

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Manor Church of England Infant School			
Address	Teachers Way, Holbury, Southampton, Hampshire, SO45 2QG		
Date of inspection	24 October 2019	Status of school	Voluntary Controlled, Infant
Diocese	Winchester	URN	138242

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent

School Context

Manor is an infant school with 80 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. It is seven years since this previous community school sought and achieved designation as a church school.

The school's Christian vision

At Manor, our vision is our core values. Through our values the school gains its identity. Through our core values of love (1 John 4:16), trust (John 21:1-6) and truth (John 14:6), we aim to ensure that our school is a place which enables children to care for the world and create beauty within it; to have the courage to fulfil their true potential and journey together in mutual respect.

Key findings

- Through the compassionate, deeply caring leadership of the headteacher and chair of governors, this is a school in which everyone is loved, valued, allowed to make mistakes and enabled to flourish.
- The Christian vision permeates all aspects of school practice. Pupils and adults talk confidently about the vision, sharing countless examples of how love, trust and truth are lived out within the school community. This includes personalised support for all pupils leading to outcomes which are consistently above national averages.
- Manor is a school characterised by strong relationships. The school reaches out to all families and has established a very strong partnership with the parish church. The school and parish church are totally interconnected, mutually supporting and learning from each other.
- Collective worship is deeply Christian and is centred on biblical understanding of the school's vision. Pupils confidently share a range of Bible stories which exemplify love, trust and truth.
- Manor's exemplary practice is valued by the diocese and local authority. Inspired by its Christian vision, Manor has shared aspects of its work with other schools which has, in turn, enabled those schools to improve.

Areas for development

- To develop self-evaluation so that leaders are confident about the impact of the school's work and initiatives as a church school, including collective worship.
- For foundation governors to focus more on their strategic role, thereby ensuring that school improvement priorities constantly challenge and enable Manor to further improve as a Church school.

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

At Manor everybody is known and cherished. Leaders are relentless in ensuring that pupils and adults are enabled to flourish. Pupils are kind, caring, thoughtful and empathetic. When discussing their reflections about people in disadvantaged situations, pupils said, 'We just want to give them a hug so they know that they are loved.' Pupils and adults constantly refer to love, trust and truth. Parents share that pupils talk about these values at home, demonstrating that the Christian vision is embedded within school culture. As one member of staff said: 'Our vision is the breath of the school; it is deliberately centred on just three words so that even our youngest pupils can connect with it and it is lived out in absolutely everything that happens here.'

The school and parish church have established an especially strong partnership. This was an area to improve in the previous inspection. The headteacher and the two inspirational interim clergy work closely together to ensure that school provides 'an experience of faith'. The two school puppets – Meg and Sam – who attend events and services at church and return to 'tell' the pupils about their experiences represent an innovative way of engaging infant-aged pupils in the work of the church and of enriching their experience of faith.

Pupils' outcomes have improved and are largely above national averages. This significant achievement has been secured because of tailored intervention supporting the individual needs of pupils. The school is proactive in providing appropriate support as soon any learning or pastoral need is identified. The school-managed breakfast club has enabled a number of pupils to have a more settled start to each day. Outcomes have also risen due to high-quality professional development for staff. Several staff have chosen to attend training to support pupils' well-being and mental health in their own time because they are utterly committed to meeting the needs of every member of the school family. Manor's behaviour policy is shaped by the notions of forgiveness and reconciliation. Pupils feel safe at school and relationships are harmonious with any occasional differences swiftly addressed. Parents speak about the school's support for their children with passion and heartfelt thanks.

Opportunities for pupils to engage in social action projects are another strength of the school. This work is rooted in a determination that pupils know the impact of their actions. The school supports a food bank. Pupils visit the food bank, help to weigh and package items and follow this up by learning about the difference which their donations have made on the actual lives of individual people. Pupils confidently express that 'it is more loving to give than it is to receive' and want to make a positive difference to the world. They embrace diversity and express respect for everyone. The school is engaged in a number of environmental and eco-based activities. Pupils have planted flowers which sustain bee colonies and the school is the first infant school in Hampshire to be credited with the Bronze Global Neighbours award. All of this work is centred on an understanding that Christians believe that God encourages everyone to look after, and care for, the world which He created. As one pupil expressed this, 'God trusts us to look after the world and trust is one of our values.'

These young pupils already appreciate the responsibility which they have to the world and to their communities. There are a number of church-led activities for pupils, including the weekly Quest club which pupils can choose to attend. Quest is led by volunteer members of the church congregation and involves a range of creative activities centered around Bible stories. One of the volunteers, aged in her nineties, said that she is motivated every week because: 'This is a school in which I can grow with the children and they can grow with me. We all learn from each other. They speak so positively about their future hopes for the world that I am always inspired to come back.' This comment strikingly captures the impact of the school's Christian vision that we 'journey together in mutual respect'.

A strength of collective worship, as with all aspects of Manor's work, is that it is skillfully structured so that young pupils are fully able to connect with the message. Pupils regularly narrate and act out Bible stories. They are able to recount a range of biblical stories which demonstrate the school's Christian vision. Pupils in Years 1 and 2, for example, were keen to explain how, 'God trusted Noah to bring love back to the world and told him the truth of how he must make an ark.' Prayer, song and opportunities for reflection provide special moments in worship. There are actions to accompany all of these, which support pupils' involvement and engagement. Pupils participate in prayer and in singing with gusto. They give thoughtful feedback following reflection. Pupils can explain the spiritual, social and moral messages conveyed in the words of worship songs and prayers. The headteacher, herself

pivotal to all of the school's excellent Church school work, is part of the group which plans the annual Year 2 Leavers' Service for schools across the diocese in Romsey Abbey. Last year pupils from Manor shared some of their eco-based learning on this occasion, receiving very positive feedback from other schools.

Despite the many strengths of the school, self-evaluation arrangements for capturing the impact of Manor as a Church school, including the impact of collective worship, lack rigour. Foundation governors are not secure in articulating the depth of the school's work which limits Church school improvement planning. While some very effective governor monitoring systems have been introduced across the school, foundation governance is not highly strategic.

Religious education (RE) is well-led. Staff work closely with the diocese, benefiting from training. The school has been asked to host visits to support other schools in their learning. Pupils enjoy RE with many confidently taking part in discussions about a range of religious and philosophical matters. Pupils flourish in RE where they are stimulated by a variety of ways to express their learning, including through art, drama and music. Images and artefacts are displayed in classrooms and used in RE lessons. Pupils in Year 2, learning about Hindu gods, said, 'It helps make RE real when you can see it. We respect all religions.' This, once again, evidences how the school has truth, trust and, overarchingly, love, at its heart.

Headteacher	Michelle Hale
Inspector's name and number	Neil Revell 894