

## National Society Statutory Inspection of Anglican Schools Report

### **Marton and District Church of England Voluntary Aided Primary School**

School Lane  
Marton  
Macclesfield  
Cheshire  
SK119HD

#### **Diocese: Chester**

LA: Cheshire

Dates of inspection: 11<sup>th</sup> July 2006

Date of last inspection: 26<sup>th</sup> June 2001

School's Unique reference number: 111329

Headteacher: Mr. T. Newbould

Inspector's name and number: Mrs. Elizabeth. M. Smith NS number 405

#### **School context**

Marton and District Church of England Primary School is a middle sized primary set in the lovely Cheshire countryside near to Macclesfield. The school serves seven Parishes and was purpose built to accommodate the very small schools closed under amalgamation. The school building is in good order and is set in extensive well cared for and attractive grounds.

#### **Summary Judgement**

Marton and District Church of England Voluntary Aided Primary is a good Church school with much strength. It is distinctive and effective in its practice and the Christian ethos permeates the whole school.

#### **Established strengths**

- The head teacher's drive and vision in encouraging and developing a palpable Christian ethos throughout the school community.
- High levels of care and concern for pupils by a dedicated and hard working staff.
- Strong and productive relationships with the Church and local community.
- Confident, polite and well-motivated pupils.

#### **Focus for development**

- To raise the status of worship so that it occupies a place of vital importance to the whole school community.
- To improve the foundation governors' role in monitoring, evaluating and supporting the Christian dimensions of the school life.

#### **How well does the school, through its distinctive Christian character, meet the needs of all learners?**

Marton and District School is good in meeting the needs of all learners through its distinctive Christian character.

All pupils spoken to indicated that they felt very secure in school and that they were each treated as valued individuals. The greater majority of the pupils in the school fulfil their potential and possess a good attitude to learning. There is a high standard of manners and respect both between children and adults and children and peers. Pupils behave very well and are proud to be members of the school community. A culture of commendation and praise positively reinforces this good behaviour. The Christian values of inclusivity, equality, and love permeate the building. There is a strong well - planned curriculum for spiritual, moral, social and cultural development in place. Opportunities are taken to widen the children's awareness of spiritual matters as they arise. Children's spiritual development is fostered very well through acts of worship and the experiences encountered in religious education lessons. There are places set aside inside the building and in the grounds where pupils can take some quiet time for thinking and reflection. The school is regularly involved in projects to help those less fortunate both locally and globally. Eye-catching displays in public places and in classrooms show a dedication to sharing the quality RE work that the children produce. Pictures, other works of art and religious symbols displayed around the building enhance the school's religious nature. Christian care and concern for each other was apparent in all parts of the school. Parents and

Grandparents spoken to were appreciative of the schools' Church status.

**What is the impact of collective worship on the school community?**

Collective worship has a good effect on the school community. Acts of collective worship are carefully planned and carried out. They have a clear Christian focus and all major Christian festivals are celebrated both in school and in church. Discussions held with children show that they sometimes look forward to the daily act of worship and enjoy taking part. The use of a candle as a focal point and calming music ensured that a peaceful and purposeful atmosphere was created. The pupils sing a mixture of traditional and modern hymns and songs. Worship takes place in different formats with the whole school, key stages and in class. The pupils know a range of prayers, graces and blessings. These are used in worship and during the day at key points. The absence of adult members of the school participating in the worship diminishes its status and importance. The pupils would like to be more involved in the planning, delivery and evaluation of the worship topics.

**How effective is the religious education?**

The effectiveness of religious education is good. Standards of teaching and learning in RE are good, especially within cross-curricular areas. The planning for teaching and learning ensures progression through the key stages. The work looked at in RE books was sympathetically marked and suitably annotated. Written comments often showed how pupil and teacher had talked and considered options and points of view giving due regard to learning from religion. Challenge and differentiation is mostly evident in outcome. The children enjoy their work in RE. This is especially apparent in KS1 who participate in role-play based on weddings, baptisms and biblical stories. The school is adequately resourced and includes a range of artefacts of importance to members of non-Christian faiths. ICT is used to deliver RE and as a learning resource. Levelling work, evaluating, monitoring and tracking individual pupil progress is, as yet, underdeveloped in RE.

**How effective are the leadership and management of the school as a church school?**

Leadership and management of the school as a church school are good. The head teacher leads by Christian example and is dedicated to achieving high standards in a Christian environment. There is a sense of togetherness and mutual support in the school. The parents spoke appreciatively of the schools ethos, the dedication of all the staff and the high quality of pastoral care and education provided. The school enjoys a close and productive relationship with the Parish Churches and their congregations. School participation in Sunday and festival worship is being encouraged and fostered by the head teacher and incumbents. The chairman and foundation governors are keen to improve their support through developing effective monitoring and evaluating systems.

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