

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

<b>St Mark's Church of England Academy, Morwenstow</b>	
Address	Shop, Morwenstow, Bude, EX23 9PE
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)	Good

School's vision
<p>Love and Respect: onen hag oll (one and all).</p> <p>Pupils will show love and respect for self, others and the environment. They will develop curiosity and enthusiasm for learning and value individuality as well as teamwork. Everyone should be a good role model, lead well and speak the truth.</p>
Key findings
<ul style="list-style-type: none"> <li>• Love and respect are central to life at St Mark's. Pupils make progress within this nurturing environment.</li> <li>• Effective teamwork between the school and trust leaders is enabling the school to develop through a time of transition and change. This ensures that adults and pupils continue to flourish.</li> <li>• Collective worship contributes well to pupils' spiritual development with good opportunities for reflection. However, it is inconsistent in quality and does not always involve the whole school community.</li> <li>• Religious education (RE) is carefully planned with appropriate resources and opportunities to be curious about big questions of meaning. Assessment arrangements do not consistently help pupils to progress in their learning.</li> <li>• Collective worship, RE and extra-curricular activities all offer pupils opportunities to develop spiritually. There are no planned opportunities for this in the formal curriculum.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Develop the role of pupils and adults in planning, leading and evaluating worship so that worship is more engaging and inspiring to all members of the school community.</li> <li>• Continue to improve the quality of assessment in RE so that it informs pupils and staff of ongoing and accurate progress in this key subject.</li> <li>• Embed a shared understanding of spirituality so that the spiritual development of adults and pupils can be reflected across the curriculum.</li> </ul>

## Inspection findings

Since the beginning of the academic year, St Mark's has faced a time of transition and change. It has joined a multi-academy trust (MAT) and is under new leadership. Governance is in transition with a new governing body being formulated to serve the 'hub' of three local schools in the MAT. Consistent teamwork between the trust and school leaders has ensured that the changes have been managed effectively. A partnership with the diocese is supporting the school with its ongoing development. Staff and pupils have been nurtured, involved and shown 'love and respect' during this journey of improvement. This also fulfils the trust's Christian vision of 'flourishing futures'. The trust has provided quality training and advice for staff. This enables them to develop their teaching skills and effectively meet the learning needs of pupils. The trust is also very supportive of the Christian distinctiveness of the school. Training provided by the trust for staff has ensured that the school continues to grow as a Church school. Existing governors have a good knowledge and understanding of the outworking of the school's Christian vision and are committed to it. The new governing body for the Cornwall hub of the MAT has yet to meet.

The school is closely connected to the local community. A group of inter-denominational churches provides venues for the pupils to visit. A variety of church leaders provide collective worship in the school building, helping to make it inspirational for pupils. An 'open the book' drama team is enjoyed by the pupils as they bring Bible stories alive. Collective worship is Bible-based and gives pupils the opportunity to reflect on their own lives and their place in the world. This impacts on love and respect for all within the school community. Formal collective worship varies in quality throughout the week and does not include the whole school community in the planning and delivery. The use of classroom reflection areas, quiet zones in the playground and 'worry boxes' enable pupils to be calm and reflect on their lives. Pupils enjoy adding prayers and thoughts to the branches of small 'reflection trees' in each classroom. This allows pupils to develop their spirituality. However, staff have a limited understanding of spiritual development, and this is not included as part of formal curriculum planning.

Rooted in an understanding of the parables of the Good Samaritan and the Lost Sheep, pupils are nurtured and encouraged by the adults around them. They feel safe, loved and respected at school and therefore behaviour is good. Pupils settle calmly to their learning and are clear about the rewards and consequences of their behaviour choices. Pupils agree these are fair and reflect the vision by being loving and supportive as well as providing justice if things go wrong. Forgiveness and reconciliation are at the heart of the process, ensuring that all are treated with dignity.

As a result of the curriculum changes made by the trust, pupils develop curiosity, enthusiasm for learning and are able to flourish. Pupils with special educational needs and/or disabilities (SEND) and vulnerable pupils are included in all classroom activities. This means that they are an integral part of the school community. Pupils' mental health and wellbeing is addressed by skilled and highly trained teaching assistants. There is an area for pupils to sit at breaktime if they need help or friendship from their peers. This is appreciated by them as it makes them feel loved and included. Pupils are listened to and can make changes to the school through their elected school council members. In this way, pupils are shown respect and learn how to respect others. This results in a care for those in the local community, such as serving lunch for the elderly. It also impacts on pupils' enthusiasm for raising funds for various charities. They learn about difference and diversity in our society through their curriculum topics and reading materials.

RE is well planned and led. Leaders receive appropriate training from the diocese and the



trust and this is shared with all staff. This means that RE is well resourced and teaching is good. There is clear progression in pupils' depth of learning about Christianity and other world faiths as they move through the school. Pupils enjoy asking and answering questions of meaning and share their ideas confidently and articulately. Statutory obligations are met in RE. The RE curriculum is broad and balanced and pupils enjoy their studies. However, current methods of assessment in the subject do not give pupils a clear idea of how well they are doing, or how to improve their work. There are a variety of creative activities in RE that help pupils to explore religious concepts and their own views. Where there are limited opportunities for extended writing tasks, pupils have developed skills of evaluation and analysis. Leaders monitor the subject across the school, and staff are given clear feedback which improves their teaching of RE.

St Mark's teaches pupils to love and respect each other and those in the wider community, thus fulfilling their Christian vision. Staff and pupils are supported and challenged, enabling them to flourish. Pupils confidently say, 'School helps us to be better people'.

	The effectiveness of RE is		Good	
	Pupils, including those with SEND and vulnerable pupils make good progress in their RE lessons. RE teaching and learning resources are relevant and help to motivate pupils in their knowledge and understanding. They engage and respond with enthusiasm to carefully planned learning experiences.			
Information				
School	St Mark's Church of England Academy, Morwenstow	Inspection date	21 March 2023	
URN	149497	VC/VA/Academy	Academy	
Diocese/District	Truro	Pupils on roll	76	
MAT/Federation	Learning Academy Partnership			
Headteacher	Mrs Tanya Clark			
Chair of Trust Board	Richard Vaughton			
Inspector	Judith Larrington	No.	948	