

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

### Mareham Le Fen Church of England Primary School

#### Vision

We aspire to 'Live life to the full and create a better future for all.' We believe that God is the thread that pulls us together as one community moving forward into the wider world. We 'live' together as a Christian family of individuals, celebrating our differences and moving forward together in unity. Complimented by 'Jesus came so that we may have life, life in all its fullness.' (John 10:10)

Mareham Le Fen Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The vision is underpinned by Christian teachings, and consideration has been given to the school's context. It guides leaders in all that they do. Through the vision's influence, pupils are supported to live life to the full.
- Collective worship is valued as a special quiet time of togetherness and enables adults and pupils to flourish spiritually. The pupil worship leaders are a strong guide and role models to others. Joyous singing and times of reflection are shared and well-embedded in the life of the school.
- A carefully considered curriculum offers learning opportunities that enable pupils to live life in all its fullness. Pupils, including those who have special education needs and/or disabilities (SEND), thrive in their learning as a result.
- A nurturing culture permeates the school, and this ensures that pupils and adults are treated well. Everyone in the school community is known, cherished and encouraged to enjoy life in all its fullness.
- Pupils enjoy religious education (RE) through a carefully considered RE curriculum. It equips pupils with an understanding of a range of religions and worldviews. This enables them to be respectful of difference and diversity.

#### Development Points

- Ensure that pupils understand the school's approach to spirituality. This is to enrich pupils' and adults' personal spiritual growth.
- Increase opportunities for pupils to explore issues of equality and justice including within the curriculum. This is so that they can deepen their understanding of personal and collective responsibility and be inspired to act.



## Inspection Findings

Every day at this caring school begins with a smile and interaction, demonstrating to each person that they are cherished. Staff use the vision of living life in all its fullness to support pupils and each other. The clear devotion of leaders to the school is tangible, and this is mirrored in the pupils' high standards of behaviour. The experienced governing body provides strong oversight of the work of the school. They actively evaluate the vision's implementation and its impact on pupils, focusing on the 'whole person.' Careful reviews of the vision ensure that it remains at the heart of the school's policies and decisions. Therefore, it continues to be relevant to the needs of the community. This vision is conveyed using pertinent Christian values, that pupils and staff use as a daily guide. These values help pupils to persevere with their learning, respect others, and show responsibility. Pupils play an active role in the school community through leadership roles, which in turn build their confidence and independence.

The curriculum encourages pupils to flourish and inspires them in their learning. Developing a deeper understanding of the wider world is an essential element in the curriculum. Stewardship of God's world is considered through the value of responsibility within the personal, social, health and economic (PSHE) education curriculum. Staff are astute in providing enriching life experiences, such as attending the Young Voices concert in Sheffield. Parents appreciate the tangible impact upon their children of the varied and memorable opportunities that they receive. Leaders are committed to high-quality learning and care about all pupils fulfilling their potential. Through the curriculum and additional personalised opportunities, pupils who are vulnerable or who have SEND are positively enabled to flourish. Leaders make bold decisions to provide a range of extracurricular clubs and focus on pupils who they believe would benefit most from these enriching experiences. Moments of spirituality are commonplace in the curriculum and in worship. However, a shared, whole school understanding and approach to spirituality is evolving. Therefore, planned learning opportunities that foster spiritual growth are underdeveloped.

Collective worship enhances each day. It includes everyone, and all are invited to participate. Staff and pupils value these times. Pupils, especially the worship wardens, enjoy taking an active role during collective worship. The wardens talk with confidence about this responsibility and enjoy leading worship both in school and at church. Leaders carefully craft worship plans so that the school community can explore its Christian vision and values. Aspects such as Christian stewardship are given an extra dimension when led by the worship wardens. Links with the church community enrich the rhythm of worship. Worship provides pupils with meaningful opportunities to reflect on Bible stories and helps everyone to understand the vision's roots in Christian teaching. Prayer, reflection and worship through singing contribute to pupils' spiritual development. A strong connection to the church is provided by visitors and adults who lead worship and are involved with the life of this Church school. Visits to the church allow the whole community to flourish together in services held at key times of the year. This link supports the deeper understanding of Anglican traditions contributing greatly to the prayer and spiritual life of the school.

Caring relationships, rooted in the vision and values are at the heart of daily life at Mareham Le Fen. Pupils feel safe and cherished, they enjoy coming to school and attendance is high. Open communication within a compassionate Christian environment enables guidance to be provided to staff, pupils and families whenever it is needed. Staff feel valued, and this can be seen when taking on additional leadership roles. They value this opportunity and recognise the support that they have. Informal wellbeing help for leaders is given and received kindly, with a genuine sense of how this makes that person feel valued. Staff talk about being part of a community where everyone is known and respected. When there have been personal challenges, staff speak with appreciation of the guidance that they have



received. Inspired by the vision, leaders assist staff personally, as well as professionally, by ensuring they access qualifications. Adults who feel affirmed for their contributions to the life of the school are the outcome. Pupils are encouraged to reflect on the school's Christian values to resolve any minor disagreements. Their behaviour is exemplary because they have strong role models in school staff and pupil leaders, such as the play leader group.

A shared vision exists in the school to pull together through God as a community into the wider world. This provides opportunities to live life to the full in a culturally diverse world. Curriculum activities that explore issues around justice are developing. The agreed approach to confronting injustice in the local community is well-considered. Supporting a local hospice, foodbank, and groups in the community gives pupils the opportunity to learn about the positive impact that they can make. Pupils actively seek leadership roles and act selflessly to help others in their own school community. As a result, pupils learn to respect each other and take pride in their school. There are, however, fewer opportunities for pupils to develop their leadership skills through national and international projects. Therefore, their understanding of justice and responsibility is underdeveloped.

The school's RE curriculum has been carefully constructed to build on pupils' prior learning. RE has a high profile within the school and is valued by the pupils and staff. They can discuss the similarities and differences between the teachings of different religions and their key stories. Leaders are focused on their approach and know the next steps for the subject. Pupils enjoy RE, especially the opportunities to study a 'big question,' and refer back to previous learning through a flashback. This deepens their understanding. Adaptations to the curriculum are made for those pupils who require additional support. Evidence of their new learning is captured in the most appropriate way. Pupils talk positively about the variety of ways in which they learn in RE lesson. Written evidence in books demonstrates deeper thinking and understanding. There is support in place for the subject leadership, and time is set aside for the development of RE. Links have been made for training for the subject leader, but this is a work in progress. Plans are in place to continue training for staff in key parts of the RE curriculum.

## Information

Address	School Lane, Mareham Le Fen, Boston, PE22 7QB		
Date	11 February 2025	URN	120576
Type of school	Voluntary controlled	No. of pupils	90
Diocese	Lincoln		
Headteacher	Avril Moore		
Chair of Governors	David Ireland		
Inspector	George Trafford		