

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mark and All Saints Church of England Primary School			
Address	Franklyn Road, Godalming, Surrey, GU7 2LD		
Date of inspection	03 July 2019	Status of school	Primary academy inspected as voluntary aided The Good Shepherd Trust
Diocese	Guildford	URN	146781

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

St Mark and All Saints is a primary school with 86 pupils on roll. Most pupils are of White British heritage. The proportion of pupils who are considered to be disadvantaged is well above national averages. Few pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school opened in April 2019, following the closure of the predecessor school. After a period of uncertainty about the school's future, it is now part of The Good Shepherd Trust (MAT). The executive headteacher has been in post since the school joined the trust.

The school's Christian vision

'Together we care, learn and achieve.' In the name of Jesus, The Good Shepherd.
"I have come that they may have life, and have it in all its fullness. I am the Good Shepherd" *John 10:10-11*

Key findings

- All stakeholders demonstrate their passion for this church school in the admirable and resilient commitment given to the Christian vision, which enables pupils and adults to flourish.
- Pupils make rapid progress from their unique starting points because of the positive culture for learning that leaders have created for the whole school community.
- Every member of the school community attributes the recent improvements in standards and pupils' behaviour to the Christian vision. This is effectively underpinned by well-embedded Christian values. However, systems in place for governors to monitor the impact of this vision is under-developed.
- Leaders ensure that collective worship is an expression of the vision, but not all members of the school community are engaged in preparing, leading and evaluating acts of worship.
- Religious education (RE) is taught well. Pupils explore deep questions successfully because of this good teaching. However, assessment systems in RE are not used by adults or pupils to gauge progress.

Areas for development

- Develop systems for all governors to better evaluate the vision in order to effectively monitor and enhance the school's Christian distinctiveness.
- Create a fully shared approach to the planning, leadership and monitoring of collective worship, which involves a wide range of members of the school community.
- Enhance assessment systems in RE so that teachers and pupils can accurately gauge progress and attainment as robustly as they do in other curriculum subjects.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Following a period of interim leadership, St Mark and All Saints opened with a Christian vision and associated values firmly at its heart. The school's hallmark is strong partnerships across the community. Adults are united in seeking the best for the pupils they serve. Leaders explain, 'to enable our pupils to learn and achieve, first we had to care for them'. Parents are very supportive and vocal about their passion for the school. Faced with potential closure the community admirably rallied together, committed to saving the school. As a parent explained, 'the school was on the outskirts, but is now at the centre of the community'. The fruits of this journey are seen in the progress pupils and adults make. Within the strong relationships nurtured, pupils and adults live out the Christian vision.

Whatever their starting point, pupils flourish academically and socially. A culture of care and learning is driven by the Christian, biblically based vision, coupled with the example of the good shepherd. As such, Jesus has a place at the heart of the school. Parents and pupils attribute recent improvements in behaviour to the vision and deeply embedded values. Pupils' behaviour is good. Pupils work effectively together and incidents of poor or prejudicial behaviour are rare. Consistent behaviour management used by staff, ensures improvements are sustained. Positive praise, founded on Christian values, is employed to exemplify good behaviour. A pupil explained, 'Without our values school would be chaotic'.

Learning celebrates God's creation and enables pupils to develop a love of nature. The farm and forest school are utilised successfully to engage pupils in ecological experiences. This is one example of how the Christian vision shapes the curriculum and meets the academic and spiritual needs of pupils. Vulnerable pupils are well cared for. Consequently, they make good academic progress because potential barriers to learning are overcome and tackled robustly by leaders. Pupils and adults develop spiritually through experiences designed to make them think about their place in God's world. Staff feel valued and cared for by leaders and clergy. Staff say, 'Leaders listen to us and actively recognise our efforts in front of pupils, which serves as a model for praise and valuing contributions'.

Governors have rightly been focused on securing the school's future. Governors ensured that, in joining The Good Shepherd Trust, the Christian vision of the school is secured. However, they do not utilise monitoring to evaluate the impact of the vision in a systematic way. Support from the MAT ensures the school continues to make good progress in all areas. Attendance is good because pupils enjoy school. Policies are written to reflect the Christian vision. As a result, leaders actively encourage a sense of forgiveness and reconciliation among pupils and adults. Part of the school's success is how staff handle mental health and the wellbeing of everyone. Skilled teachers and support staff ensure that interventions are timely and effective in supporting vulnerable pupils, which helps them to flourish.

Pupils make a difference to their community through regular support of a local food bank. Links with the parish church support this work. Leaders are ambitious for every pupil. As a result, pupils have regular opportunities to be inspired and this successfully supports the rapid academic progress. Staff nurture families and see their role in helping within the community as key. For example, by having a stock of clothes to give out when needed and regular opportunities for parents to be trained and supported. The curriculum enables pupils to learn about different cultures and backgrounds. Pupils ask and explore the big questions of life with a clear moral compass created by the vision. Consequently, pupils know how to challenge injustice by upholding their values. Differences are celebrated and respected. Pupils articulate how they are valued, 'as being special to God and our school family'. Pupils learn how to create healthy relationships, which is taught with respect and dignity.

Collective worship is invitational, and pupils feel welcome to participate. Prayer is a central part of worship. Well-used reflection spaces enable pupils to pray in planned and spontaneous situations. As a result, pupils understand the importance of prayer. Boxes around the school offer everyone a chance to have prayers taken to church to be blessed. The statue of the good shepherd reinforces the school's vision throughout acts of worship. While there is an active worship committee of pupils who create spaces for worship and regularly read prayers, there is not a shared approach to planning, leading and monitoring collective worship. Older pupils are encouraged to give feedback about worship and this has led to some changes. For example, wanting more opportunities to write prayers for assemblies.

Visitors are well received by pupils, who enjoy acting out Bible stories. Pupils have a good understanding of Jesus' teaching and articulate God as Father, Son and Holy Spirit very skilfully. Pupils visit the parish church for Christian festivals. Congregation members are passionate about the school's future. The rector explained, 'I preach on the good works of the school and it is very much in the minds and hearts of the congregation'.

RE lessons ensure pupils explore deep questions and apply their knowledge to different questions. For example, pupils explored the shared golden rules of world faiths and apply knowledge to moral scenarios with great levels of understanding. When linking moral situations to their shared values, a pupil said, 'It's hard to pick which value is most important, because they all are!' The curriculum provides creative ways of enabling children to learn. For example, younger pupils learning about Shabbat rituals created a treasure box of artefacts which they made to understand the significance this has to Jewish families. Pupils show respect for religious objects, including those used in worship. Designs for crosses celebrating pupils' journeys through school are just one example of thought-provoking learning that takes place. Support staff are highly skilled in facilitating learning alongside teachers. This leads to the rapid progress being made. Teachers assess outcomes in RE, however, this system does not allow staff and pupils to accurately gauge progress and attainment. The RE leader cascades ideas from training to develop all teachers. Leaders engage in training from the diocese to help explore what it means to work in a church school. Statutory requirements for RE and collective worship are met.

St Mark and All Saints recent success is well and truly founded on the Christian vision so passionately lived out by every member of this nurturing and ambitious community.



The effectiveness of RE is Good

Leaders assess the quality of teaching and learning in RE as part of a robust monitoring schedule. Consequently, the quality of teaching in RE is good and leaders' judgements are accurate. Good teaching in RE lessons ensures that pupils across the school make good progress and attain at least in line with national expectations. RE lessons are often creative and enable all groups of pupils to flourish academically. The most vulnerable pupils benefit from effective and supportive interventions to enable learning to take place. Regardless of pupils' backgrounds or ability, every pupil makes good progress in RE. Lessons successfully reinforce and develop pupils' and adults' understanding of the Christian vision. Lessons enable pupils to develop their understanding of the values which are well embedded throughout the RE curriculum.

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