

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

Malborough with South Huish Church of England VC Primary School	
Address	Higher Town, Malborough, Kingsbridge, TQ7 3RN

### School vision

‘The roots to grow, the wings to fly, all within the love of God’ is underpinned by Psalm 1:3

We are an inclusive school family who supports and encourages every child and adult to grow through the strong roots embedded in our values of Belief, Community, Love, Respect and Freedom. We engage with our whole community, equipping our families with the skills to become resilient and independent, in preparation to fly and aspire to their full potential.

### School strengths

- Religious Education (RE) is a strength of the school. Ongoing initiatives deepen pupils’ thinking so they see the relevance of the subject for their lives. High-quality practice is shared with other schools.
- Inspired by the vision, leaders provide a range of support to meet the diverse needs of pupils and families. This provision is continuously improved, raising self-belief so pupils flourish and ‘fly’.
- Malborough with South Huish is a warm inclusive community underpinned by its vision and Christian values. Pupils make trusting relationships, showing a high degree of dignity and respect for one another.
- Leaders, at all levels, are ambitious for pupils to fulfil their potential. Monitoring is robustly and systematically undertaken, leading to ongoing foci for improvements.
- The relationship with the federation culminates in sharing good practice and expertise, growing staff knowledge and skills. The school makes a valuable contribution to this, notably in RE and leading on new initiatives.

### Areas for development

- Ensure opportunities for spiritual flourishing are an intrinsic part of the curriculum. This is so pupils can express their deepening understanding, showing the impact these experiences make.
- Support pupils to develop the skills they need to become independent agents for change and make a difference for others.
- Develop the role of ‘pupil spiritual detectives’. This is to enable them to take a role in shaping experiences for spiritual flourishing and lead on new initiatives.

### Inspection findings

Leaders diligently review the vision so that it addresses the needs of its community. The vision is at

the heart of this school. Pupils thoughtfully use the language of the vision and associated Christian values, showing where it shapes their lives and thinking. They naturally refer to the school logo of a tree in their understanding of the importance of strong roots. These grow as their knowledge of values increases. Pupils see learning as giving them wings to 'fly', raising aspirations of what they can achieve. A cohesively planned curriculum provides enriching experiences which widen pupils' horizons, allowing their talents to be recognised. Activities, such as sailing, visits and residential develop a love of learning. The vision is at the heart of driving improvements. This is evident in new approaches to behaviour, where Christian values show how to treat one another. As a result, pupils make trusting and enriching relationships. Staff live out the vision, so the difference it makes is clear. They reach out and nurture their community, often giving valued practical support. Staff appreciate the opportunities given to fulfil their potential. Ambitious leaders identify high-quality practice, from outside of the county. This addresses particular needs, placing high importance to being a thriving Church school. Monitoring is rigorous and systematic. Working with other leaders in the South Hams federation has strengthened evaluations. Governors contribute to this well, using a plan which evaluates the impact of the vision across the school. This has led to a number of improvements, notably in collective worship. These include, strengthening pupils' understanding of Christian values and extending reflection opportunities.

Jesus' example of reaching out to those who face challenges on life's journey enthuses leaders. This is because everyone is seen as being special to God. The support for meeting pupils' diverse needs is given a high priority. For instance, pupils' communication skills are effectively addressed through the expertise staff have built up, leading to personalised support. Effective screening identifies individual needs, whilst staff knowledge is consistently grown. This results in visually stimulating classrooms which encourage learning. Barriers to pupils' progress are removed so they flourish. Support for families is equally effective, notably when facing challenging times. Pupils know how to recognise their feelings and discuss these. They draw on agreed strategies that they know will help them. Mental health workshops provide ideas that enhance daily wellbeing. Central to this is raising self-belief. There is an affirming culture of greeting pupils with positive statements about their achievements, this language is contagious. Visitors and visits extend horizons of what pupils might do in life, so they feel they can 'fly'.

Leaders are inspired by the way Jesus positively challenged Zacchaeus to be the best he can be, fulfilling his potential. Learning experiences are created so pupils can do the same. Pupils have a growing understanding of spirituality. However, opportunities for spiritual flourishing are not an intrinsic part of the curriculum. A thoughtful awareness of diversity stands out. Activities to consider differences are woven through the curriculum. Reading texts explore authors from other cultures and issues faced. This leads to discussions which extends pupils' understanding. For instance, appreciating the challenges of being a refugee, lead to support for new peers. Pupils show significant concerns for eco matters and caring for God's creation. This is evident in beach cleans, trying to remove micro pieces of plastic from the shoreline. The school council challenge all on recycling and reducing waste. Some pupils take-action on issues they feel are important. However, they are not confident to become independent agents for change and make a difference for others in challenging circumstances.

The vision is lived out in the daily life of this school community. An inclusive culture permeates, where pupils and staff show one another a high degree of dignity and respect. Christian values are readily drawn upon as guidance as to how to build trusting relationships. Pupils know the importance of forgiveness and putting right minor errors, so they can move on together.

The collaborative work with the federation is driven by the vision. This is a strength. Joint training and sharing expertise extend staff knowledge. As a result, they feel part of a wider team, with leaders working across schools, enhancing monitoring. Malborough shares its high-quality practice,

notably in RE, leading on new initiatives. Diocesan expertise is readily drawn upon. For instance, training enhanced staff knowledge to raise the impact of class worship. The relationship with the church and community is treasured, working together to enrich worship and involve the village.

Collective worship plays a significant role in developing pupils' personal spiritual flourishing. Opportunities are created to allow pupils to reflect and consider the importance of new ideas. Worship poses reflection questions, which are discussed and ideas are recorded in personal spiritual reflection journals. These enable pupils to think at a deeper level. Pupils then decide how they might respond. These activities also nurture the spiritual flourishing of the staff. Biblical ideas are drawn upon, considering if they give valuable guidance. Questions pupils want to explore further are posted in class 'I wonder boxes'. This clarifies and extends pupils' thinking and understanding. Christian values are explored, so pupils see what the vision looks like and the difference these make in diverse situations. Collective worship is invitational and allows everyone to contribute with integrity. It can be inspiring and challenge pupils to take action, for example, beach clean ups. Partnerships enrich worship. The local church and 'Youth for Christ' leaders bring different styles of worship which are valued. Each month celebrations in church, bring families and the community together, which they appreciate. Improvements are ongoing. Pupil 'spiritual detectives' are at an early stage of development. The group are beginning to liaise via zoom with other schools about spirituality, sharing ideas and contributing to worship.

RE is a strength of the school. Significant improvements ensure it has a high profile. Curriculum plans progressively develop pupils' knowledge. Introductory pages for each unit share key vocabulary, developing pupils' understanding. Planning is detailed, for instance, showing where RE skills, such as evaluation, are developed. The subject leader collates resources for each lesson that are used by teachers across the federation. Evaluation is thoughtfully completed by talking to pupils and looking at books. This leads to focused improvements. Good practice is shared, enhancing staff knowledge. New approaches, such as drama engage learners. Pupils are encouraged to think about new ideas as if they are theologians, philosophers or historians, deepening their understanding. 'Big' questions encourage pupils to verbalise ideas, listen to others and shape their own beliefs. Pupils draw on previous learning, showing respect for others' ideas. They articulate that they find RE challenges their thinking. A thoughtful awareness of worldviews is evident, enhanced by visits to places of worship and visitors. Pupils recognise how faith shapes actions.

The inspection findings indicate that Malborough with South Huish Church of England Voluntary Controlled Primary is living up to its foundation as a Church school.

Information			
Inspection date	2 May 2024	URN	113399
VC/VA/Academy	Voluntary controlled	Pupils on roll	83
Diocese	Exeter		
MAT/Federation	South Hams Federation		
Executive Head and Interim Head of School	Tessa Coulthard and Karla Pearson		
Chair	Jane Greaves		
Inspector	David Hatrey	No.	844

