

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

<b>Manston St James CofE VA Primary Academy</b>	
Address	Sandbed Lane, Manston, LS15 8JH
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
The effectiveness of religious education (RE)	Requires Improvement

School's vision
<p>We have roots. We are growing. We will be the best we can be. All are welcome and all are loved.</p> <p>Ephesians 3:17 'Rooted and Grounded in love'</p>
Key findings
<ul style="list-style-type: none"> <li>At Manston St. James the Christian vision is lived and loved by all. The vision underpins all aspects of school life and members of the school community are flourishing.</li> <li>The quality and depth of mutually supportive relationships between the school and the local church are a great source of strength to both pupils and adults. As a result, members of the church family are closely involved in school life and the school community treasure this.</li> <li>Collective worship is inspiring, vision infused and impacts on pupils' lives both in school and beyond. Sung worship is a strength and a joyful experience. Spiritual development beyond worship is less well developed.</li> <li>The Christian vision is regularly seen in action through the breadth of restorative practices in place in the school.</li> <li>Pupil attitudes to religious education (RE) are very positive and curriculum planning is effective. However, the quality of RE teaching is not consistently good and therefore not all pupils are learning and progressing well.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>Ensure routinely high quality RE teaching so that all pupils (including the most vulnerable and those with additional needs) make consistently good progress.</li> <li>Facilitate opportunities for pupils to engage in pupil led social action and thus feel empowered to further instigate change for good in their community and beyond.</li> <li>Enable planning for spiritual development to be incorporated regularly across the curriculum. This is so that pupils have regular increasingly deeper opportunities to explore and articulate their spiritual understanding.</li> </ul>

## Inspection findings

The Christian vision of being 'rooted and grounded in love' is foundational to all aspects of school life. It is well used by all members of the school community to guide their actions. During collective worship pupils discuss 'what does love look like' and consequently demonstrate love in action throughout their school day. Pupils talk enthusiastically about the effect of the vision, and that they feel 'covered in love.' They believe that they will take the school vision with them to secondary school. Leaders and many members of the wider school community can explain the biblical roots of the vision. Many people contributed to the development of the vision. All feel it is 'theirs' and they are part of building the vision. Monitoring of the impact of the vision is effective and means that the impact of the vision continues to develop. Adults as well as pupils are flourishing with all being encouraged to meet their potential and given tangible support to do so. New members of the team have immediately identified the holistic vision driven approach to supporting pupils, families, and staff. Leaders at all levels are deeply committed to the Christian vision and lead with passion and integrity. There is clear commitment to evaluating and further developing the impact of the vision.

The partnership with the local church is profound and well established. This has a positive impact on pupils and families flourishing in all aspects of their lives. For example, the church provides refreshments before Monday worship in the gap between school drop off and worship commencing. Many pupils choose to attend regular optional Eucharist services. There is an annual confirmation service and a lively church and school choir with mutually beneficial links. Pupils and their families can see the shared church and school Christian vision being lived out as love in action. This is demonstrated in the start of term 'Belonging' service. In which the names of pupils and staff are read out and a blessing is prayed over them all. Members of the church community and pupils are excited about the newly established worship council. Other partnerships including with the local diocese, local schools and Abbey Multi Academy Trust are having a positive impact on pupils.


The vision and values are tracked through the curriculum and infuse learning. Pupils regularly talk about and apply the vision and values in their lives beyond school. The curriculum approach of asking big questions is effective and is developing pupils' understanding of the diversity and difference. Some pupils have begun to engage in social action including gardening, tree planting and writing letters to the Prime Minister. However, the big questions approach has not yet resulted in pupils regularly instigating social action beyond that of fundraising.

Relationships are 'rooted and grounded in love' and pupils are proud of their school. Inclusion is a strength of the school as summed up in the 'all are loved - under the love umbrella' display. All members of the school community are treated with dignity and respect, whatever the circumstances. A parent described the school as having 'restorative practices embedded within the children.' Inclusion leaders clearly link their actions to the Christian vision. They know their community well and can demonstrate significant impact of their support on individuals. Personalised support is crafted to meet the needs of individuals, for example the Thrive approach and support for those with school anxiety. Pupils and parents recognise that there is always someone there for them and pupils feel safe. The school's focus on improving attendance reflects their Christian vision in action.

The week begins intentionally with collective worship in church, prioritising worship and underlining the importance of the church partnership. Worship is deeply rooted in the Christian story. The liturgy and structures used are effective and unobtrusively supportive. Pupil led worship is a highlight of the week. Parents and pupils speak positively of the impact

of worship on their lives beyond school. Sung worship is enthusiastic and infectious joyful. It is striking how many pupils and adults know worship song words by heart. Worship is an inclusive experience for example, during Covid, the Remembrance Day service was filmed for the wider community. Pupils, families and staff feel included in the wide range of worship opportunities. All pupils engaged with enthusiasm in discussions during worship time and ensured members of their group could contribute. Well used reflective spaces are available indoors and outdoors. Worship is valued by all as a safe space and time to stop and reflect. During the pandemic, reflective spaces were made available via the school's learning platform so that pupils could continue to grow spiritually. Pupils and adults actively use 'windows, mirrors, and doors' imagery to structure moments of reflection. However, opportunities for spiritual development across the curriculum are not yet formalised in planning and evaluated to inform future developments.

Curriculum planning in RE is effective and pupil attitudes to learning are positive. Some pupils can engage deeply with key questions of ultimate importance however, this is not the case for all pupils. Pupils engage respectfully with a variety of world views. The programme of visits to a wide range of places of worship has clearly impacted constructively on student attitudes to diversity. Monitoring of the effectiveness of RE is in place. However, the impact of monitoring has been limited in improving pupil outcomes due to a lack of focus and follow up. A new leadership structure has recently been put in place to provide additional leadership capacity.

	The effectiveness of RE is	Requires Improvement	
	The quality of teaching and learning in RE is not consistently good. Therefore pupils (especially those who are vulnerable) are not all flourishing in RE. There are examples of inspirational teaching. However, there are too many examples of teaching which is not well matched to the learning needs of pupils. As a result, lessons are not always appropriately challenging, and expectations are not consistently high enough.		
Information			
School	Manston St James CofE VA Primary Academy	Inspection date	14 October 2022
URN	138824	VC/VA/ Academy	Academy
Diocese/District	Leeds	Pupils on roll	382
MAT/Federation	2046 Abbey Academies Trust		
Headteacher	Hayley McNeill		
Chair of Trust Board	Sam Low		
Inspector	Ruth Houston	No.	947