solve problems and put things right.' Pupils are enthusiastic about the BARK bones and know these values were taught by Jesus. They are encouraged to reflect on the Trinity. As a Year 1 child accurately shared, 'the Holy Spirit is everywhere'. In these reflections from the pupils it is evident that they are being helped to lead Christian lives. The EHT although relatively new to the school, is a strong spiritual leader who has built a very effective partnership with the AHT. They share, 'it feels natural' and whole heartedly endorse the move to being federated. These leaders are effectively guiding the Christian character of the school and are strongly supported by the minister from St Peter's who is also a governor. Religious Education (RE) has a high profile in the school. Pupils enjoy learning about other religions and cultures. School leaders are aware of the importance of developing their pupils' understanding of diversity and global faith. They have facilitated links with Adcote Private school. Pupils from a range of ethnic backgrounds visited Myddle and worked with the pupils of the school. Also through their language studies pupils have established pen-pals with French students and regularly communicate through letters. There have been dance workshops, visits and visitors to enrich and enhance pupils' experiences. Currently they are in the process of establishing a link with a school in Wolverhampton. In these ways pupils are effectively developing a global perspective. Pupils enter the school displaying skills that are well above national expectations. Taking over the on-site nursery is being celebrated. There were always close links. Now school leaders are driving progress more consistently. They are reviewing the curriculum offered, aligning it closely with the school's vision and values. The curriculum is planned, across the school, to provide rich and varied experiences through thematic approaches. There is a focus on individual need and extra-curricular activities are tailored to suit the individual. Pupils are empowered to pursue activities they have organised such as the recent acquisition of a 'rugby coach'. Additional funding, through the government 'pupil premium funding grant is high as over 20% of the school family has links to the forces. Targeted support enables individual pupils to thrive and experience success in all aspects of school life. As a result by the time they leave the school pupils attainment is in line or above that of other schools nationally. Parents are very proud and vocal about this unique school and the way it supports them, their children and the community. Many travel considerable distances to enable their children to attend. They support the school through a very active Parent Teacher Association, which has raised considerable funds for the school and other charities. They confirm their children, 'like coming to this school and never want to miss a day'. Consequently, attendance is very high at 98%. In so many ways this school is supporting every member of the school community through its nurturing Christian care.

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

The outstanding act of worship shared during the inspection highlighted the centrality of worship. As pupils gather the Trinity candles are lit to welcome the Father, Son and Holy Spirit. The singing of 'When we think about the Cross' emotively sets the scene, which is respectfully supported by everyone present. The older pupils fully lead the 'Celebration worship'. Their attitudes to help and serve the youngest to the oldest share and enjoy their achievements shows the strength and uniqueness of their relationships. The influence of the Christian values through the 'BARK bones' and other rewards reflects how important they are in shaping daily life. The role of pupils as leaders in all aspects of worship is building their confidence and level of skill. Photographic records and other documentation evidence the way worship is closely linked to RE. The school has been trialling the 'Understanding Christianity' approaches. The minister of St Peter's and assistant headteacher as RE/worship leader have met to plan and record the worship themes used. The 'Incarnation' theme – 'Jesus as the Son of God' has been the recent focus. An example of how Jesus is central to everything is reflected in the school's unique song for wishing happy birthday. During this song pupils hope that their friend will 'get ever nearer to Jesus in the year ahead'. Pupils have time, in RE and worship, to reflect and shape their views. They learn through discussions and creative approaches to apply them

to real-life situations. The minister, in his role as a governor, formally visits the school to monitor the quality of worship. He also regularly leads worship in school and church. 'Pupil voice' is sometimes used to gather pupils' opinions of worship. Plans are being considered to build this evaluation tool more regularly into the monitoring process. Evaluations currently evidence that worship is enjoyed and important to all. Parents enjoy attending worship in school and church. Half termly they particularly appreciate the nurturing care of the school as trophies for 'happiness', achievement, 'forest school' and sport celebrate the 'whole child'. Anglican traditions are shared and provide structure through the responses, symbols such as the lighting of the candle and the Lord's Prayer. Prayer is a key feature of worship. Spontaneous prayer is supported by 'prayer bear'. Pupils wishing to pray are 'tossed' the bear and he 'helps us to focus on the things we want to say'. Daily worship is inspiring and provides a foundation for spiritual growth and development in this distinctive church school.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The strong spiritual leadership of the new executive headteacher in partnership with the assistant headteacher is driving the vision for this church school. Their actions are guided by the Christian values they hold dear and are lived out in their relationships with all. This creates unified purpose and direction for growth and improvement. They are knowledgeable about both schools and fully support the federation. The governing body is still being organised, but the 3 foundation governors from Myddle are in place. They have served Myddle school as governors for the past 4 years and have taken their roles as 'critical friend' very seriously. They have had link roles and have engaged with school leaders to monitor and evaluate teaching and learning. In their future roles as foundation governors they are excited about the prospect the federation partnership provides. 'We want to explore the strengthened viability. It offers new expertise and partnerships to further drive the distinctiveness and success of both schools.' The minister is one of these governors who actively engages with the daily life of the school. He supports worship, RE and provides pastoral care to staff pupils and parents when needed. He has established a strong relationship with the assistant headteacher as RE/ worship leader. They ensure RE is well led and taught through their monitoring. Standards in RE are at least in line with other core subjects. They are both looking forward to the continued guidance from the Diocese through the training to 'assess without levels'. Continued professional development underpins school improvement and ensures skills are acquired and applied to make teaching and learning exciting. Parents are supported to be 'partners in their children's education'. Workshops and open days help them to explore new approaches in mathematics and phonics so that they can help their children at home. The development points from the previous inspection have been met. The capacity of this school is strong. The executive headteacher has galvanised the effectiveness of Myddle through her skill to plan for and lead improvement. She has worked systematically and effectively to build on the strengths of the school through action plans tailored to need. These have been implemented since her appointment and embraced by all staff, pupils and parents. She and her team are committed to take the successes and experiences driving the distinctiveness of this church school into the new federated partnership.

SIAMS report March 2017 Myddle CE Primary and Nursery School, Myddle Shrewsbury SY4 3RP