

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newbrough Church of England Primary School			
Address	Fourstones, Hexham, Northumberland, NE47 5AQ		
Date of inspection	6 March 2020	Status of school	Voluntary aided primary
Diocese	Newcastle	URN	122298

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Newbrough is a primary school with 82 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The headteacher has been appointed since the last SIAMS inspection. Ofsted judged the school to be good in May 2019.

The school's Christian vision

Our Christian values underpin everything that we do as a school community and are part of our everyday lives and conversations. Our core values, the ones we have chosen to explicitly focus on as a school, are perseverance, compassion, courage and respect. These link directly to the bible verse which staff and governors chose as best encapsulating our Christian vision. This is: 'Be courageous; be strong; do everything in love.'

Key findings

- The school's vision and linked values are deeply rooted and reflect the context of the community. Consequently, they enable children and adults to flourish.
- The teaching and leadership of religious education (RE) are good. This enables pupils to acquire strong religious literacy and theological understanding.
- Collective worship is meaningful and inclusive. Pupils are growing in their knowledge of Christian belief and in their ability to lead worship. Pupils' understanding of the Christian belief in God as Father, Son and Holy Spirit is less secure.
- Governors are passionate about the school and ensure that accurate and on-going self-evaluation supports the evolving development of the school's Christian vision.
- As a result of the implementation of the Christian vision, the school has created an inclusive and nurturing environment in which the wellbeing of all is a priority.

Areas for development

- Develop pupils' awareness of how they can act globally in order to have an impact as agents of change in the world.
- Intentionally connect the school's charity work to the living out of the school's Christian vision.
- Develop pupils' understanding of the Christian belief in God as Father, Son and Holy Spirit.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Newbrough's distinctively Christian vision: 'be courageous; be strong; do everything in love,' is based upon St Paul's letter to the Corinthians and is embedded throughout each aspect of the school's life. This vision is supported and given life by the school's explicit focus on the values of perseverance, compassion, courage and respect. The headteacher, together with all staff, is passionate about pupils' flourishing. Consequently, the implementation of the vision is central to leaders' decision-making as they seek to ensure that every pupil succeeds both academically and in terms of their spiritual development. Pupils are clear that the vision and the four core values support and sustain them in their academic work and in their personal development. The vision enables pupils to flourish in the widest sense. Cohorts are small and staff know individual pupils well. Attainment and progress are at least in line with and often above national averages. Pupils who are vulnerable are well supported by knowledgeable and caring staff who 'do everything in love.' Governors are deeply enthusiastic about the school. They are highly effective in providing both support and challenge. This, in turn, ensures that the school is well-placed to live out a vision that is thoughtfully appropriate to the context of the community it serves. The school has appropriately addressed the issues from the previous SIAMS inspection report.

The development of pupils' character is a strength of the school. Behaviour is consistently good, and this is as a direct result of the care and support that are the natural result of the implementation of the school's vision of acting out of love. This is a community in which reconciliation and forgiveness are understood and practiced. Attendance is good because pupils enjoy coming to school. Pupils are proud of their school and relish the opportunity to take positions of responsibility in their community such as the Mini Police. Pupils are involved in a range of charitable events and activities. They support local initiatives such as 'Maggies' cancer care and international disaster relief efforts. Some pupils are able to tentatively articulate that these activities are an expression of the school's vision of 'being strong and doing everything in love.' These activities are not, however, intentionally connected to the school's Christian vision or pupils' understanding of justice. Leaders are aware that the school has limited cultural diversity. They therefore ensure that pupils' understanding of cultural diversity is supported by visits to places of worship and throughout the curriculum. Pupils have developed an understanding of equality and demonstrate a concern for the natural world. They are determined to reduce their use of single use plastics for example. However, there are limited opportunities for pupils to apply this understanding as courageous advocates for change globally.

The fruits of the living out of the school's Christian vision are that relationships at every level within the school are strong and supportive. Children and adults thrive in a positive learning environment. Leaders ensure that the practical support offered for wellbeing demonstrate the Christian vision in action and all benefit from compassionate care and support. The wider community contributes well to school life and the frequent visits of members of the community, such as the WI, bring the school and the community closer together. The school knows each of its families well and consequently, there is effective support for good mental health. The school's vision of compassion and respect has ensured that there is a sense of belonging for all, irrespective of circumstance or background.

Worship is highly valued by the whole school community. It is invitational and inclusive. A range of worship leaders and styles of worship, including much-loved 'Open the Book' and 'God's Tent' activities ensure a varied and comprehensive programme for worship. Pupils themselves are becoming increasingly skilled in leading worship and greatly value these opportunities. Bespoke planning makes use of a wide selection of images, music, stories and reflection to enable pupils to understand the breadth of ways in which Christians can worship. Collective worship includes well-thought out and sequential biblical teaching and as a result, pupils have strong biblical literacy. Pupils have a good understanding of the Anglican traditions and the seasons of the Church year. Similarly, they are aware of the central importance of the Eucharist in Christian belief. Pupils' understanding of the Christian belief in God as Father, Son and Holy Spirit is less well-developed especially among the younger children. Pupils are able to make clear links between worship themes and opportunities and the school's vision and linked values. Indeed, worship and associated opportunities for reflection, shape pupils' lives and inform their understanding of the choices that they make.

Leaders value RE highly and, therefore, give it an appropriate prominence within the life of the school. The curriculum offers a range of stimulating and engaging activities that reflect both the diocesan syllabus and the school's Christian vision. As a result of well-planned learning experiences, pupils understand fully the global character of Christianity. Likewise, pupils' understanding about a range of religions is impressive. Enthusiasm for RE is high and pupils readily engage in the curriculum opportunities RE offers to explore their own understanding and beliefs. This is a direct result of the effective support and challenge offered by teachers. Skilled teacher questioning and the effective use of challenging activities enable pupils to demonstrate a deep understanding of religious concepts. RE is very well-led within school. Staff training and development support continuing improvement with strong and improving practice across the school. Staff are involved in local cluster training and moderation opportunities. This supports increasingly effective cross-school working and informs subject developments.

The Christian Vision of 'doing everything in love' is evident in all aspects of life within this school in which children and adults flourish.



The effectiveness of RE is Good

Pupils, including the most vulnerable and those with additional needs make at least good progress and achieve well in RE because teaching is consistently good. The school has established effective systems for reviewing pupil progress in RE. Extensive external training and in-school sharing of good practice ensures that staff are effective in delivering and assessing the RE curriculum. There are well-established systems for monitoring and evaluating teaching and learning and, as a result, practice is strong.

Headteacher

Jo Trotter

Inspector's name and number

David Tait 887