

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newport Church of England Primary School

Hazel Close, Carisbrooke, Isle of Wight PO30 5GD

Current SIAMS inspection grade	Satisfactory
Diocese	Winchester
Previous SIAMS inspection grade	Satisfactory
Local authority	Hampshire
Date of inspection	21 March 2018
Date of last inspection	12 December 2014
Type of school and unique reference number	Primary VA 118200
Headteacher	Katherine Marshall (Executive Head)
Inspector's name and number	Sally Jenkins 913

School context

Newport CE Primary School is a larger than average school with 293 pupils on roll. Most pupils are from White British backgrounds. Since September 2016 the school has been part of a new federation and, as such, a new Executive Headteacher and a Head of School were appointed. The Head of School has recently been seconded to another federation and therefore the Executive Headteacher is currently based fulltime at Newport CE Primary School. The school achieved a categorisation of good from Ofsted less than a year ago, having improved since the previous inspection. The number of pupils with learning needs and/or disabilities is broadly average as is the number entitled to receive pupil premium funding. Pupils' attendance is above the national average.

The distinctiveness and effectiveness of Newport CE Primary School as a Church of England school are satisfactory

- Highly committed and focussed leadership, directed by the executive headteacher, has led to improvements in the overall effectiveness of the school.
- Collective worship is seen as an important part of the school day, giving opportunities for pupils to develop their understanding of prayer.
- The school maintains a caring and inclusive environment where pupils are valued, listened to and treated as individuals.

Areas to improve

- Ensure there is a deeper understanding of Christian distinctiveness so that this can be clearly articulated by all members of the school community.
- Ensure that all members of the school community can make links between the school's core Christian values and Biblical teaching.
- Further embed the enquiry approach in religious education lessons to deepen pupils' understanding and thinking in RE.

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

The last few years have been a turbulent and difficult time for Newport Primary School but, with the now stable leadership of the executive headteacher, the school is in a strong position to continue moving forward. Much progress has already been secured and there are strong plans in place for future improvements. During the last year, four new core Christian values of endurance, fellowship, compassion and peace have been agreed upon. These are recognised by most members of the school community although they are not yet deeply embedded and are not necessarily recognised as Christian values rooted in Biblical teaching. Some pupils are able to articulate how these values make a difference to their daily lives. The displays around the school, including the four new value banners in the hall and the welcoming entrance foyer, support the school's growing Christian distinctiveness. Senior leaders, governors and staff have worked hard in establishing a Christian ethos and a sense of calm within the school. Behaviour and relationships between all members of the school community are generally attributed to the Christian character and values of the school. Pupils behave very well when in class, in collective worship and around the school. School leaders actively demonstrate Christian values in action as they aim for the highest quality provision for vulnerable pupils, those with additional needs and in approaching issues of attendance. Improvements in the quality of teaching and learning have resulted in the school's current data indicating that pupils across the school are on track to make expected progress. The outcomes for pupils this year are expected to be better than those achieved last year and in line with national data. RE and collective worship often make a positive contribution to pupil's spiritual, moral, social and cultural development although the school acknowledges that they have more to do, in particular with cultural development and interacting with global communities. Opportunities for SMSC development are not yet consistently identified in the wider curriculum. There is now a clearer understanding of spirituality amongst adults within the school and this is currently being developed across the year groups. Older pupils are beginning to be able to express and reflect upon their thoughts and understand what it means to be an individual who is part of a wider community. Acts of kindness from pupils are recognised by other pupils and house points are rewarded. The school council are highly involved in fund raising to support local charities such as the food bank and the hospice. The school takes part in national charity days which support children and families in this country and abroad. Pupils display some understanding of Christianity as a multi-cultural world faith and show respect for the diversity and difference within other faith communities. RE is making an increasingly positive contribution to the lives of pupils. They generally make favourable comments about this subject and, in class, pupils are generally engaged, resulting in standards beginning to improve.

The impact of collective worship on the school community is good

Pupils and adults place an importance on collective worship, which adds value to the life of the school. They are encouraged to use the themes within worship to support their own lives. Worship is planned around the school's Christian values and the church's year. They are based on Bible stories and Christian teachings. Pupils display a clear knowledge of Bible stories they have heard in the last year, in particular those acted out by the 'Open the Book' team. The theme is introduced at the beginning of the week and then revisited and explored during the next few days. Whole school worship is regularly led by senior staff or the vicar, whilst other worships are led by members of staff, visitors and increasingly by older pupils. Pupil led worships have been planned and led by House Captains and members of Spirit Club. Each class leads a worship during the year and the pupils enjoy these, inviting their parents to watch them. Parents are also invited to attend Celebration Worship on Fridays. When there are school services held in church, including St. John's Church and Newport Minster, parents are very keen to attend and the pupils speak of these occasions with enthusiasm. Pupils have a growing understanding of the liturgical year and of different Christian traditions. They are beginning to be aware of God as Father, Son and Holy Spirit but the significance of this has not yet been made explicit to all learners at an age appropriate level. Each classroom has a reflection area and, although this is often small and sometimes tucked away, pupils speak keenly about its significance in their daily life at school and the use they make of this area. There are also reflection areas around the school which have recently been organised by the Spirit Club, following themes they have decided upon. One of the current themes is 'recipe for a good friend'. These areas appear to be used more by the older pupils although, from across the school, pupils talk about the impact and importance of the 'Friendship Flower' reflection area. Pupils are increasingly writing prayers to be read during worship or at lunchtime and the end of the day. The prayer which appears on newsletters to parents is written by a different pupil each time. Collective worship is well led and planned and other staff speak of its significant improvement and impact on the life of the school in recent years. A new system of monitoring and evaluation, involving staff, pupils and governors, has recently been developed and this has led to improvements in content, pupil participation, attitudes and relationships.

The effectiveness of the religious education is satisfactory

Teaching and learning in Religious Education is slowly improving since the last inspection. Following staff training during this last year, teachers are feeling more confident in delivering this subject and therefore some teachers are teaching to a good standard. Older pupils commented that they preferred having their own teacher to teach them RE as this had previously been taught by a different teacher working with each class. This academic year assessment is being undertaken across the school, following the same format. Plans are in place to formalise this next year so that it can accurately inform future teaching. Attainment in RE appears to be in line with national expectations although it is difficult to judge progress. The executive headteacher and RE leader have attended training in using the Understanding Christianity resource and the long term plan for RE has now been adapted to include this. The materials have been introduced to teachers and they are beginning to use these in their teaching. Pupils generally engage well within RE lessons and they enjoy the increased opportunities to consider 'big questions'. A separate RE book has recently been re-introduced and this has helped in increasing the significance of this subject. There is some variation in standards of work from different year groups but there are plans in place to address this. As well as developing their knowledge of the key aspects of Christianity and the Bible, pupils study other faiths, specifically Judaism, Hinduism and Islam, through the Hampshire syllabus. Pupils are particularly enthusiastic to gain an understanding of these other religions. They show respect for differing beliefs and ideas and are beginning to show an understanding of the impact of religion on believers. The most significant progress in RE has happened in the last year due to the work of the new RE leader who has a clear understanding of where this subject needs to improve. She has presented her expectations to senior leaders, governors and staff. She is monitoring and evaluating current standards and supporting teachers in their delivery of the subject.

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

The school has had a number of changes to leadership and staffing and several challenges to overcome. The executive headteacher has been in post for eighteen months, although it is only within the last year that she and her team have been able to focus clearly on the Christian vision and core Christian values for the school. Senior leaders are passionate about the caring family ethos of the school and of its Christian character and are working tirelessly to improve these. They have an accurate view of the school through self-evaluation, (which included whole staff involvement in this process) and know where they are headed, having already made significant improvements. Although these improvements are not yet sufficient, it is clear that the school has good capacity to continue to improve as a church school. Parents speak of the executive headteacher being a real strength for the school in 'steading the ship', of improved staff morale and of the noticeable consistency between classes. They also comment positively about the increased presence of governors at school events and parent evenings. Some parents are volunteering more regularly in school. The new values of the school were chosen by staff and governors and can be named by them and most pupils but they are not yet fully articulated and promoted as distinctively Christian. The school's values do not explicitly appear on the school policies and are seldom referred to in the text of policies. They do appear on the school website but are not linked to the Bible or Christian teaching. Increased involvement and support from a wider range of local clergy is beginning to contribute to the Christian distinctiveness of the school. Senior leaders and governors, when undertaking a monitoring exercise, were delighted to see how pupils understanding of the school as a church school, and of the core Christian values, is improving. Governors are developing their monitoring and evaluation of the school's Christian character with some discussion evident in governor meeting minutes. This academic year they have begun to speak to pupil groups once a term, attend worship and provide written feedback, and have completed diocesan led training in understanding their responsibility in leading and evaluating a church school. They also hold scrutiny panels where they discuss and look at a specific aspect of the school, with relevant members of staff in attendance. The issues for development from the last inspection are being addressed although there are some aspects of each focus which still needs to be embedded. RE and collective worship are led well and the subject leader is working closely with the executive headteacher to bring about improvement. The professional development of all staff and governors is valued and is being planned strategically. The school meets the statutory requirements for RE and collective worship.

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