

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Netley Marsh Church of England Voluntary Controlled Infant School

Address Ringwood Rd, Woodlands, Southampton SO40 7GY

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

Good

The impact of collective worship

Good

School's vision

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready. "Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go" Joshua 1:9

Key findings

- The new Christian vision is already showing its effectiveness in meeting the learning and personal needs of pupils and adults. Formal systems for governors to monitor the impact of the vision are at an early stage.
- Staff work hard to ensure that pastoral support is driven by the vision. This enables pupils to be future ready and to preserve the wonder of childhood. Leaders ensure that aspirations are high and that every pupil has rich opportunities to develop physically, socially, spiritually and academically.
- Religious education (RE) is well led. Pupils have an ambitious and challenging curriculum that skillfully expresses the school's Christian vision.
- Collective worship is woven into the fabric of the school. Worship ensures that pupils and adults make connections between the school's vision and values, the teachings of Jesus and their everyday lives. However, not all pupils are actively engaged in planning, leading or evaluating acts of worship.
- Long-standing connections with the local church enrich the lives of both communities and support the development of the Christian vision in many aspects of school life.

Areas for development

- Embed the Christian vision, so that leaders, including governors, ensure that the vision rather than its associated values is clearly articulated across the school community.
- Develop robust systems to ensure effective Church school governance and the development of the school as a Church school.
- Enable pupils to plan, lead and evaluate collective worship, so that they are actively involved in developing engaging acts of worship.

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

Leaders have worked hard to establish the vision following a recent restructuring across the federation. Collaboration between the three schools is instrumental to the success at Netley Marsh. The whole school community confidently articulates the values of love, respect and compassion, whilst cherishing the biblical roots of the vision. Christian values unite the school community. Pupils and adults speak with confidence about the positive impact the values have in enabling them to be strong and of good courage, as they strive to reach their full potential. Whilst leaders articulate the vision effectively, the wider school community focus on the deeply embedded Christian values. The vision is at an early stage of being embedded. Formal systems for effective Church school governance and monitoring of the impact of the revised vision are in their infancy. A strong partnership exists between the federation and diocese. As a result, senior leaders have a good understanding of Church school leadership and engage with training to develop Netley Marsh as a Church school.

Across the federation, the vision, leadership team and governance structures have recently undergone the challenge of restructuring concurrently with COVID. Throughout this time, senior leaders lived out the values and promoted the vision across all aspects of school life. Together with passionate teachers, leaders create a curriculum that affirms the vision and places the wonder of childhood centrally. Most pupils transfer to a Church of England junior school. They are well prepared academically, personally and spiritually for their next step. This is because of effective teaching and learning practice, rooted in the vision and values. The challenge of COVID has strengthened the sense of family that permeates Netley Marsh. The school is at the centre of the community. Parents are delighted with the school and the child-centred approach that the vision strives for.

A shared understanding of spirituality is grown from the vision. Planned and spontaneous experiences exist for pupils to develop spiritually. They listen exceptionally well to each other and consider what one another think, believe, and live out. The environment inside and outside, offers spaces for pupils to explore questions and reflect. For example, a space to build Lego homes whilst wondering why home is important to them.

School leaders have made wise and sensitive decisions to enrich the curriculum to specifically reflect the context of the school. A project developed by leaders, that celebrates diversity in books, is to be piloted across the diocese. Whilst the school is predominately White British, leaders ensure that every opportunity is taken to explore differences, welcome visitors and develop learning resources that are fully inclusive. As a result, both pupils and staff talk about being able to be themselves in school. Staff are trained to support the character development of pupils and to raise the aspirations of everyone. The most vulnerable pupils are well supported to flourish. Provision for mental health and wellbeing are strong and successfully lead to happy and enthusiastic pupils. Leaders ensure that the vision is being applied to school improvement planning. Following a dip in reading, recent developments in phonics have resulted in rapid improvement in outcomes for pupils. Leaders explain how this has grown out of the vision, as it enables everyone to fulfil their potential and flourish academically.

Throughout the personal, social, health and economic (PSHE) curriculum, there are countless opportunities for pupils to make tangible links between the outworking of the vision and choices they make. Pupils' actions demonstrating the values are celebrated. Pupils behave respectfully towards each other. Rules are linked to the values and ensure that pupils make the right choices about their behaviour. Pupils have a good understanding of empathy. They talk about putting themselves in someone else's shoes. Classrooms create a safe space for pupils to ask questions and listen to each other with respect. In lessons, pupils explore challenging situations of injustice and discuss what could be the right choice to make. This is a powerful rehearsal for real life situations.

RE makes an impressive contribution to flourishing. Led with skill and commitment, the subject is well-balanced between academic learning and awareness of similarities and differences between Christianity and Judaism. Leaders weave the vision throughout the RE curriculum. Pupils find lessons engaging and thought-provoking, often linking themes to their experiences. The curriculum focuses on big questions, which are explored in RE lessons and classroom displays. This is supported using the Understanding Christianity resource, which strengthens teachers' subject knowledge and enriches the vocabulary used. Clergy effectively support learning in engaging RE lessons. The school welcomes visitors from the local Jewish community to widen experiences for pupils. Training from the Diocese is utilised to develop RE teaching. Provision is compliant with the RE Statement of Entitlement.

A strong bond and mutually beneficial partnership exist between the school and parish church. Shared fundraising projects are imaginatively developed to bring the communities together. The vicar is well-respected and valued by the school community. Pupils speak with passion about their marathon running to help raise funds for the church floor, literally following Revd John's lead. Such charitable works are used as rich learning opportunities to develop pupils' understanding of disadvantage and the misuse of the natural world. Values link to learning about good causes locally, nationally and globally. Subsequently, pupils acquire an age-appropriate understanding of their place in the world. Worship in the hall and classrooms is invitational, inclusive and inspires pupils and adults to live out the school's vision and values. Clergy from across the federation support leaders to plan worship based on liturgy. Consequently, pupils have a good knowledge of Bible stories. The teachings of Jesus are made engaging for pupils. Pupils speak about how they use reflection spaces around the school for prayer, stillness and calm in the busy life of the school. Creative, age-appropriate reflection corners are well used. Prayer throughout the day is invitational. Worship is led by teachers or clergy. Staff monitor classroom worship, but pupils are not fully engaged in planning, leading, or evaluating worship. Monthly family services are enjoyed and well attended in the parish church. The trinitarian nature of Christianity and key festivals are understood at age-appropriate levels. Worship is a highlight of the day as the whole school community draw together while offering spiritual refreshment.

Netley Marsh is a joyful community rooted in the Christian values of love, respect and compassion. Leaders ensure that adults and pupils are enabled to flourish, reach their potential and be future ready. This is because of a vision that places the wonder of childhood and God's love at the centre.

Contextual information about the school

| | | | |
|------------------------------------|---|-----|--------|
| Date of inspection | 07 March 2022 | URN | 116302 |
| Date of previous inspection | 19 March 2015 | | |
| School status | Voluntary controlled infant School | NOR | 89 |
| Name of Federation | Oaks Church of England Learning Federation | | |
| Diocese | Winchester | | |
| Executive headteacher | Mathew Bowen | | |
| Pupil profile | 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. | | |
| Additional significant information | The school is part of the Oaks Church of England Learning Federation with two other small infant schools in the New Forest. The federation shares one vision, a recently restructured senior leadership team and a governing body. The vast majority of pupils are of White British heritage. All teaching staff are new since the previous inspection. | | |
| Inspector's name | Toby Long | No. | 896 |