

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newborough Church of England Voluntary Controlled Primary School	
School Road, Newborough, Peterborough PE6 7RG	
Current SIAMS inspection grade	Good
Diocese	Peterborough
Previous SIAMS inspection grade	Good
Date of academy conversion	N/A
Name of multi-academy trust	N/A
Date of inspection	5 th April 2017
Date of last inspection	9 th December 2011
Type of school and unique reference number	Voluntary Controlled Primary 110826
Interim Headteacher	Iain Peden
Inspector's name and number	Jane Lewis 27

School context

Newborough Church of England Primary School is a smaller than average primary school serving a village close to the city of Peterborough. A number of pupils attend the school from other villages in the surrounding area. There are currently 205 pupils on roll. The proportion of pupils eligible for free school meals is below the national average. The proportion with special educational needs is broadly in line with the national average. The school has had 2 headteachers since the previous SIAMS inspection, the most recent one resigned his post in February 2017. The interim headteacher has been in post since April 1st 2017. The deputy headteacher has been acting headteacher for a period of time leading up to this inspection. The school is sited adjacent to the parish church of St Bartholomew.

The distinctiveness and effectiveness of Newborough C of E School as a Church of England school are good

- The school's Christian character, underpinned by distinctively Christian values, strongly influences the daily life of the school and all aspects of pupils' spiritual, moral, social and cultural development.
- A strong staff team, led by a committed deputy, has ensured that the school has continued to provide stability despite changes in leadership. This means that all pupils and families feel valued and supported in a nurturing Christian environment.
- The strong partnership with St Bartholomew's Church provides a wealth of opportunities for spiritual and emotional development as well as practical support which enriches both school and church communities.

Areas to improve

- Ensure monitoring to evaluate distinctiveness, is regular, robust and fit for purpose, feeding directly into ongoing developments.
- Strengthen collective worship planning to develop pupils' understanding of key Christian concepts about the person of Jesus and the Trinity so that they are able to better articulate the significance of these concepts in Christian belief.
- Extend opportunities for pupils to plan and lead acts of worship so that all ages contribute to the worship life of the school.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Newborough School creates a strong nurturing environment within the context of a Christian community. Parents express this clearly when they talk about their children and the whole family being supported and nurtured through challenging times. 'We would never have got through without this school' typifies the comments made. The school is a special place where the four Christian values of love, joy, peace and forgiveness have a profound impact. Academic progress is underpinned by these values which means pupils are safe, happy and eager to learn. When they face challenges in their learning they say that staff and their friends are always there to help them to persevere and do the best they can. 'My learning makes me feel joyful because I'm excited to learn new things,' said one pupil. Data confirms that the standards at Newborough School are at least in line with national expectations. Disadvantaged pupils are guided in their learning with carefully targeted support so that they currently make good progress. When things go wrong pupils are confident that they can start again because 'every day is a new day, even if we messed up one day we can be forgiven and begin again'. It is clear that the widespread application of the values is positively impacting on the way in which pupils approach their learning and on the relationships between members of the school community. The deputy headteacher speaks of 'a redemptive process' to the way in which the school approaches its work with pupils and their families. As a result of this, levels of pupil wellbeing are high. They do not want to miss a day at school 'because we love it so much'. Attendance levels are above the national average and this proves the school's commitment to safeguarding and nurturing each pupil as unique and precious to God. The behaviour policy is always implemented in a positive way with pupils being praised for making the right choices. Any incidents of unacceptable behaviour are swiftly dealt with and pupils are able to move on to find the next steps for their behaviour journey. The core values are widely understood as Christian in origin but universal in application. They are understood as values for life that will go beyond the time spent at school. Pupils talk about the values as 'ways of living that we can still do when we are older'. Parents talk about the impact of these values on their children and the ways in which they are proud of the way their children express the values. One pupil regularly sits on the 'buddy bench' in the playground in case another pupil wants someone to play with. The Christian character of the school also underpins curriculum planning. Learning experiences successfully foster understanding of diverse communities. Religious education (RE) enhances this and pupils know about several world faiths. The subject develops reflection and thoughtful consideration of the similarities and differences between people of faith. Pupils can link their learning in RE to the Christian values. Having thought about the Easter story in RE, key stage I pupils could talk confidently about forgiveness as a key Easter theme because 'Jesus died to forgive everyone'. RE is led by a committed subject leader who has set out clear priorities to ensure the subject contributes to the Christian character of the school. During the first ever RE day staff and pupils were exploring together the significance of Easter for Christians. Pupils enjoyed their day and talked about ways in which it helped them to understand why Easter is important to so many people. Spiritual, moral, social and cultural (SMSC) development is therefore a strength of the school. The clear expression of Christian values, strong adult role models and a genuine understanding of the needs of pupils means that this school is a shining example of Christian discipleship in action.

The impact of collective worship on the school community is good

Collective worship reflects the Christian foundation of the school and shapes how its values are understood. Acts of worship enhance the day to day life of the whole school community. The time to come together, to share stories, to sing, to reflect and share thoughts and prayers is valued by all ages. The thumbprint cross at the front of the worship space visually reminds everyone that they come together for this time. Worship is thoroughly planned with a focus question for each week. This means that pupils can readily apply what they are reflecting on in worship to their own lives. A recent focus question was 'How would you recognise Jesus?' One pupil responded 'By the light of a candle because he is the light of the world'. The use of liturgical greetings, lighting of a candle and coloured cloths for the worship table help pupils in their understanding of the Anglican traditions of worship. This is further supported by their very regular visits to the parish church where they are able to extend this understanding. Comments such as 'these things help us know we are part of a big family of the church' show that impact is very real. Since the last inspection pupils have become more involved in worship through reading a prayer or leading some other aspect. However they are not yet involved in the planning of worship. Although Bible stories are used to support the understanding of the values, insufficient attention has been given to how these stories might support pupils in their understanding of the person of Jesus and other key Christian concepts. Prayer and time for reflection are integral to worship. A prayer board in the entrance is available for anyone to write a prayer request and these are regularly taken and used in worship. Through the use of this prayer board pupils have an understanding of different types of prayer. They are therefore confident of being able to 'talk to God about anything'. Parents talk about the impact of prayer on their children. One parent spoke of her child taking time at home to pray for another child she knew was unwell. Through this experience she had become aware of the importance of prayer in her own

life. Worship is held in the parish church to celebrate Christian festivals which provides a positive experience for pupils and parents. This helps everyone to see St Bartholomew's as 'our church'. Pupils and parents speak of this. The incumbent leads worship in school regularly along with a ministry intern. The school's bishop's visitor also contributes to worship. Together they enable a strong partnership so that they are known by pupils and their families, providing a significant link between church and school. Messy church is a new initiative in the parish and because of the relationship built by the ministry intern, he has been able to welcome pupils and their families to this new style of worship in the church. The church school group meets termly and has carried out some evaluation of collective worship. The coordinator has a well thought-through process for enabling pupils to comment on the impact of worship. Through the use of a scrapbook they are able to record their responses to the key questions posed in worship each week. However, the monitoring and evaluation of worship amongst stakeholders has not yet been rigorous enough to substantially influence developments in this area.

The effectiveness of the leadership and management of the school as a church school is good

The deputy headteacher, who has been a key leader of the school for some time, models Christian values in all she does. Parents speak highly of her contribution to the school and the way in which she has modelled the nurturing and supportive environment the school is known for. Parents have no hesitation in recommending the school to others because 'Mrs Arnold won't let them down'. The turbulence in leadership within the school has enabled her to develop and demonstrate leadership skills. Her vision, and that of the foundation governors, is to create a community that promotes the best possible education with the values of Jesus at the centre. There is much evidence around the school that demonstrates this. Cards displayed on the walls name people who have shown acts of random kindness (ARKS). The message above the exit door after worship in the hall is clear to all - 'God of love'. Recently the school exceeded its pupil admission number (PAN) in key stage 1 in order to include two vulnerable pupils returning to the area who had previously been at the school. It is this vision that motivates the school's involvement in charitable causes. A key stage 2 pupil talked about the way in which the collection for a local soup kitchen had helped him understand the difference between wants and needs, 'I'll remember that for ever,' he said. The church school group represents a range of stakeholders and has been key to helping the school identify areas for development. Whilst this has brought about some improvements since the last inspection the group is not yet rigorous enough in its systems for monitoring and evaluation. Foundation governors, including the incumbent, describe their role as 'leaven in the dough' for the school. Through their involvement in the church school group, presence at governors meetings and involvement in worship they are able to actively promote the Christian character of the school. The partnership with St Bartholomew's Church and the bishop's visitor is appreciated by the whole school community. They provide pastoral support, practical help in classrooms and access to the church for worship and curriculum experiences. Staff feel supported by the church. The partnership has a mutual benefit. Although the diocese is widespread the school uses opportunities this provides to raise awareness of a wider Christian community. Year 3 pupils recently visited the Cathedral in RE and talked about 'feeling part of a bigger family of churches'. School leadership ensures that it meets the statutory requirements for collective worship and RE. The lead teacher for these key areas in the school is enthusiastic and enabled to bring about further improvements because she is well supported in her role. Newborough School is well placed to move confidently into the future.

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