



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Magdalen Church of England/Methodist School, Wainfleet	
Address	Magdalen Road, Wainfleet, Skegness, PE24 4DD

School vision

The school's vision is rooted in Genesis 16: 13. 'She gave this name to the Lord who spoke to her: 'You are the God who sees me,' for she said 'I have now seen the One who sees me.'

Inspired by William Waynflete and John Wesley, we have a vision to be an aspirational school delivering excellence in learning by being creative, inclusive and resilient so that we can all serve in God's world to the best of our ability.

School strengths

- The Magdalen school community is deeply inspired by its Christian vision. It reflects both the joint foundation of the school and the context it serves. Binding them together in a singularity of purpose, it supports pupils and adults to flourish.
- Loving relationships are a palpable strength of the school. This is because all are seen as individuals and supported to develop their skills and talents to 'serve in God's world.'
- A deeply embedded understanding of spirituality enriches and enhances community life. Through collective worship and the curriculum, all have opportunities to flourish spiritually.
- The school is a beacon of light to the local community. Support given to vulnerable pupils, those with special educational needs and/or disabilities (SEND) and their families, enables them to thrive.
- Religious education (RE) provides pupils with a challenging and exciting curriculum. It stimulates their interest in the subject. As a result, they are developing in their knowledge and understanding of a range of religions and worldviews.

Areas for development

- Review opportunities for pupils to learn about and understand situations of injustice and deprivation across the world. This is to ensure they can act as agents of change globally.
- Ensure balance between thought, belief and practice in the teaching of RE. This is so that pupils deepen their understanding of the way thinking and belief influence the way people live.

Inspection findings

Pupils and adults are treasured within Magdalen school. This enables flourishing. Leaders clearly articulate that this is inspired by the vision. Each person is 'seen', loved and cherished. Pupils acknowledge the school as a place that 'helps us all to be the best we can be.' The number of pupils with special educational needs and/or disabilities (SEND) and those regarded as vulnerable, is significantly above the national average. Leaders are relentless in their drive that the school should enrich the lives of pupils regardless of ability or need. Carefully crafted individualised support is given to these pupils and their families. Working with partners, specially adapted musical

instruments are provided for pupils with disability, enabling participation in music lessons. Procedures for monitoring the impact of the vision are well established. These lead to positive change. A review of the school's relationship with parents ensures they know they are 'seen' and therefore communicate appropriately with staff. Highly skilled and supportive members of the academy committee are equally emphatic that the school's vision should enable flourishing. They assess at each meeting how their decisions have contributed to furthering the vision. The 'Leading Lights' of aspiration, creativity, resilience and inclusivity are apparent in policy and practice. From these, values including hope, joy and friendship shine out.

Strong and effective partnerships contribute to flourishing. The Lincoln Anglican Academy Trust (LAAT) and the Methodist Academies and Schools Trust (MAST) provide valued support. Purposeful and productive relationships ensure encouragement and challenge. Members of the LAAT team regularly visit to work on key developments with school leaders. Effective assistance, provided by MAST, enables the school to successfully embed its approach to spirituality. In turn Magdalen school shares its expertise with another school in LAAT. Well established partnerships with the local community are mutually beneficial. Working with the town council to produce a mural in a public park demonstrates this.

The carefully constructed curriculum inspires pupils. Building resilience, creativity and aspiration are key drivers. Leaders ensure the curriculum is appropriate for every pupil. Through age related challenges and high-level questioning, pupils flourish. Learners are challenged to excel and, as a pupil expressed, 'try lots of new things.' SEND pupils and those who are vulnerable thrive. Their individual learning needs are assessed and targeted support provided. This impacts their learning positively. Enrichment to the taught curriculum is effective. A range of clubs, and engagement with '30 things to do before I leave Magdalen school' facilitate this. Activities include exploring a castle and having fun in the mud. A 'pop up' swimming pool on the school site ensures all pupils access lessons in water safety. These activities build resilience and encourage pupils to develop their skills and talents. The school's approach to spiritual development is highly effective. Opportunities for reflection are woven into the curriculum. Pupils and adults use the language of 'around us, within us, beyond us.' This approach enables them to recognise they are 'connected to God, ourselves and the world.'

Nurturing pastoral care enriches lives. The vision and the 'Leading Lights' directly inspire actions. Relationships are strong. They underpin the effectiveness of the school in supporting pupils and their families. The school is a 'light in the community' for parents and carers. Many seek advice and support when facing personal challenges. Pupils know, 'there is always someone to go to.' This is a school where showing kindness is strikingly normal. Leaders work tirelessly to ensure that relationships with families are strong. The culture of seeing need and responding to it, is rooted in the Christian vision. Opportunities to meet with parents in a range of circumstances, alongside other agencies, ensure issues are quickly resolved. Staff are equally valued. Their wellbeing is a priority. They express professional and personal fulfilment through working in the school. Professional development benefits their understanding of what it means to work in a Church school.

Collective worship enhances every day. It includes everyone, and all are invited to participate. Staff and pupils value these times. Meaningful opportunities to engage with one another and reflect on their own spirituality are provided. Pupils say that worship helps them 'feel close to God'. Prayers used in school are used at home when they need to 'talk to God'. Spiritual flourishing is supported through close partnerships with the local Anglican and Methodist churches. This enriches worship. Contributions from church leaders provide a range of insights on Bible stories, themes, and celebrations. Visits to the churches for services are appreciated by pupils and adults. This is because it helps them to feel they are part of 'something bigger' as they connect with local Christian communities. 'The One Thing,' is the focal point of worship each week. It encourages pupils and staff



to consider one way they can live out the value for the week. This builds resilience, helps them ‘connect with God’ and become more aware of those around them. ‘Friday faith worship’ joyfully celebrates their actions.

The vision motivates pupils to bring about change in their school and community. The example of William Waynflete and John Wesley inspires them. The Methodist principle ‘Do all you can’ inspires social action. Pupils make ethical choices to improve the lives of others. With support from staff, they consider what is fair and unjust in their own community. Having learnt about the effects of loneliness amongst the elderly, pupils now visit a community coffee morning. They take along small gifts they have made for the elderly who attend. Working with the Rotary Club, pupils initiated a collection of items for ‘Buddy Bags’ to be distributed to children living apart from birth parents. Pupils do not however, recognise the possibilities of being agents of change at a global level.

RE is highly valued by pupils. This is because curriculum planning is effective. It is taught by a committed RE practitioner. Together with the teacher responsible for RE, they ensure that the subject has a high profile. Effective monitoring of the curriculum guarantees that it is well-sequenced, challenging and diverse. Learning is revisited across the key stages. Evidence of the impact of the curriculum is seen in the depth and breadth of knowledge and understanding of pupils. However, the balance of focus between thought, belief and practice, is less developed. Pupils ask pertinent questions in RE because their curiosity is encouraged. Religious vocabulary is used, even by the youngest pupils, when giving complex answers in both speaking and writing. Effective training for developing RE is provided by the diocese and the Methodist Church. This ensures curriculum developments are robust and accurate.

The inspection findings indicate that the Magdalen Church of England and Methodist Primary School is living up to its foundation as a Church school.

Information			
Inspection date	20 May 2024	URN	140185
VC/VA/Academy	Academy	Pupils on roll	180
Diocese	Lincoln Lincolnshire Methodist District		
MAT/Federation	Lincoln Anglican Academy Trust		
Headteacher	Melanie Page		
Chair	Sue Alldread		
Inspector	Jane Lewis	No.	27