

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newbold and Tredington Church of England Primary School	
Address	Tredington, CV36 4NZ
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
<p>'Let your light shine before others that they may see your good deeds and glorify your Father in Heaven'. Matthew 5:16</p> <p>A Christian community where pupils have a safe learning environment where they are cherished, celebrated and valued. We always seek to create a chance to SHINE every day.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision and values are well established and make a significant contribution to shaping this warm, caring community. All show one another a high degree of dignity and respect. Leaders make bold decisions to ensure the needs of all are met effectively. • High quality experiences in religious education (RE) challenge and deepen pupils' thinking of questions of meaning and purpose. The subject leader has particular expertise and enthusiasm. However, pupils' understanding and use of key RE skills are less well developed. • Collective worship plays a major role in extending pupils' understanding of the vision and Christian values and what they look like in daily life. Opportunities for spiritual flourishing are not identified across all subject planning, nor are pupils able to express their ideas in various ways. • The vision drives improvements at all levels raising the impact this Church school makes. Leaders have a well-developed understanding of the biblical principles underpinning the vision. Monitoring the impact which the vision makes lacks a systematic approach and does not cover all aspects of being a Church school. • An influential culture of aspiration, emanating from the vision, raises pupils' self-esteem. Pupils are increasingly confident to be independent agents for change and make a difference for others.
Areas for development
<ul style="list-style-type: none"> • Create a rigorous and systematic approach to evaluating the impact which the Christian vision has on all aspects of being a Church school. Ensure all members of the school family are effectively involved, so this leads to an ongoing foci. • Ensure that opportunities for pupils' spiritual flourishing are identified across all subject planning which enable pupils to express their deepening ideas in a variety of ways. • Develop an agreed understanding of the progression of key RE skills so pupils can think at a deeper level.



Inspection findings

The well established Christian vision makes a significant difference for pupils and the community. Pupils feel they have ownership of the vision as they identify Christian values which enable them to understand what the vision looks like. The vision nurtures the school's relationship with the locality. The school is the hub of the village, a centre for its activities. Staff provide experiences to extend pupils' cultural awareness and raise aspirations. Leaders articulate a particularly deep understanding of the theological principles underpinning the vision. They use a language of being a community where there are rich relationships between all. Leaders see their role in terms of walking alongside others, just as Jesus did, so they fulfil their potential. The vision drives improvements. This is evident in practices to help pupils make amends when mistakes are made and move on together. Leaders are dedicated to the work of a Church school creating a strong staff team, who live out the vision. Leaders' ongoing evaluations lead to improvements. Governors are conscientious in supporting the school. However, there is no systematic approach which ensures that all aspects of a Church school are evaluated.

Fundamental to the vision is enabling pupils to 'shine'. The language of 'being the best you can be' is consistently evident. Pupils are nurtured to develop high aspirations. Varied experiences help pupils to discover and grow their talents, which raises their self-belief. Achievements from within and outside of school are celebrated, with peers encouraging one another. Trusting relationships with staff ensure pupils feel safe to take risks and challenge themselves. Breakfast club is offered to all, so pupils can begin the day well. Staff recognise learners' particular needs early, creating a detailed plan of intervention. These enable pupils to make positive progress. The provision for pupils' social and emotional development is good. Pupils recognise their feelings and share these, they are helped to identify strategies so they are ready for learning. Support for families develop these relationships, so they know how to encourage their children. Pupils and staff know strategies which help them to be calm, supporting their mental health.

Pupils use the language of the vision throughout the day. Each letter of 'shine' is used to develop a learning skill or attitude. For instance, s represents self-belief. Staff help pupils recognise where they use these, so their importance is clear. Christian values, such as courage enable them to overcome challenges. Opportunities for reflection allow pupils to think about where they 'shine' each day. Staff have an agreed understanding of spirituality and there are some opportunities which nurtures pupils' thinking. However, the foci of these experiences is not always clear, nor are these identified across subject planning. At present, pupils have limited opportunities to express their spiritual thinking in creative ways, such as art or drama. Learners have a thoughtful understanding of global communities. This leads to pupils talking about how humans are damaging the world. In response pupils' challenge waste, writing to their Member of Parliament over local recycling strategies. There is a growing appreciation of difference and diversity. The school council identify charities to support, confident to lead on these. This enables more pupils to become independent agents for change. Pupils are quick to recognise peers' concerns, making presentations which raise awareness. For instance, everyone wore bright colours for epilepsy day, cancer relief and various others.

Leaders enrich the school's provision through partnerships. Being part of the Fosse Multi-Academy Trust is at an early stage. However, there is expert guidance on inclusion and joint work on monitoring. The links with local schools are important, where subject leaders share best practice. Staff share their expertise, notably Early Years and RE. This leads to joint professional training. Church relationships are positive with clergy leading collective worship

and support for governance.

Pupils understand that 'shining' is reflected in the way they contribute to their locality. The vision and Christian values shape this caring community. Pupils talk knowledgeably about Christian values and give instances where they shape their behaviour. They are confident to recognise and celebrate peers when they use values. This leads all to treat one another with a high degree of dignity and respect. Learners work collaboratively together, sharing their skills. Pupils want to be 'peacemakers', using restorative approaches to solve disputes. This is underpinned by Jesus' example of forgiveness.

RE provides a safe space for pupils to explore their own beliefs. Big questions of meaning and purpose are well embedded. These are high quality experiences because pupils are confident to articulate and debate their ideas and justify their thinking. These shape pupils' beliefs. They draw upon core religious concepts and talk about these in some depth. Their understanding of biblical ideas is very well developed, whilst their appreciation of philosophical points of view is growing. Learners' understanding of worldviews is good, enhanced by visits to places of worship, so they perceive the importance of faith for others. The curriculum is well planned, where increasingly more pupils are working at a greater depth. Assessment is strong, where detailed records are kept. These help leaders to identify where further resources would enhance pupils' progress. Pupils' awareness of Christianity as a living faith is less well understood and key RE skills are not progressively developed. The subject leaders bring expertise and enthusiasm, seeking best practice to inform initiatives. As a result, RE has a high profile and informs approaches in other areas.

Pupils confidently articulate the improvements in collective worship and the difference these make. They recognise how collective worship deepens their understanding of the vision, showing what this looks like. A frequent response was, 'it makes you a better person'. This comes from pupils who have a religious faith and those who do not. A worship crew plan and lead collective worship. Groups of pupils review worship, identifying which acts make them think and where changes can be made. This leads to a greater focus on giving pupils time to think about the significance of worship themes. Pupils record ideas in various ways showing how they respond. They talk knowledgeably about Christian festivals and their importance for Christians. A thoughtful understanding of prayer is shown as a way of sharing ideas with God. Pupils of no religious faith appreciate this time to reflect on their beliefs. Learners show a well-developed understanding of Bible stories. The leader for worship has introduced a reflective worship, so there are a variety of approaches, which pupils value.

Information			
School	Newbold and Tredington Church of England Primary School	Inspection date	25 May 2023
URN	149306	VC/VA/Academy	Academy
Diocese/District	Coventry	Pupils on roll	77
MAT/Federation	Fosse Multi-Academy Trust		
Headteacher	Samantha Welsby		
Chair of Governors	David McWhirter		
Inspector	David Hatrey	No.	844