

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Marston Moreteyne VC School

Vision

Aspiration, Kindness and Hope for the Future.

“I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Marston Moreteyne VC 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 school’s Christian vision and values are deeply embedded. This is enabling pupils to flourish in terms of their academic, personal and spiritual development.
- The strong partnership between the school and local churches is enabling pupils, families and staff to experience being part of a vibrant Christian community.
- Collective worship is central to the life of the school. It is carefully planned and creatively led, providing opportunities for pupils of all backgrounds to reflect and develop spiritually.
- Pupil and staff wellbeing is a high priority. As a result, pupils and staff feel happy, valued and cared for.
- The provision of religious education (RE) is of a high standard, with the curriculum carefully designed to reflect the school’s context and vision. As a result, pupils develop a thorough understanding of Christian beliefs and principles as well as learning about, and respecting, other religions.

Development Points

- Develop a shared understanding of spirituality amongst staff and pupils. This is so that spiritual development can be further enhanced through the curriculum in an intentional and focused way.
- Implement a coordinated, high-profile approach to exploring justice through the curriculum and the wider life of the school. This is so that pupils gain a greater understanding of equity and how to make a positive difference about issues that they believe to be unfair.



Inspection Findings

The school's Christian vision and values are deeply embedded, enabling pupils and staff to flourish. Pupils recognise their importance for guiding them within school and beyond. Aspiration, kindness and hope are evident through many aspects of school life. This has resulted in a happy and harmonious school community, where pupils and adults respect and care for each other. Reflecting the school's vision, leaders have created a school in which everyone can feel safe and have hope. Pupils and staff are seen as being unique and special in the eyes of God. As a result, there is a strong commitment to inclusion, personalised support and personal development for all members of the school community. Valuable training and guidance from the diocese contribute to the Christian ethos of school, whilst expanding teacher knowledge. Monitoring and evaluation of the school's vision and performance by governors and leaders is rigorous and effective. As a result, they know the school well and can evidence how the school is living up to its vision. For example, they regularly observe and seek feedback from pupils about collective worship and its impact.

Collective worship is integral to the daily life of the school and helps pupils and staff to live out the school's vision. Staff and pupils contribute to leading collective worship, which helps ensure that it is inclusive and invitational in nature. Creative and interactive worship using Bible stories and passages enables pupils to engage with, explore and learn about key messages. Consequently, pupils talk about what they have learned in worship at home, resulting in positive impact on their behaviour and attitudes to life. Pupils who have special educational needs and/or disabilities (SEND) are supported in taking part. The different formats of collective worship during the week enable themes to be revisited and reinforced. Attending collective worship in church, at important events within the Christian calendar, deepens pupils' understanding of Christian beliefs. Pupils sing worship songs enthusiastically and recognise the value of prayer and reflection in daily life. The school prayer, cocreated by local clergy and pupils, reinforces the school's vision and values. This provides a helpful framework for personal prayer and spiritual growth.

Pupil and staff wellbeing is a high priority for school leaders and governors. Staff describe the school as being a caring family and demonstrate a strong sense of teamwork. As a result, staff turnover is low, and many have progressed in their careers within the school. This reflects the support, encouragement and professional development opportunities that they have received. Staff value the opportunity to work flexibly, which improves their work-life balance. Staff have been trained in trauma-informed practice and those managing challenging situations are provided with supervision. This ensures that staff feel safe and cared for. Pupils also feel valued and respected by staff and safe within school. This is reflected in their positive behaviour within lessons and social time and their enthusiastic approach to learning. Support for children with SEND is effective and inclusive, enabling them to engage fully in school life. The school demonstrates a holistic, therapeutic and compassionate approach to managing pupil behaviour, offering the opportunity for forgiveness. The impact of this can be transformational. The school's family support worker enhances wellbeing through developing effective partnerships between the school, families, local churches and external agencies.

The provision of RE is of a high quality. Pupils recognise the value of the subject within the school curriculum. They speak with enthusiasm about their work in RE lesson and can recall and explain their learning. The sequential way in which the RE curriculum is taught enables learning to be developed and reinforced over time. Creative approaches to learning, such as role play, artwork and discussions, help pupils to engage in RE lessons. The curriculum has been adapted to reflect the school's context and vision, supplementing the locally agreed syllabus with content that enables pupils to learn about Christianity as a global faith in greater depth. As a result, pupils develop a thorough understanding of Christian beliefs and principles whilst learning about, and respecting, a range of religions and worldviews. This is further enhanced through visits to a church, gurdwara and mosque.



The school's project-based, inclusive curriculum supports and inspires pupils and reflects the school's local context. It places a strong emphasis on pupils helping to guide the direction of learning, enhancing their motivation. This creative approach to learning enables pupils to flourish in the arts as well as core curriculum subjects. Each project helps pupils to develop a sense of awe and wonder, and encourages them to reflect emotionally, as well as enhancing academic learning. Pupils' confidence and character are shaped by a wide range of extra-curricular activities, including sport and music. Opportunities for spiritual development are highlighted within curriculum plans. However, the school's definition of spirituality is not yet sufficiently clear to ensure that staff and pupils have a consistent understanding of what this means and looks like in practice.

The implementation of the school's Christian vision is supported by a range of partnerships with organisations such as local churches and community groups. For example, the school works closely with a local church-based charity that supports families in need. This has strengthened the relationships between the school and the families it serves. Pupils have a strong sense of their personal responsibility within the school community and older pupils can access accredited leadership training. Furthermore, the school council provides a forum for pupils to discuss how they can support the school's continuous improvement. They have led effective initiatives, such as introducing buddy benches and helping reduce food waste in school, which help pupils understand the impact of making positive change. Fundraising activities to support local and national charities, and making contributions to the school's food bank, also help to develop pupils' sense of citizenship. The school allotment helps pupils develop an understanding of environmental responsibility. Pupils learn about national and global issues, such as pollution, climate change and racial inequality, as they progress through the school curriculum. The school makes good use of diocesan resources that support the exploration of issues relating to climate change from a Christian perspective. Consequently, pupils understand that caring for the environment is important for the world's future. Pupils' understanding of justice and equity beyond their local community is less developed. Approaches to challenging injustice and making the world a fairer place, and the links between these, have not been fully explored.

Information

Address	Church Walk, Marston Moreteyne, Bedfordshire MK43 0NE		
Date	10 June 2025	URN	147183
Type of school	VC	No. of pupils	668
Diocese and Methodist District	St Albans		
MAT/Federation	Not applicable		
Headteacher	Co-headteachers: Amanda Watts and Nicky Straccia		
Chair of Governors	Chris Sweetnam		
Inspector	Andy Yarrow		