

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

St Mary's Church of England First School & Nursery, West Moors	
Address	Station Road, West Moors, Wimborne, BH22 0JF
School vision	
<p>We are the St Mary's Family. St Mary is the 'Mother of Hope' and she inspires us through her life story and her song to be filled with Hope and to believe in better for ourselves, others, the world and beyond.</p> <p>'Believe in better, be more Awesome – for anything is possible with God' (Luke 1:37)</p>	
School strengths	
<ul style="list-style-type: none"> <li>• A clear Christian vision draws powerfully on the song of Mary from the Bible. This provides a firm and dynamic foundation for the actions and the attitudes of everyone in the school community.</li> <li>• Collective worship is a joyful reflection of what drives the school family. It inspires pupils and staff to live out their Christian vision and put their school values into practice.</li> <li>• Trusting and generous relationships enable everyone to thrive. They form the basis of a loving community where all are supported and encouraged to be 'awesome' in all aspects of their lives. There is an exceptional commitment to inclusion. Support is very well matched to the particular needs of every individual.</li> <li>• All within the school community demonstrate a strong sense of serving each other. This is used to benefit local, national and global communities. It is increasingly led by the enthusiasm of the pupils for making a difference in the world.</li> <li>• Religious education (RE) is well developed and engaging. The curriculum encourages enquiry and builds confidence for pupils to express their own ideas and opinions.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Broaden pupils' exploration of the school's language to describe spirituality and what might be 'bigger than them'. This is to ensure that pupils benefit as fully as possible from the school's shared approach to spiritual development.</li> <li>• Develop pupils' understanding of why their learning in RE is important. This is to enrich their understanding of the wider world and its diversity.</li> </ul>	
Inspection findings	
<p>St Mary's First School and Nursery's Christian vision drives and enriches the actions and attitudes of everyone in the school community. Using the words of the song of St Mary means that joy and hope are celebrated and lived out day by day. All the associated values of compassion, sisu, family, hope, joy and harmony are rooted within the Christian vision. They are readily and meaningfully applied by pupils to their learning, attitudes and behaviour. One pupil said that the values 'bring our school together and lift us up.' Sisu (the ability to sustain perseverance) is particularly powerful for pupils inspiring them to, 'never give up.' School leaders make decisions based on their belief in better, so</p>	



that everyone is able to learn and to progress. The strength which adults and pupils draw from the Christian vision means that they love coming to school. Their desire to be 'more awesome' makes them proud of their own achievements and efforts. Working with the Heath Academy Trust, the school is well supported to enhance its vision and values for its particular context. Within the school, a Christian ethos committee monitors the effectiveness of its vision thoughtfully and thoroughly. This monitoring involves the voice of pupils. 'We know because we see it in the children', is how the committee summarised the outcomes of their work.

The 'Awesome Curriculum' has been carefully crafted by school leaders. This means that staff and pupils are able to give of their best in their teaching and learning. It is well supported by the offer of wraparound care and a range of extra-curricular clubs and activities. A shared approach to spiritual development ensures that pupils tackle 'big issues' within their collective worship and in the curriculum. Consideration of self, others and the world is evident in pupils' opinions about questions which have more than one answer. The extent to which pupils explore how something 'beyond' them directly enriches their spiritual thinking is less developed. The RE curriculum has been developed well, ensuring that staff effectively draw on resources which support their confidence in the classroom. This means that pupils enjoy their learning in RE. They are proud of their recorded work and are encouraged to present their learning in creative ways. Their knowledge and understanding is drawn from a range of religious traditions. The way that this has been extended to a wider range of worldviews and diversity within religions is less developed. Pupils are increasingly able to discuss the concepts presented by religious faiths. They appreciate the importance of listening with care and respect to the opinions of others. Their understanding of how RE is relevant for their future lives is less well developed. RE is enhanced and enriched through the school accessing much valued training provided by the diocese. This means that there is steady, ongoing, up-to-date development for the curriculum.

Collective worship is a joyful time. It binds the school family together by reminding them how their vision and values help every individual to grow and to thrive. The Year 4 leaders take practical and pastoral roles within worship. As the oldest pupils in the school, they sit with Reception children to demonstrate and encourage good behaviour. They also model inspiring singing as a contribution to prayer and praise. Their other roles ensure the smooth running of acts of worship. Everyone is invited to participate in conversations and in prayers. This keeps them engaged and focussed and strengthens the spiritual development of pupils and adults. A wall which contains contributions from all classes provides a daily prayer for the community, making it personal and meaningful. Staff speak of worship as a quiet time in the daily busyness and a time which provides 'guidance for the day.' This reflects how worship gives the opportunity for personal reflection leading to practical action. Parents speak of the importance of worship throughout the Church's year in the local church building. These services are extremely well attended. They are largely led by the Year 4 leaders whose spiritual lead provides a good example to others.

School leaders have established a culture of inclusion, based on compassion. A recognition of the uniqueness of every child underpins the belief in something awesome and better for everyone. Staff are very visible, approachable and ready to listen to any concerns. They highlight what is best about each child and deal with difficulties in a positive and sensitive way. The presence of the headteacher, and other staff, to greet them by name and say goodbye is highlighted as very special. Personal and professional support for families is a priority for the school. Good social, emotional and mental wellbeing of pupils, families and staff is seen as the basis for flourishing as a whole school community. This is driven and underpinned by hope, even when it is costly in terms of time and resources. Those who have Special Educational Needs and Disabilities (SEND) are very well supported with a high level of consistency. This means that they succeed in being 'more awesome' alongside their peers. Parents say, 'they care so much' as a summary of all staff's commitment to pupils and their families. All staff are given opportunities to do 'bigger and better things' when they



are ready to do so. This provides meaningful professional development leading to opportunities to flourish. They are attentive to each other's wellbeing in times of joy and difficulty.

School leaders promote service in the local community and beyond. Pupils extend their values of compassion and hope by visiting a nearby care home at Christmas and collecting for the local food pantry. They ask 'big questions' about wider issues such as using less plastic and tackling litter. This leads to action such as litter picking, enhancing the local community. They have heard from, and responded to, those who cannot afford to go to school in Africa. Several individuals have initiated their own fund-raising projects, for example, to help people to have access to clean water. This demonstrates that pupils know how they can take action for change in situations where there is inequality. Many partnerships enhance the life of the school community. There is a close and fruitful relationship with the local church through members who enrich the Christian ethos committee, for example. The development of different ways of working with the Heath Academy Trust is mutually beneficial. For example, the trust values what St Mary's can offer through its expertise in vision and values, collective worship and RE. The diocese, in turn, strengthens this practical collaboration with its specialist advice, including in governance.

The inspection findings indicate that St Mary's West Moors Church of England First School and Nursery is living up to its foundation as a Church school.

Information			
Inspection date	8 November 2023	URN	142514
VC/VA/Academy	Academy	Pupils on roll	137
Diocese	Salisbury		
MAT/Federation	Heath Academy Trust		
Headteacher	Roy Sewell		
Chair	Nick Musselwhite		
Inspector	Virginia Corbyn	No.	86