



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Newton Tony Church of England Voluntary Controlled Primary School

Newton Tony
Salisbury
Wilts.
SP4 0HF

Previous inspection grade: Good

Current inspection grade: Good

Diocese: Salisbury

Local authority: Wiltshire

Date of inspection: 15 March 2016

Date of last inspection: 2 March 2011

School's unique reference number: 126343

Headteacher: Gaynor Clark

Inspector's name and number: Revd David Hatrey 844

School context

Newton Tony CE VC Primary School is part of the Stonehenge cluster of schools and has 51 children on roll. The number of children who have special educational needs as well as the number of children who have statements is significantly above national averages. The number of children who speak English as an additional language is significantly below national averages. The number of children who receive support through pupil premium funding or come from military families is above national averages.

The distinctiveness and effectiveness of Newton Tony Church of England Voluntary Controlled Primary School as a Church of England school are good.

- The headteacher provides strong, effective leadership and has a clear Christian vision for the work of the school as a church school which has created a caring Christian community.
- Christian values are well embedded across the school and are understood by the children. These make a real contribution to children's relationships and their choices.
- Collective worship has a central role in the life of the school. It is engaging and makes a good contribution to the children's understanding of Jesus.

Areas to improve

- Support children to plan and lead worship so that they take greater ownership of this and develop themes which are particularly relevant to themselves.
- Establish an agreed definition of spirituality and identify areas across all subjects where there are opportunities for reflection to enable children to develop their understanding
- Develop a robust and rigorous approach by all governors to monitor and evaluate the impact which Christian distinctiveness and spirituality have upon the lives of the children in order to lead to further improvements.

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

Parents, children and staff have identified forgiveness, ambition, resilience, respect, compassion and creativity as core Christian values. These make an impact on the lives and choices of children, their academic progress and standards attained. Children are eager to explain what these values look like in daily life and can link each to a Bible story. These are understood to be distinctive Christian values by all the school community. Where these values are seen in children's actions awards are given, which parents say are prestigious. Children naturally refer to these values when they see behaviour in school which makes others unhappy. When compassion was being explored the children responded by fundraising for children affected by an earthquake. These values also make a good contribution to the quality of relationships within the school, with the staff leading by example. Bullying and name calling are rare, as children value one another and treat each other with respect. The school's Christian character is equally reflected in the care and challenge it provides for each child to achieve their potential. Although the size of the cohorts make year on year comparisons difficult, the data suggests that standards are rising. There is good support for disadvantaged children where their needs are effectively met through interventions. These reflect the school's Christian distinctiveness, where each child is special to God. Provision for spirituality is developing, although there is not an agreed understanding of this. Time is given for children to reflect on a variety of learning experiences and to record their thoughts and feelings. Reflection diaries in which these are collated show a deepening level of thought. The introduction of the Windows, Mirrors and Doors programme for spirituality has begun, but is not yet embedded, nor are opportunities in the curriculum identified for reflection. Using Discovery RE has provided a more structured approach to teaching in this subject. Within RE there is now a recognised progression of skills and attitudes relating to spirituality and moral understanding. Children across the school demonstrate a good knowledge and understanding of Christianity and are able to explain more difficult terms readily and with confidence. Big questions of life are considered, such as, "can you always forgive?" Children draw upon their knowledge to begin to answer these. Although the school's evaluation has recognised that the teaching of other world faiths could be developed further, the tolerance and respect which children have for the different views of others is good. They recognise values in other faiths which are similar to their own school values. They see how faith leads to different practices and that studying these faiths enables them to understand practices in Christianity better.

The impact of collective worship on the school community is good.

Collective worship has a central role in the life of the school and is seen as a special occasion for all to share with God. Children are engaged and interested in worship due to the varied contributions which they make, for example playing their musical instruments, singing contemporary songs enthusiastically with actions and taking it in turns to use greetings and share the peace. Deeper understanding of how the values influence daily lives and actions come from themes, often biblical, being developed. For example, children recall how Martin Luther King showed resilience as he worked for equality. Prayer is well taught, with younger children seeing this as a natural way to talk and share with God. Through the support of the Bridge group, a Christian organisation, this is developed so that older children use prayer for others and for world issues as well as for themselves. Children recognise that they can use prayer at any time for a wide range of reasons. Spontaneous prayer is used confidently at lunch times or in worship, at which times children share their ideas, expressing these thoughtfully. Knowledge of Jesus and His place within Christian worship is good. Evaluations by the school determined that children's understanding of the Trinity was weak. There is now a growing understanding of the Trinity due to focused teaching and children all contributing to the creation of a Trinity altar cloth. Leadership is effective, with the programme for worship weaving together ideas from the children, values, biblical teaching and the Church's year. Monitoring of the impact of worship is carried out by all at the school. Children focus upon what the message is and whether this can be used in their daily lives. Their comments indicate that they see that they can learn from these

times and appreciate a time of calm and reflection. Evaluations have led to changes, with a range of songs being introduced, children's own worship themes used and greater involvement. At present the children do not plan and lead worship.

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

The headteacher has a clear vision for the school as a church school, for the children to grow and develop in a Christian community. The school summarises this as, "Learning to Love, Loving to Learn". The headteacher is passionate and dedicated to this work in challenging circumstances. Rigorous and robust monitoring of each child's individual progress ensures that children make at least good progress and sometimes better. Leaders articulate that their concern for each child's progress and their well-being is at the heart of the school's distinctiveness. The school's work for each child's well-being is an important element of this and is carefully planned. Work through the Bridge group nurtures self-confidence, supporting children who have different needs. Military family children are supported through a lunch club which they share with similar children from other schools, enriching their sense of family. Whilst governors have undertaken monitoring and evaluating and challenged the school, this has not been focused clearly on the work of being a church school. As a consequence, they are not aware of the impact which the school's Christian distinctiveness nor opportunities for spiritual development have on children. RE is effectively led, drawing upon further training opportunities to address areas where the provision could be enhanced. The introduction of Discovery RE and reflection diaries is an example of this. The school is active in monitoring the impact of its RE provision through the pupil voice as well as work scrutiny, including the reflection diaries. The school fully meets the statutory requirements for both RE and collective worship. Diocesan training, as well as support from other schools in the cluster, has supported teaching in RE. Experiences in the cathedral have enriched the children's understanding that they are part of a wider Christian family. Christian festivals are celebrated involving the whole community in church. Children have a good understanding of these festivals and their significance. The vicar and other church members play an active role in the school at governor level often on a daily basis. This means that the children have a good understanding of the role of the local church in the community. Relationships with parents are good. They feel that the school listens to their ideas and is dedicated to supporting their children. They recognise that the school's values are making a very good contribution to their children's lives. Within the school there is a real sense that this is a distinctive and caring Christian community, an ethos which the school leaders have created.

SIAMS report March 2016 Newton Tony CE VC Primary School Newton Tony Salisbury SP4 0HF