

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Marton and District Church of England Aided Primary School	
Address	School Lane, Macclesfield, Cheshire, SK11 9HD.

School vision

Our school family exists to inspire and enable every child to grow from an acorn to an oak: nurtured in the soil of this place and our Christian traditions they become strong to welcome and shelter others, confident in their own value, and ready to contribute positively and faithfully in a diverse society throughout their lives.

We are inspired by Jesus' parable of the mustard seed. Matthew 13:31-32

School strengths

- The embedded, regularly reviewed, Christian vision is at the heart of this school community. It underpins policies, decisions and actions.
- The rich pattern of collective worship is well planned. Inclusive and invitational in nature, it encourages pupils and adults to flourish spiritually.
- Relationships throughout the school reflect the intention of the vision that everyone is nurtured and grows. They are deeply respectful, modelled by adults, and adopted and shared by pupils.
- The school's highly developed sense of justice is underpinned by the vision. It encourages and supports pupils to be active on behalf of others, both locally and further afield.
- Pupils enjoy their learning in religious education (RE). This is because lessons are creative, thought-provoking and challenging.

Areas for development

- Provide opportunities for pupils to explore 'bigger questions' in varied aspects of their learning. This is so that pupils can flourish in their personal spiritual growth.
- Extend the opportunities that pupils have through RE to learn about a range of world religions and worldviews. This is so that pupils gain greater knowledge and understanding of difference and diversity in modern Britain.

Inspection findings

Leaders, including governors, at Marton and District School have established a vision that informs each aspect of school life. The school summarises its Christian vision, which is rooted in the parable of the mustard seed, as 'sow, nurture, grow.' This makes it widely accessible. Adults and pupils know and talk about the vision and the difference that it makes. Leaders return to it constantly to shape their decisions and the strategic direction of the school. Parents know and understand the vision, appreciating that on occasions, the school nurtures the wellbeing of their whole family. Adults model the vision daily. Consequently, they too experience professional and personal growth as members of the community.

Learning is informed by the school's vision. It enables pupils to look beyond their local area and increasingly extends their understanding of diversity. Creative lessons and extra-curricular activities enrich pupils' learning experiences. This broadens their horizons and open their eyes to new subjects and ideas. Pupils can, when the opportunity arises, reflect on the world around them and



their place in it. However, these moments of spiritual development are not always intentionally planned. This is because, spirituality is not embedded across all learning and the language for exploring it is underdeveloped. Inspired by the vision, staff have high expectations for all pupils and help them to grow holistically, as well as academically. Pupils know that their unique gifts and talents are valued. Individual achievements, both inside and outside of school, are a source of celebration. Pupils take pride in each other's sporting and musical successes.

Collective worship creates an atmosphere that is inviting and inclusive and contributes to individuals' spiritual flourishing. Embedded routines and clear structure support the daily acts of worship. The themes of worship explore and celebrate the Christian calendar and the school's vision and values. Symbols of Christian worship including candles, joyful singing and sacred scripture contribute to pupils' understanding and enjoyment of worship. As a result of the school's rich tapestry of worship, pupils' knowledge of Bible stories is impressive. Worship encourages pupils' and adults' in their personal spirituality and allows for moments of reflection and prayer. Leaders purposefully, and successfully, consider how they enable pupils to engage with each other during worship. The asking of 'big questions' offers both adults and pupils the opportunity to think deeply. Pupils answer questions enthusiastically, listen to each other carefully and use times of reflection respectfully.

The Christian vision inspires the environment and culture that leaders have created. The vision is at the heart of adults' and pupils' actions. Members of the school community listen to, and care for, one another. Consequently, behaviour and nurturing relationships in the school are impressive. Older pupils proudly act as role models to younger pupils helping them on the playground and during collective worship. There is a determination that the school is a community with no outsiders. This is possible because the Christian values are a living reality. Pupil and adult wellbeing is a priority. Support for good mental health ensures that, if a need arises, everyone knows where to turn. Staff know they are valued as part of this school community. Leaders encourage adults to develop and grow as professionals and to share their expertise widely. This includes participating in national projects and supporting leadership in other schools. Pupils thrive because the adults around them are highly effective in their varying roles.

There is an active culture of justice and responsibility throughout the school. Pupils are highly articulate and thoughtful; they are eager to share their views and knowledge. The school council, the eco council and the ethos group contribute significantly to school life. These groups of pupils, amongst others, democratically represent their peers. They contribute to decisions taken in school. Pupils know that they can be agents of change in their community and beyond, and that they are empowered to act on behalf of others. For example, pupils collaborated with school leaders and, together, they developed the 'community pantry' in the entrance to the school.

School leaders value RE and ensure that it is well-resourced and that teachers are well supported in their teaching. This leads to pupils making good progress in their learning. Monitoring and tracking of progress in RE is conducted with rigour. The RE curriculum is enhanced by visits to places of worship. This enables pupils to experience learning beyond the classroom. Those who are new to teaching RE receive effective support from both the RE leader and the diocese. This contributes to ensuring that the quality of RE teaching is strong for all. The teaching of Christianity, including as a global religion, is embedded. However, pupils' knowledge and understanding of other world religions and worldviews is less secure. A revised curriculum is in the early stages of implementation to address this. However, its impact has not been fully realised. The importance of RE in the school can be seen through the commitment of leaders to supporting the effective leadership of the subject.

Pupils are positive about their learning in RE and regard it as an important subject. Units of learning begin with a 'bigger question'. These questions successfully enable pupils to develop their curiosity about the subject. RE encourages them to consider their own beliefs and those of others. Thus, they are better able to understand the world around them and they recognise how RE helps them to grow as citizens of the world.

The inspection findings indicate that Marton and District Church of England Aided Primary School is living up to its foundation as a Church school.

Information			
School	Marton and District Church of England Aided Primary School	Inspection date	25.03.2024
URN	111329	VC/VA/Academy	VA
Diocese/District	Chester	Pupils on roll	166
MAT/Federation			
Headteacher	Nevin Deakin		
Chair of Governors/ Trust Board	Sue Furness		
Inspector	Sarah Milne	No.	C.23/24