

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

<b>Milton Parochial Primary School</b>	
Address	Green Street, Milton Malsor, NN7 3AT
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

School's vision
Milton Parochial Primary School is a Christian values-based Church school at the heart of our community, where we strive for excellence and encourage and nurture every child and member of our school community to reach their God-given full potential to flourish – educationally, personally, morally and spiritually.
Key findings
<ul style="list-style-type: none"> <li>• The school Christian vision and values, rooted in biblical teaching, are clearly articulated by the whole school community. They permeate all aspects of school life so that all are able to flourish.</li> <li>• Collective worship is invitational and inclusive, offering everyone the opportunity to engage with integrity and reflect on the school vision. The reflection area links to the collective worship content and provides a place for contemplation and prayer.</li> <li>• The school's statement of spirituality is expressed as 'relational consciousness' and has been shared with staff and discussed with pupils. This is not fully embedded.</li> <li>• Relationships between members of the school community are supportive and enable all to live together well. Pupils are encouraged to value each other and therefore act with dignity and respect.</li> <li>• Religious education (RE) lessons are a safe place for pupils to explore their own beliefs and major world religions. Enquiry skills enable pupils to engage with theological and philosophical ideas. They have a good understanding of biblical teaching and other world faiths, but lack a clear understanding of the global aspects of Christianity.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Deepen pupils' spiritual development through planned opportunities across the wider curriculum.</li> <li>• Strengthen pupils' understanding of the wider, global community to enable them to engage in social action projects that go beyond the local area.</li> <li>• Embed opportunities for pupils to develop their understanding of Christianity as a living world faith.</li> </ul>

## Inspection findings

Milton Parochial Primary is a school that lives and breathes its Christian vision. Through this, leaders ensure everyone is given the care and the opportunity to flourish. The Christian vision, underpinned by biblical teaching, drives all that the school does. It is reviewed annually to ensure it reflects the school context. It relates closely to that of the multi-academy trust (MAT), reflecting some of the same words. This means that there is a central thread running through both the school and trust visions. MAT policies are adopted and appendices added, to enable policy and practice to reflect the school's individual context. Governors monitor the work of the school using the vision and values. They support and challenge the school to equip the pupils with the knowledge and skills they will need in later life.

The school has a broad and balanced, ambitious curriculum. This is driven by the school vision, enabling pupils to develop educationally, personally and morally. There is recognition that every pupil is unique. As a result, barriers to learning are carefully considered for each individual and provision adapted accordingly. This enables vulnerable pupils and those with additional needs to thrive.

There is a strong culture throughout the school that everyone is treated with dignity and respect. The nurturing environment shows pupil wellbeing is of the highest priority. Pupils therefore feel celebrated and valued. Chosen Christian values such as, kindness, love and forgiveness are an integral part of the language of the school. The whole school community understands the vision and values and these are reflected on during each day. As a result, pupils are inclusive, caring and respectful. They use the values to make positive choices about how they live. They behave well because, as one year 6 pupil commented, 'that is what our values teach us'. The school is thorough in its support of those who need individual provision. As a result of this, all pupils are fully included in all aspects of school life. Pupils are clear that forgiveness and reconciliation are important, reflecting that they should be honest so they can seek forgiveness. Consequently, pupils live well together and treat each other with compassion. The school is approachable and assists families with additional needs. Leaders reflect, 'every child and every family deserve the very best we can give them.' This has included bespoke arrangements to work with families to help their children attend school. This example reflects how parents feel listened to and an integral part of their child's development. Professional development opportunities enable staff to flourish. For example, the head of school is part of a training programme exploring the notion of flourishing. Training and support, offered by the diocese, are used well to ensure that the school develops as a Church school. Staff wellbeing is important to school leaders. As a result, staff cherish being part of the school team.

Driven by the vision, the school offers a strong sense of togetherness and values its place within the local community. Families are welcomed regularly into the school and are encouraged to attend activities such as, 'Friends and Family Friday'. Parents value Friday collective worship, which is well attended. There are reciprocal partnerships with the church and the local community. The school supports the community through events, such as, carol singing and the living nativity. Leaders make choices about provision that reflect the immediate needs of the community. For example, during the pandemic members of the leadership team cooked hot lunches. This ensured that vulnerable pupils had a hot meal each day.

Diocesan training has supported the school in the development of its spirituality statement. It focuses on relational consciousness, developing a sense of self, others, the world and beyond. This knowledge is now being cascaded to staff and parents/carers. As a result, pupils and staff are beginning to be able to articulate what spirituality means at Milton.



Leaders are currently reviewing how it can be integrated into the curriculum. However, this is in the early stages of development.

Pupils demonstrate courageous advocacy within the school community, through charity work and social action. Recently a pupil suggested that they should help improve their outdoor environment. Consequently, the community worked together to develop the school pond area so that pupils could enjoy God's world around them. The school supports local charities such as the local Foodbank and other causes from pupil suggestions. This has included 'odd sock day', which raised awareness of the prevention of bullying. Currently, there are limited opportunities for pupils to engage in courageous advocacy in the wider world. However, one pupil has recently been inspired to write a letter to the prime minister asking for support for Ukraine.

Collective worship is invitational, inclusive and embedded at the heart of the school. The whole community enjoy the opportunity to come together. Leaders plan collective worship so that it is an expression of the school's vision and values. These are at the heart of worship, alongside opportunities to reflect on British values and to celebrate difference. During worship, pupils share Bible stories, and use these to help them reflect on world issues. Worship offers a time of reflection and an opportunity to join in prayer for those who wish to. The opening words for collective worship, devised by the 'Collective Kids' group, enable pupils to develop an understanding of the Trinity. During the pandemic, collective worship remained central to the work of the school. The majority of the community joined daily acts of worship via Zoom, including extended family. Pupils are confident and articulate, enabling them to be effective leaders. Opportunities for leadership include the 'Collective Kids', who take responsibility for the school reflection area. They are passionate about their role in developing opportunities to reflect on collective worship.

Leaders ensure that the teaching of RE is effective. The curriculum combines the diocesan syllabus with use of the 'Understanding Christianity' resource. As a result, pupils are knowledgeable about a range of faiths and worldviews. They talk enthusiastically about RE lessons. They understand the importance of learning about different faiths and beliefs so that they can show respect and understanding. One year 4 pupil commented, 'we all have a right to believe what we believe'. However, they lack a clear understanding of Christianity as a world faith. The expertise of the RE lead is shared across other schools in the MAT to exemplify good practice.

The school is at the heart of its community and is led compassionately driven by its Christian vision. This results in an environment where adults and pupils flourish, enjoying life in all its fullness.



Information			
School	Milton Parochial Primary School	Inspection date	20 June 2023
URN	141725	VC/VA/ Academy	Academy
Diocese/District	Peterborough	Pupils on roll	71
MAT/Federation	Peterborough Diocese Education Trust		
Executive Headteacher / Head of School	Rebecca Osborne / Rachel Scott		
Chair of Governors	Gary Skilton		
Inspector	Megan Davis	No.	2212