

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

### Much Marcle Church of England Primary School

#### Vision

Our Christian vision 'From tiny seeds, grow mighty trees,' is 'rooted' in the parable of the mustard seed (Matthew 13:31-21)

It closely relates to our rural farming community and underpins all aspects of school life. It is lived out through our core values of Respect, Perseverance and Generosity. The vision shapes our decisions, curriculum and relationships, creating a caring and nurturing environment for all children to flourish, and one that we are extremely proud of. This parable underpins our three core values: Respect, Perseverance and Generosity.

Much Marcle 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.

#### Notable Strengths

- The thoughtfully crafted Christian vision and its associated values, resonate throughout the school, positively impacting on decisions and actions. Pupils and adults have a deep understanding of how it encourages them to reach their full potential. Consequently, they are confident to 'grow from tiny seeds to mighty trees'.
- The school's vision underpins a highly inclusive and happy environment with a strong focus on adults and pupils' wellbeing. Pupils, including those who have additional needs, thrive because they are supported well.
- Members of this loving community flourish because they are respected, included and valued. This culture of belonging results in positive relationships across the school.
- Collective worship effectively provides a cherished time for reflection and stillness, with deeply spiritual moments. Leaders use a variety of creative approaches that inspire pupils and adults to explore the school's vision and values. This nurtures thoughtful contemplation, develops pupils' confidence and promotes respect for those around them.
- The school has a well-balanced and carefully sequenced religious education (RE) curriculum. This ensures that pupils have a secure understanding of a wide range of worldviews and religions.

#### Development Points

- Enhance the way in which spirituality is woven throughout the curriculum. This is to broaden the range of experiences that pupils have to enrich their spiritual development.
- Extend the way that the curriculum provision strengthens pupils' understanding of diversity within worldviews. This is to develop their understanding of the diverse ways that people can live out their religious and non-religious beliefs.



## Inspection Findings

### Vision and Leadership

School leaders have carefully crafted a Christian vision that significantly enhances life at Much Marcle. It is lived out through the associated set of core values of respect, perseverance and generosity. This provides a clearly articulated foundation upon which strategic decisions and growth are based. For example, in times of challenge, the vision guides leaders to bring the school community together. The impressive displays throughout the school are a constant reminder and inspiration to pupils and adults. As a result, the school vision is widely known and drives improvement. The Diocese of Hereford Multi Academy Trust (DHMAT) vision resonates with the school's, enriching the partnership they share. This provides successful support and challenge, strengthening effective collaboration with the diocese and a range of cluster schools. Thoughtful structures enable leaders, including governors, to carefully monitor and evaluate, as well as share good practice. Consequently, they accurately identify clear strengths and focused development areas that enhance Much Marcle as a Church school. The result is a constantly growing and evolving school that enables pupils and adults to flourish.

### Vision and Curriculum

The vision and the three associated core values are key drivers of the curriculum, underpinning decisions and provision. For example, topics link closely with environmental aspects and reinforce a sense of global citizenship. The provision of clubs to suit pupils' needs enhances the environment for them to flourish. Curriculum enrichment, such as projects with Homme House and the local church, broaden pupils' learning experiences. Such opportunities result in highly motivated pupils who are enthused about their learning and strive to 'do their best'. Individual adaptations for those deemed to be vulnerable or have special educational needs and/or disabilities (SEND) are very effective. Flexible use of space ensures that those who need this provision feel part of the school community. The vision underpins the agreed understanding of spirituality. However, this is not consistently woven throughout the curriculum. This means that opportunities for pupils to explore and develop spirituality within their learning are limited.

### Worship and Spirituality

Worship is at the heart of this supportive school community. It is highly inclusive, giving pupils and staff the time to reflect on the vision. Careful modelling ensures that pupils actively notice moments of spiritual wonder. They relish the opportunities to lead worship and demonstrate confidence and commitment in this responsibility. Strong partnerships with the local church enhance the Christian foundation of the school. The local vicar and 'Open the Bible' team are regular visitors and significantly enrich the worshipping life of the school. Through this partnership, many families value joining their children for special services and celebrations at St Bartholomew's Church. These expand parish links and draw the school community together, as pupils and adults live out the vision of growth. Leaders work closely with DHMAT and Hereford Diocese to develop staff expertise in leading worship. Governors monitor and evaluate provision, accurately identifying strengths and clear areas for development. Consequently, pupils and adults flourish spiritually through time within worship that is carefully dedicated to reflection and stillness.

### Vision and School Culture

The school's vision nurtures a culture where relationships are strong. As a result, pupils and staff experience a deep sense of belonging. DHMAT and school leaders prioritise the wellbeing of staff alongside professional growth. High levels of emotional support and care ensure that the school community feels valued. This commitment from leaders means staff are motivated to give their best, often 'going the extra mile' for pupils and families. Leaders and staff know pupils personally, ensuring they are recognised and celebrated as the unique individuals they are. Pupils resolve disagreements with a spirit of generosity, showing that respect and



reconciliation are embedded in daily life together. Parents and carers appreciate the thoughtfulness and practical support shown to their families. The school creates an environment where they are accepted and cherished. Bespoke pastoral support ensures individual needs are met. As a result, relationships across the school are positive, enabling adults and pupils to flourish together.

#### Vision, Justice and Responsibility

The vision shapes a culture of responsibility and justice at Much Marcle. Pupils develop this through many leadership roles, from their earliest years in school. The buddy system effectively assists younger peers, with pupils displaying compassion, responsibility and care. As a result, they are thoughtful and reflective about how this helps them develop as people. Elections to specific roles on the pupil parliament are taken seriously, helping them to learn about democracy and respect for others' views. These groups make decisions about charitable fundraising and consider how to support those in greatest need, both locally and beyond. Staff carefully plan learning experiences so that pupils develop an understanding of injustice in the wider world. Discussions about poverty prompt pupils to make food bank donations and raise funds for charities, for example. This effectively promotes a culture of kindness. Such initiatives cultivate pupils' awareness of how they can make a difference to society.

#### Religious Education

The vision inspires leaders, ensuring that the RE curriculum is inclusive to all. The subject effectively utilises a diverse range of teaching methods that engage and challenge pupils' understanding. The curriculum is collaboratively developed by staff, initially through immersive and inspiring training days. Leaders engage with subject networks across local schools, both within the diocese and DHMAT. Teaching staff feel confident in delivering RE and sharing good practice with each other. This provision is further enriched by the school's strong partnerships with local places of worship. Visitors help to deliver RE both inside and outside of school. Pupils speak positively of their trips to St Bartholomew's Church to learn about festivals and religious ceremonies. These visits enable pupils to have a good understanding of the purpose of weddings and baptisms in the Christian faith. However, whilst the curriculum includes a range of major religions and worldviews, rich experiences linked to diversity are limited. As a result, pupils' understanding of the diverse ways people live out their beliefs and views is limited.

RE is taught to a consistently high standard. Lessons are well planned and delivered through creative approaches that engage pupils and deepen their understanding. Teachers show secure subject knowledge and use imaginative strategies to make learning both challenging and accessible. Pupils make strong progress in lessons and RE contributes positively to their spiritual, moral, social and cultural development. Staff use assessment systems effectively to inform teaching. This means that they adapt lessons to meet pupils' needs. Consequently, pupils display impressive knowledge and understanding in the subject.

## Information

Address	Much Marcle, Ledbury, Herefordshire HR8 2LY		
Date	13 March 2026	URN	151252
Type of school	Academy	No. of pupils	86
Diocese	Hereford		
MAT/Federation	Diocese of Hereford Multi Academy Trust (DHMAT)		
MAT Chair	Andrew Teale		
Headteacher	Laura Davies		
Chair of Governors	Brian Robbins		
Inspector	David Scorer		