

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Mount Church of England Primary School

Vision

At Mount CofE we shine brightly in God's glory. Our vibrant, flourishing, inclusive community nurtures all; as does the kingdom of heaven.

We are committed to strong partnerships so that each child's journey is one of discovery, achievement, and growth. We continue to grow as a shining example of a community which embraces togetherness in God's name.

“The kingdom of heaven is like a mustard seed; when it has grown it is the greatest of shrubs and becomes a tree”
Matthew 13:31-32

Mount C of E 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

- Strong and aspirational leaders understand their community well. They ensure that the distinctively Christian vision underpins school life and enables pupils and adults to flourish.
- Inspired by the Christian vision, leaders have created a highly inclusive culture. Adults use their detailed understanding of pupils, including those who have special educational needs and/or disabilities (SEND), to provide proactive and tailored support.
- Collective worship is inclusive, invitational and engaging. Pupils find it a joyous yet reflective celebration. It is thought provoking, and moments for prayer or reflection are used to enhance spiritual development.
- The purposeful and encouraging relationships with the diocese and Southwell and Nottingham Multi Academy Trust (SNMAT) are a significant strength. They enhance the effectiveness of the vision in enabling both adults and pupils to flourish.
- A well-planned and sequenced religious education (RE) curriculum enables pupils to grow a strong understanding of world faiths.

Development Points

- Embed a deeper understanding of the impact of injustice. This is to give pupils a framework for making ethical choices in their daily lives.
- Broaden the scope for the evaluation and monitoring of what is working well within collective worship. This is to ensure that it fully responds to the spiritual needs of the school community.



Inspection Findings

The school's Christian vision unites the Mount community. Recent changes within Mount's 'inspiring transformation' have positively impacted progress across all areas. A renewed vision and linked biblical story, the parable of the mustard seed, unite the Mount community. This focus drives the school towards the best outcomes for pupils. A deep understanding of the local context sets pupils at the heart of decision-making. Strong relationships throughout the school foster a culture of care and consideration. Purposeful partnerships within the SNMAT and the diocese challenge and steer the vision forward. This determined approach ensures strong relationships, fostering confidence and flourishing in pupils and adults. Staff often go above and beyond to listen and act on community needs. For example, staff regularly attend appointments to support families. Parents appreciate the care their children experience. Leaders and staff create the right conditions for learners to grow and flourish.

Mount is ambitious for all its pupils. A well-planned and sequenced curriculum has been designed with the vision at the centre. Disadvantaged pupils are well considered to ensure that learning is accessible for all. Staff at all levels demonstrate high aspirations for pupils - socially and academically. Parents and carers recognise the support given to pupils who have SEND. Additional needs are swiftly identified and early, personalised interventions are put into place. A range of strategies ensures that 'no one is left behind'. Activities, such as those within the forest school, strengthen pupils' understanding of their place in the world. These activities promote pupils' curiosity, love of learning and appreciation of the natural world. Additionally, it supports good mental health and creates spiritual opportunities. 'Wow' moments are actively sought out and celebrated with children, such as rolling down the hill on snow days or observing a sparrowhawk in its natural environment.

Collective worship is central to the school day and meets the needs of this diverse community well. Pupils enjoy Bible stories, prayers and songs and how being together and joining in makes them feel a sense of belonging. Pupils and adults have the opportunity to reflect upon how everyone appreciates things differently. This extends the spiritual growth of adults and pupils. However, systems to monitor and evaluate what is working well within collective worship are less developed, resulting in missed opportunities for spiritual development. Worship is enriched by contributions from the local church community. They help pupils and staff deepen their reflections on Bible stories. For example, visits from the 'Open the Book' project teach pupils in a fun, interactive way. This enables them to link the teachings of the Bible to the school's Christian values.

Pupils, much like the tiny mustard seed that grows into a mighty tree, embrace their profound sense of responsibility. They happily embrace a variety of specific roles that give responsibility across the whole school. These include the courageous advocates team and forest school ambassadors, which gives pupils the opportunities to bring about positive change. This work includes litter picking and providing food for the local food bank. Across the school, pupils regularly discuss current issues of inequality and injustice. Local, national and global issues are explored, giving them a strong understanding of how lives can be very different from their own. They have a strong sense of concern for injustice and are keen to make a difference. One pupil explained how 'at Mount, we can make the world better.' However, opportunities to make ethical choices in their daily lives are underdeveloped.

RE is led effectively. Leaders prioritise regular professional development, ensuring teachers continually deliver broad and balanced units of learning that inspire pupils. Pupils enjoy RE. Work in their books indicates a high level of thought, engagement and pride. When selecting the RE scheme of work, leaders carefully considered the available options, ensuring it was appropriate for their context. Teachers adapt this to suit the needs of pupils and the context of each class. The curriculum is well sequenced and demonstrates an appropriate mix of Christianity and a range of religions. It includes opportunities for pupils to learn how religious beliefs impact on behaviours within an individual and community context. Leaders ensure that the knowledge and skills are made explicitly clear. 'Knowledge Organisers' focus pupils on the essential knowledge that they need to learn. Leaders check the



curriculum carefully to make certain that specific aspects are covered within pupils' learning. The staff work together to understand the impact that the curriculum has on pupils and how it can be developed further. This results in pupils having a broad knowledge of a range of world religions and fosters a respect for others. They compare features of different faiths, for example, comparing the way that some Christians and some Muslims pray. Pupils relish learning about the lives and beliefs of others. They are keen to reflect on how this learning develops their own ideas, opinions and, for some, their own faith.

Mount understands the importance of partnerships beyond the school gates. Personal development and well-being are at the heart of Mount. Staff know that they are valued and supported by a committed leadership team. Manageable workloads and well-being strategies are given high priority by leaders. This impacts positively on the school community, allowing them to flourish together. Staff create a nurturing and caring environment for pupils and their families. This results in a strong sense of the school being a flourishing community that helps each other. Staff appreciate the care that school leaders and colleagues show for them, with one member of staff sharing, 'this is the first job I've had where I have felt loved.' Staff support pupils to reflect on their actions and reactions. This is undertaken through individual guidance in small nurture groups and on a one-to-one basis through mentor work. This results in pupils making thoughtful decisions when they interact with others. Pastoral care and the culture of trust strongly support the close relationships that exist. Pupils, parents and carers are valued. They are listened to and the school is a place where they can speak with trusted adults. Families are sensitively supported during times of difficulty. This gives them hope and a sense of belonging. A close working partnership with families results in an impressive improvement in pupils' flourishing at Mount over the past year. Leaders at all levels are determined in their drive to empower the school community to flourish and grow like the mustard tree. Staff work tirelessly to ensure pupils are valued, with one pupil sharing, 'We always get the chance to grow, even when we fall down.'

Information

Address	Kings Road, Newark, Nottinghamshire, NG24 1EW		
Date	04 March 2025	URN	148715
Type of school	Academy	No. of pupils	198
Diocese	Diocese of Southwell and Nottingham		
MAT	Southwell and Nottingham Multi Academy Trust		
Headteacher	Christine Turner		
Chair of Governors	Jenny Kirkwood		
Inspector	Frazer Smith		