



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newbold Church of England Primary School

Address School Lane, Newbold Coleorton, Leicestershire, United Kingdom, LE67 8PF

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

Overall grade

Good

The impact of collective worship

Good

School's vision

At Newbold we aim to support each other to live, learn and excel together as a Christian community. 'Therefore encourage one another and build each other up.' 1 Thessalonians 5:11.

We aim for excellence in all that we do, building self-confidence and independence so that children become happy and well-motivated pupils, keen to question, inspire and embrace change. Though the Christian ethos of the school, we value difference, diversity, and aim to grow together as a community of lifelong learners.

Key findings

- The Christian vision is readily articulated by everyone, reflecting a school community being encouraged and surrounded by love.
- Provision for Religious education (RE) is a strength of the school.
- Pupils recognise how collective worship supports them in their own lives but are unable to articulate their own use and understanding of personal prayer.
- The supportive governing body gives careful consideration to the vision in decision making. However, monitoring and evaluation of the Christian character of the school is not sufficiently robust.
- There are many effective support mechanisms for the mental health and well-being needs of the whole school community but no clear overview of provision.

Areas for development

- Leaders and governors to further develop their monitoring and evaluation in order to further develop the Christian character of the school.
- Explore creative opportunities for collective worship and reflection to increase pupils' understanding and use of personal prayer.
- Establish a strategic approach to supporting the mental health and well-being needs of the school community to ensure provision is clearly focussed on need.

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

There is a deep feeling of unity, mutual love and encouragement at this small and inclusive school of only 40 pupils. Inspired by the school's Christian vision, this support has intensified and benefitted many in recent times. 'Therefore encourage one another and build each other up,' is prominent and the associated values are taken from the same Bible passage. As a result, there is a cohesiveness and relevance to how the Christian character of the school is impacting the lives of the community. The local parish church has adopted the same vision statement, further strengthening the strong bond the school family has with the local congregation. Many families speak, with justification, of the distinctive and transforming love which makes them feel part of the school community, clearly expressing the vision in action.

Governors are passionate about their role in supporting the school. They clearly articulate the Biblical understanding which supports and upholds the school's vision statement. A deep awareness of this is reflected in making spending decisions. They carry out monitoring and evaluation visits to observe Christian distinctiveness, however, this is not of a robust and strategic nature. Local and global partnerships have been created as a result of their Christian vision. Long standing governors lead by example and have a very good understanding of Church school education. Those recently appointed have not yet accessed relevant Diocesan training.

The school has a clear definition of spirituality and has a comprehensive policy reflecting this. The awareness of there being something far greater than ourselves has been carefully considered in planning the curriculum. Leaders have ensured that rich spiritual opportunities are woven into pupils' daily learning. Subject knowledge organisers are used to help pupils evaluate what they need to know. Pupils are flourishing throughout the curriculum through effective personal assessment. All pupils, including those with special educational and additional needs, experience a rich, very individualised curriculum inspired by the school's vision. The headteacher and school team worked tirelessly during lockdowns and blocks of online learning to ensure this bespoke provision continued. Regular phone calls and welfare checks resulted in inspired, innovative, support ensuring that anxiety and other issues were quickly addressed. Parents articulate how regular postcards sent to individuals gave them a sense of continuing to belong and know they were 'loved'. Personalised resources were delivered to pupils and formal assessment procedures continued remotely, ensuring ongoing, seamless support for those pupils needing additional help.

The effective subject leader has ensured that the RE taught in this school is of high quality. The impact of which, gives pupils a comprehensive understanding of Christianity and major world religions. Pupils can demonstrate how they use their knowledge organisers in RE and know how they are performing by the use of regular assessments. RE is well planned across the mixed age classes. The Church of England Statement of Entitlement is well met and in addition termly 'reflection' days take place. Pupils find their lessons fun and interesting as they are 'not all about writing' but creative and engaging. One pupil stated, 'I am a non-believer, but I like to learn what other people believe.' Pupils were keen to relay their excitement about their trip on the previous day to inspection. describing the calmness felt in the mosque compared to the vibrancy of the mandir. They respect difference and diversity influenced by visits beyond their rural locality. As a lead practitioner for RE, the co-ordinator shares very good practice with other local schools.

There is a deep commitment to the provision of well-planned collective worship which lifts and encourages, enriching the lives of the whole school community. The highly effective co-ordinator works closely with leaders and foundation governors to ensure a comprehensive plan is in place which reflects the school vision. There is a sense of great rejoicing as everyone worships together and spontaneous singing of Bible-based songs has lifted the spirits and encouraged the school community. A specially nominated pupil lights three candles reflecting the Trinity as everyone gathers. Pupils sit together in small, mixed-aged, friendship groups developing confidence and that provoke thoughtful and respectful responses. Classes plan regular values-based worship. Many reflection areas are available and pupils articulate how they write and share prayers, although they had some difficulty explaining and understanding their own use of personal prayer. The local church is some distance away but the congregation fund transport to allow pupils to experience school worship in the church. Online collective worship, judged to be of the same high quality as experienced in school, continued regularly during the pandemic. This inspired the sense of a family community during difficult times.

Pupils are encouraged to think about wider global society through international links. The local church has facilitated Zoom meetings for pupils with workers at an orphanage in Guatemala, and Christian songs are to be shared electronically. They are concerned about world issues. For example, older pupils were recently anxious about the war

in Ukraine and a member of staff prayed with them giving a sense of peace. Pupils have become courageous advocates of social justice. They describe how they are writing to local councillors and the local member of parliament (MP) about late night disturbances in their village. Examples include, pupils instigating a fundraising effort for a village defibrillator sited at the school although they raised enough to purchase another. Twenty pupils are currently working to achieve the Young Leaders Award. Behaviour is good and pupils readily refer to their 'behaviour principles' which encourage them to behave responsibly and well. These are inspired by the school's vision and values and enable them to have a fresh start at the beginning of each day. The school's Christian values are a deeply embedded part of daily life. This hugely and positively influences the moral and character development of pupils. A pupil shared how living out the school value of perseverance helped them cope through a difficult time. Another spoke of how they were encouraged to be the best person they could be through being forgiven and 'fresh starts.' Many examples were shared of how mental health and wellbeing needs have been met, particularly as a result of the pandemic. This support has been spontaneous and plentiful but lacks a clear overview.

Encouraging one another and building each other up is the heartbeat of this close-knit school family. This Christian vision has sustained and equipped the community at Newbold to endure and adapt during unprecedented times.

Contextual information about the school

Date of inspection	03/03/2022	URN	120149
Date of previous inspection	30/04/2015		
School status	Voluntary Controlled	NOR	40
Name of MAT/Federation			
Diocese / Methodist District	Leicester		
Headteacher	Sherryl Hitchman		
Pupil profile	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 above national averages.		
Additional significant information (if needed)	Newbold has 40 pupils which is well below the national average size for a primary school.		
Inspector's name	Joy Hardy	No.	944