

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

## Lisle Marsden Church of England Primary Academy

**Address** Lansdowne Avenue, Grimsby, North East Lincolnshire, DN32 0DF

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

**Overall grade**

**Excellent**

**The impact of collective worship**

**Excellent**

**The effectiveness of religious education (RE)**

**Excellent**

### School's vision

'Educating for life in all its fullness, committed to excellence and enjoyment through learning, within an enabling environment that nurtures the potential and talents of all; empowering our children with wisdom, knowledge and skills, grounded in the Christian belief that everyone is created in the image and love of God.'

### Key findings

- Leaders show great passion for the Christian vision that underpins the inclusive environment where everyone is respected and celebrated as unique children of God.
- There is exceptionally rigorous support and challenge by governors, who are an integral part of the school. This ensures the school is effectively evaluated and continually striving for improvement.
- The redesigned curriculum is underpinned by a deep understanding of a holistic Christian education. It is bold, innovative, and based on extensive pedagogical research. As a result, all pupils, including those with special educational needs, make extensive progress and develop profoundly in terms of their spirituality.
- Collective worship is the heartbeat of the school, encouraging pupils and adults to reflect deeply on their views and beliefs. Consequently, pupils can express readily the impact it has on them.
- The forward-thinking religious education (RE) curriculum inspires pupils to confidently explore both their own views and those of others'.

### Areas for development

- Develop deeper links with local churches to further support inspiring collective worship and explore the role of the Eucharist in school.
- Continue to review the impact of the redesigned curriculum to ensure it still meets the needs of all learners and promotes spiritual development.
- Look for new and innovative community links to complement those currently in place.

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 distinctively Christian vision is grounded in a clear theology and rooted in Christian narrative. It permeates throughout the school and wider community. It drives a culture where difference is celebrated, and equality is recognised as a God given right. Adults and pupils are equipped to live life to the full through its implementation. Pupils excitedly receive awards for living out the vision and values. They eloquently explain how they achieved them. The school is passionate about inclusivity. Consequently, a learning environment has been created that provides staff with the resources required to recognise and develop the God given talents of all. Inspirational intervention and safe spaces support all pupils to make excellent progress, both academically and pastorally. Leaders feel called to serve the wider community and extend their vision beyond the walls of the school. Through providing strategic support to a childcare centre, for example. In addition, the headteacher has worked alongside the Diocese of Lincoln to raise standards in other church schools. The school is committed to professional development for all. New staff receive bespoke training to understand what it means to work in a church school. Internal and external leadership development enables staff to become leaders in other church schools. A highly skilled governing body rigorously monitor and evaluate all aspects of the school leading to innovative practice, such as the redesigned curriculum. Governors are an integral part of daily school life, leading collective worship and visiting lessons. They have deep-rooted links with the local diocese. The chair of governors supports governing bodies nationwide, directly impacting on the effectiveness of other schools and their communities. This is a further example of leaders actively living out the vision of the school more widely.

The redesigned curriculum is bold, cohesive, innovative and reflective of the context of the school. It enables pupils to make connections within and across different subject areas. It has a strong focus on morality, reading, knowledge of the world and the arts, ensuring all pupils receive a holistic education that has a transformational impact on their futures. Spiritual development runs throughout, giving both regularly planned and spontaneous opportunities for pupils to reflect on the meaning and mystery of life. Awe and wonder moments are routinely included, for example, pupils retell the Easter story through the medium of dance and visit places of natural beauty. A learning culture has been purposefully created where no questions are off limit, and it is safe to make mistakes. This encourages resilience but also stimulates creativity and curiosity. The impact of the redesigned curriculum is measured through effective and rigorous quality assurance, demonstrating that all pupils continue to make strong progress. As part of the broad curriculum, pupils are inspired to be social advocates for change. They go beyond simply collecting donations and show a deep understanding of need and injustice. A recent race for hunger event, which was launched by pupils, led to letters being sent to parliament to bring about change.

A well-resourced and highly skilled wellbeing team ensures positive mental health is prioritised for all. Pupils complete surveys to express how they feel, and interventions are provided as a result. A new partnership with a local initiative ensures pupils and their families are fully supported. As a consequence of bold financial decisions, a trained educational psychologist and speech therapist play a vital role in identifying barriers for learning. Pupils thrive as a result and parents are supported to continue this work at home. All pupils spoken to highly commend the care they received from staff. Dignity and respect are modelled at all levels, supporting pupils to build and maintain positive relationships with their peers. Behaviour is exemplary. Pupils are encouraged to reflect on, and apply, the principles of forgiveness and reconciliation. Staff feel encouraged and cared for due to the culture of trust created. They feel confident to articulate concerns in the knowledge that their opinions will be valued. They speak of meaningful ways in which they have been compassionately supported.

Collective worship is invitational, inspirational and the heart of school life, including during lockdown. Pupils talk powerfully about the impact it has on them personally. Pupils value reflections that challenge them to respond and make a difference in the world. For example, one pupil was inspired to organise a crisp packet collection to protect the environment. Due to vacancies within the local parish, new opportunities have been actively sought out and embraced to build positive relationships with neighbouring churches to provide different experiences of worship. Detailed planning has resulted in high levels of confidence amongst teachers to deliver worship to their own classes, creating a more intimate experience for pupils. Pupil 'leaders of light' lead their peers in worship, confidently facilitating the messy grace and an age-appropriate understanding of the Trinity. They are integral to the evaluation of collective worship,

alongside governors, clergy and staff. The importance of gathering as a community has not been diminished during the pandemic. Whole school gatherings occur virtually, most recently with each class lighting their own Advent candle, creating an awe and wonder moment across the school.

RE is an extremely safe space where pupils can explore their own and the faiths and beliefs of others. Pupils report that everyone is allowed to express an opinion and that it is 'okay to disagree'. Pupils are incredibly proud of the work they produce and talk articulately about Christianity and a range of world religions. They are enthused by the big questions they are encouraged to both ask and respond to. Even the youngest children, who were exploring the life of Jesus, were challenged to explain why actions can be considered good and how this links to their choices. Leaders of RE are passionate that all pupils should have real life experiences to enhance their understanding of faith and religion in the wider world.

The distinctively Christian vision impacts all areas of the school. All pupils and adults are encouraged to be best they can, knowing their individual God given talents are nurtured and valued.



### The effectiveness of RE is

Excellent

The inspiring RE curriculum has been transformed to support pupils to progressively learn, recall and apply key knowledge and skills. This results in lessons that are both challenging and highly engaging. Consequently, pupils can reflect profoundly on how religion affects them and the lives of others. Pupils are consistently given the opportunity to respond to higher order questions to deepen their thinking further. Consequently, all pupils, including those with special educational needs, achieve well and are able to flourish in RE.

### Contextual information about the school

|  |   |     |        |
|--|---|-----|--------|
| Date of inspection                             | 09 December 2021  | URN | 137611 |
| Date of previous inspection                    | 28 November 2014  |     |        |
| School status                                  | Primary academy inspected as VA   | NOR | 624    |
| Name of MAT/Federation                         | Lisle Marsden Church of England Academy Trust.  |     |        |
| Diocese / Methodist District                   | Lincoln   |     |        |
| Headteacher                                    | Daniel Kinsey   |     |        |
| Pupil profile                                  | The proportion of pupils who are considered to be disadvantaged is above national averages.                 |     |        |
|  | The proportion of pupils who have special educational needs and/or disabilities is above national averages. |     |        |
| Additional significant information (if needed) |   |     |        |
| Inspector's name                               | Kelly Wall  | No. | 951    |