

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

### Self-evaluation audit tool: Vision Provision Impact

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#### Vision: Who we are as a Church school? Why we are here?

**Name of School:** **Newbrough Church of England primary School**

**URN: I22298**

**Date and grade of last SIAMS inspection: 2015 Outstanding Date and grade of last Ofsted Inspection: May 2019 GoodSchool**

This is a small primary school (69 pupils plus 6 in nursery) which serves two villages and the surrounding area. The villages contain a mixture of social and owner-occupied housing.

The proportion of children claiming free school meals is low (7%) but has increased; currently around 12% of children are in receipt of pupil premium support and there are an additional 4 children in receipt of armed services payments.

The number of children with special educational needs is small (8.6%). There are currently 3 children with an EHCP.

Children's attainment on entry to school is broadly typical.

Most children are from White British backgrounds.

The Headteacher was appointed in January 2017 following 11/2 terms as Acting Headteacher.

She currently has a 0.5 teaching commitment.

The school was judged to be 'Good' in the OFSTED inspection in May 2019 and currently has an 'Outstanding' SIAMS judgement – gained under the old framework.

The school was previously a first school, converting to a primary school from September 2014 with the first Y6 pupils in September 2017. This year, there are 4 pupils in Year 6 and 3 in Year 5 (out of a Y4 cohort of 5).

One member of staff is currently on maternity leave and a temporary teacher is covering in KS1.

## **context**

### **The vision of the school**

**As a staff team, we have a deeply held set of common values. Our approach is inclusive, where each and every member of our school community is valued; it is supportive- of each other and of the children; it is encouraging- the children learn that through perseverance and believing in themselves they can achieve; and it is caring. Our shared values have led to a clear and distinctive Christian ethos which visitors tell us is apparent when they spend even a short time in our school.**

**In discussions with staff, Governors and the children, the following bible verse was chosen to encapsulate our vision and values:**

**'Be courageous; be strong; do everything in love'**

*(Corinthians 16 v:13-14 )*

*These words define who we are as a Church school. They guide us as individuals, and as a team, and helped support us in developing our vision.*

We want to be an inspirational school that delivers excellence in learning by being creative, inclusive, grounded in Christian values and preparing children for life's challenges. To achieve this we will:

- Create a happy, secure, well ordered and caring community through which we will promote effective partnerships with our local families, churches, schools and the wider community
- Develop self-esteem and nurture each child's individual talents to allow everyone to flourish
- Ensure that a high- quality learning environment is maintained, with both indoor and outdoor aspects forming integral parts of school life
- Provide our children with great learning opportunities in all subjects which are broadly based, firmly rooted in the local area and enabled by excellent teaching
- Encourage everyone to take an active part in the life of our local, national and global communities and to encourage responsibility for the environment

### **Data box:**

SIAMS requires assurance that the school is meeting the academic needs of its pupils. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

- Comparisons with national statistics at key points show results for our school which are mostly in line with and in many cases higher than national outcomes This includes EYFS profile, KS1 phonics screening, and KS1 SATs outcomes.

- Progress across key stages is good, especially in writing at KS2
- Our KS2 SATs results this year reflect the fact that 25% of the children (1 child) did not sit the tests- giving a maximum of 75% of children achieving the expected standard.
- Our Early Years results were quality assured by a County Moderation visit this year.
- Our internal moderation judgements have been found to be accurate at external moderation sessions
- The quality of teaching and learning plus our internal assessment and tracking systems were judged to be good by the OFSTED inspection process in May 2019

See HT data report to Governors September 2019, ISDR, NCC data analysis reports for further information

SEND: 3 children with EHCP; 4 children at school support stage; 5 children FSM (increasing); 8 children PP; 4 children currently with social services involvement of which 2 children have Child Protection plans

## Some additional information

Local church/parish involvement: Involvement of clergy	Open the Book ( every 2 weeks); Vicar leads CW approximately every 3/ 4 weeks; visit to local church for service every half term; God's tent- prayer spaces- in school roughly each half term.
What charities does the school currently support?	Recently: Maggie's Centres; Hexham foodbank
Do you have links with other schools e.g. abroad?	Close links with other local schools (Henshaw, Greenhead, Allendale); HT active in Haydon Bridge partnership; EYFS provision recognised as high quality across county/ diocese and teachers from other settings often visit;
What RE syllabus do you use? Key support resources used for example Understanding Christianity	Understanding Christianity
Accreditation, awards and quality marks?	Sportsmark silver, Discover arts award,
Links with diocese for example service level agreements, secondments	SLA with Diocese,

### Policy checker:

The list below are policies that, if you have them, are likely to be relevant at a SIAMS. The list is not exhaustive. The inspector may ask for them to be available in school during the inspection but if they are on the school website this will support the smooth running of the inspection.

- Assessment and marking
- Behaviour/Anti-bullying
- Collective worship
- Equality and inclusion
- Mental health and wellbeing
- Religious education
- Relationships and Sex Education policy
- SEND
- SMSC and spiritual development

## Provision and Impact: How then do we live?

### Strand I: Vision and Leadership

#### Impact of actions taken in this area

- HT has worked with staff and governors to ensure that the school's vision is shared and owned by all- **SO THAT** it isn't just words but it genuinely underpins all that we do.
- staff already had a strong sense of shared values- this has been encapsulated and enhanced by the choice of a bible text **SO THAT** it is easily understood and articulated by everyone
  - staff worked with those from other church schools on an **INSET** day in September discussing shared experiences and the process of evaluating ourselves as church schools **SO THAT** good practice was shared amongst schools **AND** staff became more familiar with the **SIAMS** process
  - **RE** teaching has improved because it is taught by class teachers (not a part-time peripatetic teacher); because there has been an investment in training for teaching staff ; and because **Understanding Christianity** has been implemented across the school. The role of middle leader has been developed and the subject is led by a committed and enthusiastic member of staff.
  - HT has ensured that there is sufficient quality time timetabled in each class for the teaching of **RE SO THAT** high- quality teaching and learning can take place
  - the **RE** lead has been given time to work with colleagues both individually and in staff meetings **SO THAT** staff are familiar with **U/C**, there is a school-wide long- term plan, and the **Diocesan** syllabus has been shared with staff
  - Our link governor meets termly with the **RE** lead and monitors work in **RE SO THAT** the **Governing Body** are kept up to date with developments in **RE**
  - Our vicar is a frequent and valued visitor in school, supporting staff and meeting with children **SO THAT** there is a positive and mutually respectful relationship
  - The **Chair of Governors** is a knowledgeable 'critical friend' who ensures that the focus on our school as a church school is maintained and enhanced over time.

### **Next steps:**

- **Ensure induction of all new staff includes reference to vision and shared values**

### **Strand 2: Wisdom, Knowledge and Skills**

- Well-designed internal tracking systems plus a small, closely-knit team mean that individual children are well-known to all staff and children who may be experiencing barriers to learning (whether long or short term, cognitive or emotional) are identified quickly and support can be put in place as needed
- The school is an Operation Encompass school which means that incidences of domestic abuse involving any of our children/families are shared by local police services and support can be put in place as necessary.
- Curriculum offer was described as a strength of our school (OFSTED May 2019) and all children are included in all wider opportunities eg art, music, PE
- In EYFS, there are many opportunities woven through the day to day experience of the children for them to be reflective about the world around them and experience a sense of 'awe and wonder'
- These are skilfully linked to learning about, and caring for, the 'world that God made' by EYFS staff.
- Worship: all teaching staff take turns in leading worship each week. Children are actively engaged in different ways, including planning Friday worship each week.
- God's tent- a mobile prayer space developed by local clergy- visits the school about once per half term. This gives the children additional time and a different way of reflecting on their own faith and beliefs
- An active and enthusiastic group of local parishioners brings 'Open the book' into school every fortnight. This enables the children to gain a different perspective on the Bible.
- Playtimes: the school has provided waterproofs for older children so that they can play in the mud and explore the natural world

### **Next steps:**

- **Develop a shared understanding of what spirituality means for our school with staff, Gops and pupils**

### **Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**

- **Staff have an absolute belief that every child in our school can achieve and that it is the job of all staff to support children to overcome any barriers to learning which may arise- whether they are long or short term**

- **Achievement is recognized and celebrated in many different areas eg a child who is borderline dyspraxic reaching the top of a mobile climbing tower and a child who finds emotional self-regulation difficult walking away from a situation where a confrontation may have occurred were both celebrated as ‘Stars of the Week’ recently**
- **Mastery teaching is being developed in maths and investigated in other subjects so that all children have the opportunity to access the full width of the curriculum and artificial barriers to achievement are not imposed by low expectations eg in Class 4, a child with an EHCP and global learning delay was able to access work based on ‘ A Woman in White’ by Wilkie Collins along with the rest of the class.**
- **Staff know individual children well- and provide one to one emotional support and time to discuss issues as necessary eg sorting out friendship issues after playtimes or supporting a child upset about rows at home**
- **Our youngest children are taught in an enabling environment where skills of problem- solving and independence are actively taught while resilience and perseverance are encouraged through the open-ended and child-centred curriculum.**
- **Parents/ Carers also share concerns and problems readily with school staff – class teachers or the HT**
- **Lego therapy has recently been introduced to school as a targeted intervention by a new member of staff to allow children to develop skills of working together**
- **The Year 5 and 6 children take part in visits to Northumbria University every 2 years because many of them come from families where parents have not themselves had the opportunity to take part in Higher Education**
- **The RE and PSHE/ RSE curricula give children the opportunities to think about ‘big questions’ and allows children time and space to discuss and think about themselves, relationships, and aspects of life in the modern world within a framework of Christian values.**
- **The RE curriculum is lively and dynamic and is taught by class teachers (previously it was taught by a PPA cover teacher). It is given priority in the timetable with displays in each classroom.**
- **The school is an ‘Operation Encompass’ school with sessions being delivered by a PCSO**
- **Children have opportunities to engage with real world issues and to try to influence change eg writing to Secretary of State for the Environment about plastic pollution or to Nestle about the use of palm oil.**
- **A wide-ranging curriculum review is under way to ensure that there are identified and systematic opportunities to learn about global issues and try and influence change**
- **The Pupil Council have identified opportunities this year to try and reduce the school’s environmental impact – this is a priority for them this year.**
- **Children regularly take part in raising money for charities – which are of importance to the school eg raising money for a charity which supports families of burn victims- who have worked with one of our children; or raising money for Maggie’s Centres as part of a wider fundraising venture by a local person who has worked with the school.**

- **Our ‘Mini Police’ are trained by a local officer to deliver sessions in healthy relationships, online safety and water safety to the rest of KS2**

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#### **Impact of actions taken**

- **The language of our values is used by staff and pupils ( eg. pupils talk about being courageous on the climbing wall and persevering with tricky maths problems)**
- **School has a good reputation locally as an inclusive school and is attracting children from the wider area because of this**
- **Ofsted inspector specifically commented on how clear and evident the school’s Christian ethos is**
- **Children with barriers to learning are fully included within life of school (one of our school councillors has an EHCP and global developmental delay, one of our CW committee receives PP money as a looked-after child, SEND children included in sports teams etc)**

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#### **Next Steps:**

- **Complete the review of the wider curriculum so that coverage of wider global issues and opportunities for ‘courageous advocacy’ are more systematically planned**
- **Complete a ‘poverty proofing audit’ to include a review of charging policy, homework access, non-uniform days etc NB foodbank donations**
- **Strategic overview of charity fundraising**
- **Investigate ‘Global citizens’ or ‘Rights respecting schools’ awards- depending on staff capacity.**

#### **Strand 4: Community and Living Well Together**

### **Impact of actions taken**

- **School's behaviour policy and classroom systems were redesigned so that they are overwhelmingly based on positive rewards for good learning behaviours. Sanctions are quickly implemented and children then have the opportunity to start afresh.**
- **'Star of the week' awards recognize not just good learning but also positive attitudes or overcoming individual challenges**
- **Staff invest time in discussions with children when they are experiencing difficulties or if something has 'gone wrong' at playtime**
- **Support is also offered to parents when necessary**

**SO THAT: behaviour for learning is good (SIP, OFSTED) and children trust staff to help them sort problems out. Parents comment on the caring, family atmosphere within school ( parent questionnaires)**

- **Attendance is generally good. Families are offered support if there are problems around attendance.**

**Staff areas of expertise are valued and additional time is given for carrying out responsibilities eg as first aider. OFSTED described staff as 'flourishing' (May 2019). Teachers are given PPA time (which they are encouraged to take off site) and additional time for management responsibilities where possible. Teaching and non-teaching staff are provided with training opportunities where possible ( ie where training is available and/or budget will allow)**

**SO THAT: staff are positive about work**

**Pupil council has been set up and meets regularly SO THAT pupil voice is heard.**

### **Next Steps:**

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### **Strand 5: Dignity and Respect**

- Our antibullying policy has recently been updated and shared with staff, Governors and parents; it is readily available to parents on our website or on request
- It is understood by all staff and followed if necessary
- Our annual parent and pupil surveys indicate that parents and children feel that incidences of bullying are rare but they would trust staff to sort out any that did arise
- PSHE is taught weekly in KS1 and 2 by class teachers and is based on the PSHE association planning using the 3 core themes of health and wellbeing; relationships; and living in the wider world (see LTP for PSHE)
- Our Mini Police are trained by our link officer and then deliver sessions to the rest of KS2 on healthy relationships, internet safety, water safety and road safety. Discussions within school highlight and celebrate the different types of family groups which make up our community.
- Representatives of our Mini Police have attended Newcastle Pride March in each of the past 3 years as part of the 'community service' element of their role
- Our RSE policy was drawn up with the support of a working party of parents and has been shared with all parents
- Children with identified barriers to learning are fully integrated into all aspects of school life- including school teams; one child with an EHCP is one of our school councillors this year.
- We are an Operation Encompass school and the children receive additional sessions from our link officer focusing on for example, being a good friend.
- There is a strong ethos and shared commitment to inclusion amongst all staff so that this is then modelled by staff for the children.
- The Chair of Governors has attended training on 'Valuing all God's children'

### **Next Steps**

- **HT to attend training on Valuing All God's children in Spring term**
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### **Strand 6: The impact of collective worship:**

- Children are engaged in collective worship and give thoughtful responses
- It is valued as a time of day when the school community comes together
- Children enjoy the variety of input
- CW is enriched by visitors from the local community plus 'Open the Book' every fortnight

**Impact of actions taken**

- **CW planned in-house around themes chosen by staff ( as opposed to buying in or using ready- made resources). Ensures worship is relevant and staff have ownership of the worship that they lead**
- **CW committee in place- plan an input to worship on a Friday which links to themes covered in rest of week. Also contribute ideas into planning eg request for more music**
- **Contributions from children show engagement during worship AND children are using language or ideas from worship in the classroom (eg Reception child talking about ‘being courageous’ when HT visited classroom)**
- **HT and clergy attended Diocesan training on leading CW during summer term 2019**

**Next Steps:**

- **Revise and review policy**
- **Increase availability of music for use in CW**

**Do you think the impact of collective worship at Newbrough is currently good ?**

**Why? Because children are using language from worship in classrooms and around school and asking ‘big questions’ at home. Recent examples: decorating mats for Christmas dinner- one child asked if it was ok to incorporate a prayer into their design; a child with earache said he ‘wished Jesus was still alive because he could touch my ear and make it better’.**

**Yes**

**Strand 7: The effectiveness of religious education is good**

- **Teaching and learning in RE is good**
- **There has been investment in training for teaching staff (internal and external training) and some Governors**
- **RE lead is proactive in supporting staff; the subject is well-led**
- **The curriculum is enriched with visits to local places of worship**

**Impact of actions taken**

- **3 staff now undertaken external Understanding Christianity training- this investment has meant that there is both a shared knowledge of the resource and a high level of subject knowledge.**
- **U/C becoming embedded across school**
- **The new Diocesan RE curriculum has been shared in a staff meeting by the subject lead**
- **A school based, long term plan is in place**
- **Dedicated displays in each classroom use symbols from U/C and are annotated to reflect current themes**
- **Links are made between RE and the wider curriculum**

- RE is taught by class teachers and is allocated time in the timetable for each class each week.

**Subject Strengths**

- RE lead is committed and delivers outstanding lessons
- He has delivered training to staff and worked closely with link Governor
- EYFS ethos supports high quality learning in RE
- Provision in EYFS has been monitored by RE lead and discussions held between RE lead and EYFS lead to develop shared understanding of how RE is approached with the youngest children in school
- Governor monitoring of RE takes place termly
- Link Governor is knowledgeable and enthusiastic

**Next Steps**

- Monitoring of RE this year will include talking to pupils to gather information about attitudes as well as work sampling
- Ensure temporary teacher in KSI is given the support she needs to be able to work with U/C
- RE policy needs revising to reflect Understanding Christianity

 <p>Based only on your monitoring of teaching and learning in RE is the effectiveness of RE in Newbrough currently good</p>	<p>Yes</p>
<p><b>Overall Judgement: Do you think you have the evidence to demonstrate that Newbrough is currently a good church school?</b></p>	<p>Yes</p>