



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Newbold and Tredington Voluntary Controlled Church of England Primary School

Manor Farm Road
Tredington
Shipston-on-Stour
CV36 4NZ

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 1st October 2015

Date of last inspection: October 2010

School's unique reference number: 130882

Headteacher: Sam Welsby

Inspector's name and number: Rosemary Privett 321

School context

This is a smaller than average-sized primary school. It operates on two sites. Reception and Year 1 pupils are at Newbold while pupils in Years 2 to 6 are at Tredington. Most pupils are White British. The proportion supported through school action plus or a statement of special educational needs is above average. The assistant headteacher was appointed as headteacher in October 2014. A new senior leader was appointed at the start of this academic year. Due to the split site, the school works in close partnership with the parishes of St Gregory's Tredington and St David's Newbold.

The distinctiveness and effectiveness of Newbold and Tredington as a Church of England school are good

- Newbold and Tredington is a vibrant, welcoming and inclusive school with Christian values at its heart.
- Pupils know the school's core Christian values and are successfully applying them to their learning and living.
- The strong and mutually supportive links between the church and school enable its distinctive character to grow and develop.
- The Christian distinctiveness of the school strongly supports the personal and spiritual development of pupils.

Areas to improve

- Enable pupils to have greater ownership of the planning and leading of collective worship.
- Develop evaluation of collective worship so that parents and pupils have more occasions to contribute to its on-going development.
- Create experiences within the curriculum for pupils to gain a greater understanding of Christianity as a multi-cultural world faith.

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

The school's core Christian values are made explicit and deeply embedded. Recently, all members of the school community have been involved in reviewing the mission statement, so it is owned by all. The Christian ethos of the school is now encapsulated in a 'SHINE' (Supportive, Honest, Independent, Noble and Engaged) logo. Core values such as compassion, peace reverence, respect and service, radiate out as rays from a central sun. This strong visual image is a constant reminder to pupils of the Christian values that are at the heart of school life. It is also an ongoing reference point against which pupils measure their attitudes to learning and life. Class reflection areas and posters on classroom doors are a further reminder of the value for each half term. This creates an extremely positive climate for learning. The values are very important to pupils and the school's rewards system is closely linked to them. The golden tickets given when pupils display one of the values are greatly prized. As a result, the behaviour of learners is of the highest standard. A strong sense of duty, grace and charity underpins the positive relationships at all levels. Attainment and progress has improved since the last SIAS inspection. The school has worked very hard to move from requiring improvement to a judgement of good at the OFSTED inspection in July 2014. Attainment at the end of both key stages is now at or above national expectations. Since the last inspection, the school has worked hard to ensure that its Christian character underpins its work. There is now a strong and supportive partnership with local clergy. This has resulted in the introduction of many initiatives, which greatly enhance the school's Christian distinctiveness. Pupils experience a wide variety of creative and thought provoking activities. These include regular Godly Play sessions, a retreat day for Year 6 pupils and an Easter experience day. Through these activities, pupils and staff are given space to reflect and think deeply. This supports their spiritual development. Reflection is also supported through age appropriate reflection areas in classrooms. The school places great emphasis on the special 'Link Days.' These help to build strong relationships between pupils from both sites. Pupils learn what it means to, 'be part of one family,' through learning and playing together. The days often have a Christian focus, such as a recent Lord's Prayer Day. Well-planned religious education [RE] lessons support pupils' spiritual development. Through the use of a range of interactive approaches, children enjoy RE, develop a range of skills and recognise its significance in their lives. Learners' understanding of Christianity as a multi-cultural world faith is currently underdeveloped. They do understand, however, why it is important to learn about other faiths and lifestyles. A Year 6 pupil said, 'It's important that we learn what other people believe so we don't say anything to offend them.'

The impact of collective worship on the school community is good

The daily act of worship has a place of major importance in the life of the school. Pupils enjoy it because themes are relevant and help them to make meaning. In this way worship supports their spiritual development. Worship is carefully planned around themes from 'Values for Life,' and the major festivals in the church year. The themes encourage reflection, particularly among the children. They sometimes lead to their involvement in the charitable work of the school. Children recognise the value of worship and respond positively. They particularly enjoy the weekly celebration worship when pupils from both school sites come together to acknowledge each other's achievements. The careful development of worship spaces, reinforce the symbolism of the Trinity on a daily basis. For example, the same objects: a globe, a cross and a dove are a permanent feature of the worship tables on both sites. These enable pupils of all ages to engage in conversations about their understanding of aspects of the Trinity. Through worship, pupils are developing an understanding of the meaning and purpose of prayer. They value the times for silent reflection saying that it is a time to, 'share things that worry you with God.' A Year 6 pupil said, 'Here we never need to feel lonely because God is always with us in everything we do.' They also value the opportunities to share personal hopes and prayers on displays in class reflection areas. Since the last inspection the coordinator has developed a very effective partnership with the local clergy from the parishes of St Gregory and St David's. They meet

regularly to discuss the plan for each term. This results in worship that strongly enhances the Christian distinctiveness of the school. It also ensures that many aspects of Anglican tradition are upheld in the worshipping life of the school. New initiatives such as the regular 'Open the Book' worship, led by members of Newbold parish, have developed from this partnership. Pupils value these times when Bible stories are shared in an interactive way. Pupils help to lead special acts of worship in the church and to plan and lead their twice-yearly family worship. The chances for them to have ownership of planning and leading significant aspects of daily worship in school are, however, currently limited. Although the impact of worship is monitored and evaluated, the role of parents and pupils in the process is not yet embedded across the school. Also, information from monitoring and evaluation is not always used effectively to plan the future development of worship.

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

The aspirational Christian leadership of the headteacher ensures that Newbold and Tredington promotes a distinctly Christian vision rooted in its core values. Through her participation in the diocesan school leadership course the headteacher is strongly committed to the on-going development of this school as a church school. Expectations for the best possible education of all within a Christian environment are clearly expressed. Through their nurturing ethos, senior leaders, including governors, ensure that this is an effective school, which promotes the spiritual development, well being and academic achievement of pupils. This has led to significant improvements in the attainment and progress of pupils since the last inspection. The school is divided across two sites. Because of this, leaders have worked hard to ensure that the whole school has a sense of being one family. Parents commented that the Christian values shared by the headteacher and staff, contribute well to this family ethos and to the very good behavior of pupils. They also felt they underpinned the support given by the school when families experience challenging circumstances. The governing body know the school well and understand their strategic role, offering both support and challenge. They have effective strategies in place to monitor the development of the school as a church school through governor monitoring weeks and links to individual classes. The role of parents and pupils in the evaluation process is, however, limited. RE and collective worship are both well-led and meet statutory requirements. Through the careful planning of the coordinator, the impact of these areas on pupils has been greatly enhanced since the last inspection. A stronger partnership between local clergy, their congregations and school has developed in recent years. Through this supportive partnership, clergy have a very positive influence on the spiritual lives of pupils and on the school's Christian distinctiveness. The school now visits the churches more frequently for services and to support many aspects of the curriculum. As a result, pupils have a good understanding of the meaning behind major Christian festivals. They also have a strong sense of belonging to both churches. Links with the wider community have also grown. Members of the community regularly attend a variety of school events. They also give the school practical support in enhancing and maintaining the school grounds. These links enables the school's vision to be shared and widely understood.

SIAMS report October 2015 , Newbold and Tredington CE VC Primary, CV36 4NZ