



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newton Tony Church of England VC Primary School	
Address	Newton Tony, Salisbury, SP4 0HF
School vision	
<p>Our Vision is that Newton Tony Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners.</p> <p style="text-align: center;">We believe: Everyone Cares Everyone Counts Love one another as I have loved you (John 15:12)</p>	
School strengths	
<ul style="list-style-type: none"> • The daily living out of an inclusive Christian vision means that support for all pupils is exceptional. It is shown through love, care and nurture which enables pupils to succeed and to flourish. It is also evident in strong relationships at all levels which are built on mutual trust and respect. • Collective worship has a lasting impact on the behaviour and attitudes of the school community. Everyone is encouraged to live out the school's vision and associated values in positive and practical ways. • The care and compassion of all adults in the school community towards pupils and their families contributes significantly to their wellbeing. This is evident in the way that parents and carers are respected, heard and responded to. As a result, effective interventions are put into place for them and for their children for as long as is needed. • The mental health and wellbeing of staff is a priority for school leaders. This means that adults in school can flourish and grow. As a result, they provide excellent and loving role models to pupils. • Religious education (RE) is a subject which encourages pupils to ask important questions about the world around them. The curriculum gives them the opportunity to explore their ideas through fruitful discussions and reflection. 	
Areas for development	
<ul style="list-style-type: none"> • Fully embed the Christian vision, which has been developed well to encompass the school's evolving context. Ensure that its biblical roots are clearly related to all that school offers and does. This is to increase the confidence of the whole school community in expressing its Christian identity. • Maximise planned opportunities across the whole curriculum to extend the impact of the school's shared approach to spiritual development. • Extend the role of the 'Worship Warriors' to develop prayer, stillness and reflection in ways which enable all to flourish spiritually. 	

Inspection findings

Newton Tony primary school's Christian vision is based on Jesus' command that everyone should love one another as he has loved them. This sort of love fosters inclusion. This is very well suited to the community it serves, which includes a high proportion of military families. It also drives school leaders in their ambition to meet the needs of the all the families who choose the school. Inspired by Jesus' example, the vision encourages everyone to show love to each other, both in school and beyond. Pupils understand how this can strengthen relationships and make a difference to the lives of other people. The values of hope, love, courage and forgiveness flow from the vision. Pupils know how to apply them in school. The vision was very recently reviewed in the summer of 2023, in consultation with staff, pupils and families. This means that a confident understanding of Jesus' example and teaching has yet to be fully embedded. The committed governing body holds the school to account in its meetings, in line with its vision. They ask how their decisions and actions make a loving difference to the lives of pupils and families.

A curriculum which is focused on enquiry engages pupils well. They are confident and enthusiastic when they talk about their learning. They discuss big questions as a stimulus for their schemes of work. Such questioning feeds into their increased understanding about the wider world. This is apparent in RE for which the curriculum has been developed steadily over the past 4 years. By introducing the Understanding Christianity materials, the subject knowledge and curriculum delivery of teachers have improved. They say that they enjoy the challenge of teaching about concepts and asking deeper questions. This, in turn, feeds into their approaches when planning engaging lessons about the major world faiths. The revised RE curriculum strengthens opportunities pupils have for exploration of beliefs together with a greater focus on discussion. This helps pupils to appreciate that both religious and non-religious people have equally valuable insights to share. It contributes to an appreciation of the richness of diversity in what others believe and think.

Alongside the curriculum, the school has developed a shared approach to, and language for, spiritual development. This has been led by the headteacher, who was described as bringing 'spiritual enthusiasm' to the school. It adds richness to learning by extending pupils' sense of belonging at home, school, within the community and beyond. This means that there is a thread of looking both inwards and outwards, in order to make meaningful connections. Pupils are able to speak about its impact on their understanding of their place in their school and their local community. The sense of a global perspective is less developed. Staff are beginning to include planned curriculum-wide opportunities for spiritual development.

The love which characterises the Christian vision energises the beating heart of this school. Care and nurture for each unique individual is exceptional. It begins with the first words said to each child as they arrive and is the last thing that they hear as they leave. It extends to the families, for whom there is an open door and a listening ear at all times. The Emotional Social Support (ELSA) interventions, supporting a wide range of needs, are an important strand in school. The school acts 'like one big family' which means that needs are immediately addressed for as long as is necessary with love and sensitivity. Brave choices are made with funding to further support emotional needs. For example, those whom the school believes would benefit have a fully funded place at Breakfast Club should they wish. This is to give them 'the best possible start to the day'.

School leaders place a high priority on the wellbeing of all as a way of living out the words of the vision. Staff speak powerfully about the bonds which exist within the whole staff team. There are many examples of personal and pastoral support through challenging times without any questions asked. Continuing professional development is encouraged and always supported. Very strong relationships enable teachers to be excellent role models to pupils and to their families. One parent said that

‘nothing is too much trouble’ for the people in school. Examples of this include outstanding support provided following bereavement and ongoing pastoral support well after such events. Pupils show their love and care to each other throughout the day. It is difficult to tell which class pupils are in because they socialise so well across all age groups. They know that things go wrong sometimes but understand how to reflect, forgive and move on.

For this small rural school, partnerships contribute a great deal to its success. Collaboration with the diocese is strong and fruitful. There is an effective working relationship with other small schools locally. Leaders are generous in sharing their time and expertise with them. The parish priest offers valued wisdom and insight into working with the community, together with practical assistance for collective worship. As the school does not have a hall, the church building is used regularly for worship. The steady growth in numbers means that this has been invaluable. A warm invitation to parents to ‘Well Done’ worship on Fridays and for Christian festivals receives a good response. Parents speak of the partnership with the church as a key part of why this school stands out for them in the locality.

Collective worship is joyful, includes everybody and uses language which invites a response. Pupils understand that worship is for everybody, whether they have a religious faith or not. It is a time to reflect on personal attitudes and behaviour through discussion and reflection. A group of Year 5 and 6 pupils called the ‘Worship Warriors’ are closely involved in the planning and the leading of worship.

They are passionate about their leadership roles, carefully planning their contributions to telling Bible stories and leading prayers independently. The group is eager to extend their involvement in order to encourage more active responses to prayer, stillness and reflection. There is often the opportunity for all to feed back responses about worship through class discussions. This means that worship continues to impact on the life of the school well beyond the session itself. It helps staff and pupils to explore ways to love each other. This ensures that the distinctively Christian vision continues to be a living reality for all.

The inspection findings indicate that Newton Tony Church of England Primary School is living up to its foundation as a Church school.

Information

Inspection date	2 October 2023	URN	126343
VC/VA/Academy	Voluntary controlled	Pupils on roll	84
Diocese	Salisbury		
MAT/Federation			
Headteacher	Sheena Priestley		
Chair	Anthony Brinkworth		
Inspector	Virginia Corbyn	No.	86