



National Society Statutory Inspection of Anglican and Methodist Schools Report

Netley Marsh Church of England Voluntary Controlled Infant School

Ringwood Road
Woodlands
Southampton
SO40 7QY

Previous SIAMS grade: Outstanding

Diocese: Winchester

Local authority: Hampshire

Dates of inspection: 19 March 2015

Date of last inspection: 10 March 2010

School's unique reference number: 116302

Headteacher: Tina Daniel

Inspector's name and number: Dianne Christopher (731)

School context

Netley Marsh CE Infant School is a smaller than average infant school serving the local semi-rural community. Pupils are mainly of white British heritage. Those eligible for pupil premium and the number of pupils with special educational needs are below the national average. Pupils' attainment at the end of key stage one is above the national average in the core subjects. The school is part of a federation of three small infant schools, with a single governing body and led by an executive head.

The distinctiveness and effectiveness of Netley Church of England (VC) Infant School as a Church of England school are outstanding

- The outstanding Christian leadership of the school has developed an environment where all stakeholders feel valued, enabling learners and adults to grow spiritually, morally and socially.
- The Christian values are securely linked to the learning environment, curriculum and the personal and academic achievements of pupils.
- The excellent teamwork across the school has resulted in the community working well together.

Areas to improve

- Consider the appointment of a governor who has a deeper knowledge of this school and who can enhance and celebrate this school's own distinctive character.
- Develop quiet spaces, both indoors and outdoors thus giving learners a sacred space to think or reflect.
- To enable learners to experience more diverse cultures in the UK by developing links with other schools from the wider community.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Netley Marsh CE Infant school is outstanding because Christian values permeate all aspects of school life and are at the heart of curriculum provision. The school Christian values of 'friendship, openness, responsibility, endurance, stewardship and trust,' known as FOREST values, are displayed throughout the school, are known and understood by all and are underpinned with Biblical references. The school sustains an excellent learning environment for its pupils. There are vibrant and interactive displays throughout the school that nurture pupils' spiritual development and encourage challenging questions. The standards of attainment are well above the national average as is borne out by internal and external data. Learning is aspirational, not just academic, with a wide range of achievement acknowledged through Celebration Worship and class rewards systems. During the inspection a number of pupils proudly wore gold medals and explained that they were presented for demonstrating 'endurance and stewardship'. The school strives to be an inclusive community, rooted in Christian faith. All staff are valued enormously and they make exemplary role models. Relationships throughout the school are outstanding. Behaviour is excellent and pupils explained how any acts of unkindness or misbehaviour are managed, adding that such incidents are extremely rare. One parent commented that there is a great sense of inclusion here. Another said, 'Teachers are so approachable and friendly.' Pupils are happy to be in school and families feel welcomed and supported. This is because the school works hard to support individual pupils and families. For example, learners' emotional needs are supported through regular timetabled 'reflection' slots each week with a senior staff member. RE supports the distinctive Christian character of the school well and the Philosophy for Children Programme enables pupils to think more deeply. One pupil asked, 'Why did God create dinosaurs before humans?' Pupils place great importance on their church saying, 'Whenever we're in the playground and look across and see the church, it reminds us of Jesus'. Although there are a few worship areas around the school environment, these are not yet fully developed as sacred spaces and do not provide an appropriate place for thoughtful reflection and quiet prayer. Learners feel able to make a contribution to school life and experience the Christian values of service and generosity by, for example, making cakes or raising funds for 'Red Nose Day', 'Tools for Self Reliance' and 'Funding a Cow for Africa'. These values enhance their understanding of their place in the world and their responsibility to others. Pupils show respect for their local community but are not as aware of the diversity of cultures that exists in other areas of the UK.

The impact of collective worship on the school community is outstanding

Collective worship occupies a place of central importance and is outstanding because the quality of worship for learners and adults is making a real difference to their lives, contributing greatly to their spiritual, moral, cultural and social development. All staff attend worship, which is considered integral to building a Christian community. The planning is structured carefully and based on Christian values, covering moral and social issues, as well as taking into account the major Christian festivals in the Anglican church calendar. Collective worship is monitored and evaluated systematically by staff and the Christian Ethos Committee. Teaching of the Trinity is taught through units of RE and pupils have a growing awareness of the concepts through worship. The vicar, who is also a foundation governor, is frequently in school, making a considerable contribution to collective worship. A monthly Family Service is well attended and held at St Matthew's Church. This has engaged more families and led to a number of pupils being baptised. Worship is varied and informal, enabling learners to take part by sharing their experiences, singing or leading in prayer. The collective worship observed was unusual and focused on 'friendship'. A pupil was leaving school and everyone was solemn. Thoughts and prayers by many of the pupils were read to her and she responded with her own reflections and a prayer for each class. It was a poignant moment for everyone. During reception class worship, pupils sat in a circle and the teacher went through the ritual of setting out the cross, candle and a cloth taken from the class 'Worship Basket'. The theme of

'endurance' was shared through a Bible story. Later on a group of reception pupils were observed re-enacting worship through 'Godly Play', imitating the language and actions that they had experienced. The high profile on prayer and reflection time in school is exceptionally well used, even by the youngest pupils. Learners are enthusiastic about worship. One child said, 'It helps me learn all about Jesus.' There are interactive areas for learners to add their own personal reflections or prayers by posting or writing. All statutory requirements for collective worship have been met.

The effectiveness of the leadership and management of the school as a church school is outstanding

At Netley Marsh, all levels of leadership value the inclusive Christian nature of this school, a quality recognised both by parents and pupils. The committed and inspiring leadership of the executive head teacher has strengthened the school's distinctive Christian character, ensuring that it remains central to the school. Netley Marsh is one of three schools in the Oaks CE Learning Federation. An overarching vision is shared by the schools, but each retains its own distinctive character. The leadership is looking for ways to develop this further by creating a governor's role to specifically celebrate and support an individual school. The governors work hard with the head teacher to evaluate all aspects of school life through effective monitoring, development priorities and standards, while foundation governors rigorously evaluate progress to ensure that the Christian distinctiveness is effective. The school's development plan includes RE and collective worship, identifying resourcing and training opportunities for staff and governors. Teaching of RE is highly effective and taught within a carefully planned programme. The school welcomes the training opportunities provided by the diocese and the local authorities. There is a commitment to continuous professional development across the school. The vicar and head of learning have been asked to share their innovative collective worship practice with other schools. All aspects of focus for development since the last inspection have been addressed. A recent parent questionnaire illustrated overwhelming support for the Christian character of this school. One said, 'The values here are based on Christian values, not popular culture'. The governors are highly effective in establishing a secure, safe and welcoming environment for every child and adult and as a result the parents speak enthusiastically of how their children 'love this school'. The pupils have a voice through class discussion, sharing ideas, offering opinions and making suggestions for charity fundraising. There are strong mutually beneficial links with parents, the local church, the wider community and the diocese. Parents are emphatic in their praise for the school. One said, 'This is a true Christian community and a fantastic preparation for transition into junior school.' Another added, 'Everything in this school is underpinned by equality and being special, being proud, and church is an integral part.'

All statutory arrangements for religious education and collective worship have been met.

SIAMS report March 2015 Netley Marsh Church of England (VC) Infant School, SO40 7GY