



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

The New Forest Church of England Voluntary Aided Primary School

School Road

Nomansland

Wiltshire

SP5 2BY

Previous SIAS grade: Outstanding

Current SIAMS grade: Outstanding

Diocese: Salisbury

Local authority: Wiltshire

Date of inspection: 03 December 2015

Date of last inspection: September 2010

School's unique reference number: 126407

Headteacher: Paul Lailey

Inspector's name and number: Chris Williamson 290

School context

The New Forest Church of England Primary School has 178 children on roll. The school is on two separate sites with Early Years Foundation Stage (EYFS) and Key Stage 1 children in Landford and Key Stage 2 children in Nomansland. The majority of children attend from the local area. 9% of the children have Special Educational Needs which is below average, 11% of the children are from ethnic minority groups and 5% of the children receive pupil premium funding. A new headteacher was appointed in 2013. Since the last inspection two classrooms have been replaced and one new classroom has been built.

The distinctiveness and effectiveness of The New Forest Primary School as a Church of England school are outstanding

- The impact of the school's Christian values on the children
- Each child is valued as a unique individual loved by God
- The care and compassion which is evident in relationships within the school and with the wider community
- The children's spiritual development

Areas to improve

- To improve consistency in the quality of teaching of religious education (RE)
- To continue to develop children's involvement in leading collective worship
- To continue to broaden children's understanding of diverse communities
- To implement more effective church school improvement by focusing on the evaluation of the impact of the school's provision

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

An explicit Christian vision, based on the 'Fruit of the Spirit', promotes Christian values which are embedded and permeate every aspect of school life. Children demonstrate an excellent understanding of the school's Christian values and are able to talk with confidence about how these values have a significant impact on their lives. The Christian ethos of the school promotes children's depth of thought, for example through reflection, which has an impact on the way they learn. This contributes to the children's good academic progress. Children achieve above national expectations. The school's Christian character makes a significant impact on relationships between all members of the school community. Children behave well and treat others with love, kindness and self-control. Children also show care and compassion for others both by helping each other willingly and by contributing to the wider community through prayer and charitable actions. Children are happy to attend school and say they feel supported by staff. Vulnerable children are well supported and make good progress. Two members of staff have recently been trained as specialist emotional literacy support assistants to provide additional support for these children. The school tackles attendance issues with appropriate sensitivity. Every child is valued as a unique individual loved by God and the school provides many varied opportunities for children's development. For example children are enabled to develop their spirituality through the many opportunities for prayer and reflection throughout the school day. Very effective use is made of the local environment for developing children's spirituality. For example 'Forest Friday' provides a wide range of opportunities for outdoor learning and to reflect on the wonder of nature. Children appreciate the spiritual garden, on each site, which provides a quiet reflective area and a way of sharing prayers written by other children. A wide range of extracurricular activities contribute to children's social development. Children's cultural understanding is developed through religious education (RE) and through cross curricular links. The school rightly recognises the need to continue to develop children's understanding of diverse communities. Children's understanding of Christianity as a worldwide faith is promoted throughout the school. As a result RE makes a significant contribution to the Christian character of the school.

The impact of collective worship on the school community is outstanding

Collective worship is important in the life of the school. Children talk readily about how it affects school life and how it impacts on their own lives. In both Key Stage collective worships observed, children were very engaged and were challenged to think about the theme. Collective worship is distinctively Christian and based on the Bible. Worship enables children to develop an excellent understanding of Christianity. Themes for collective worship are based on the 'Fruit of the Spirit' which enables children to develop an excellent understanding of the school's vision. Children also develop an outstanding understanding of how the worship themes relate to their own lives. For example children's outstanding behaviour in school is characterised by kindness and self control. Children's experience and understanding of the church year and Christian festivals is enhanced by worship for key festivals at St Andrew's Church in Landford, St Peter's Church in Bramshaw and Landford village hall. Children appreciate the opportunities for reflection which are provided in worship. Each class has a dedicated worship area which provides a focus during weekly class worship and which enables children to reflect on the school's Christian values during each day. Children's spiritual development is also enhanced through the many opportunities for prayer. Year 6 children have created a number of prayer spaces around the school with the support of Southampton City Mission and Romsey Youth and Families team. These spaces are well used by children and contribute further to children's personal spirituality. Some opportunities exist for children, particularly in Year 6, to lead worship. Children enjoy these opportunities. Spiritual prefects in

Year 6 contribute to the organisation of worship. Schemes such as 'Lighting the Candle' and 'Food for Thought' support Key Stage 2 children in developing their independence and leadership skills in collective worship. The school rightly recognises the need to continue to develop children's leadership of collective worship further in both key stages. Children appreciate the variety of worship leaders, including the local vicar, representatives from the local Methodist and Baptist churches and an ecumenical Christian group, who provide a variety of approaches to worship and an understanding of different Christian traditions. Monitoring and evaluation of collective worship by a range of stakeholders, including children, lead to a range of improvements. However the school rightly recognises the need to focus on the impact of collective worship on the children, rather than just on the provision, in order to identify further improvements.

The effectiveness of the religious education is good

Standards in religious education (RE) are good with most children achieving in line with national expectations and often higher. Progress is generally in line with other core subjects. RE is regarded as important in the life of the school and is well supported by the foundation governors' ethos committee. Most children enjoy RE and engage well with difficult concepts. Overall teaching is good with some elements of outstanding practice. In lessons observed, the quality of teaching was variable. In most lessons children were learning well and developing a range of skills. However the school rightly recognises the need to focus on improving consistency in the quality of teaching and learning. Since the last inspection, assessment procedures have been improved to include children in self assessment of their learning. Children are encouraged to evaluate their work and reflect on their learning in each lesson. RE is often taught in blocks in Key Stage 2 which enables children to explore concepts in more depth. A wide variety of teaching and learning strategies are used effectively throughout the school and these are differentiated to cater for children's needs and different ways of learning. RE enables children to develop a good knowledge and understanding of religions, especially Christianity. Children's understanding of Christianity is enhanced by collective worship as well as by a range of visitors from the local churches. Children's understanding of other faiths is enhanced by visitors from these faiths and by visits to places of worship. Children demonstrate good listening skills and show respect for beliefs different from their own. Children demonstrate a good understanding of the importance of religious beliefs in believers' lives. RE makes a positive contribution to children's spiritual and moral development. The RE curriculum is based on the Wiltshire agreed syllabus and carefully planned to ensure progression and a balance of faiths. RE is monitored and evaluated effectively by the RE leader, the headteacher and foundation governors. However this process does not yet have sufficient focus on the evaluation of the impact of improvements made and how these help to improve standards.

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

The school's explicit Christian vision is promoted by the leadership of the school and the school's Christian distinctiveness is paramount to all its major strategic planning. Since the last inspection the headteacher has lead a review of the school's vision by all stakeholders. As a result of this, a new vision was established. The new vision has a significant impact on the whole life of the school, particularly on children's personal spirituality and on their relationships with each other and with the wider community. Staff and governors regularly and frequently review aspects of being a church school. These self evaluation strategies inform the school's improvement planning and lead to improvements in church school distinctiveness and children's achievement. The school rightly recognises that, in order to implement more effective church school improvement, it is necessary to evaluate the impact of its provision on the children. The Christian values of the school promote children's outstanding behaviour and attitudes as well as contributing to their spiritual, moral, social and cultural development. The

school makes effective use of opportunities for the professional development of staff and governors as leaders in church schools. The school enjoys very productive links with local churches and with the local community and is well supported by parents. The school's emphasis on Christian care and compassion encourages the children to support a range of local and global charities with both financial and practical help. The school meets the statutory requirements for collective worship and RE.

SIAMS report December 2015 The New Forest Church of England Primary School, School Road, Nomansland, Wiltshire SP5 2BY