

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

New Holland Church of England and Methodist Primary School

School Lane
New Holland
Barrow On Humber
North Lincolnshire
DN19 7RN

Current SIAMS inspection grade	Outstanding
Diocese / Methodist District	Lincolnshire
Previous SIAMS inspection grade	Good
Local authority	North Lincolnshire
Date of inspection	17 November 2016
Date of last inspection	12 December 2011
Type of school and unique reference number	Primary VC 118023
Headteacher	Vicky Matthews
Inspector's name and number	Yvonne Shaw 245

School context

New Holland Church of England and Methodist Primary is smaller than the average-sized primary school with 67 children on roll. The proportion of children eligible for pupil premium funding is above average. All children are of White British heritage. The proportion with special educational needs or disability is much higher than that found nationally. The proportion who join or leave the school throughout Key Stage 1 and Key Stage 2 is above average. Both the local Anglican and Methodist churches are closed.

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

- The passion, commitment and personal example of the headteacher, fully supported by staff and governors, ensures that the school's actions are firmly rooted in Christian values.
- The distinctive and empowering Christian ethos significantly influences spiritual, moral, social, academic and cultural development of all children.
- Adults care for each individual as children of God, whatever their background, needs or ability.
- Christian values are reflected in exemplary pastoral care for children and their families.

Areas to improve

- Build greater rigour into current strategies for monitoring and evaluation of the school as a church school, with a specific focus on collective worship, thus enabling leaders to pinpoint clearly where improvements are needed.
- Build on actions taken since the last inspection to include children in the planning, preparing, presenting and evaluation acts of worship through the development of the newly established Collective Worship Crew.
- Broaden children's understanding of Christianity as a multi-cultural world faith to deepen their understanding and respect for diversity and difference within the church.

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

Leading by personal example, the headteacher ensures that all share the spiritual vision of deeply held Christian values of friendship, service, peace, justice, hope, thankfulness, trust, compassion and forgiveness. Because of this, a palpable sense of community and a love of children who are unique in the eyes of God are at the heart of this inclusive and compassionate Christian family. This provides the basis for children to reach their full potential spiritually, morally, socially, academically and culturally. Highly effective pastoral support is underpinned by the Christian values which ensure barriers for learning are minimised for all children. Consequently, vulnerable children and those having special needs make good progress in their learning. The overwhelming majority of children achieve well and leave the school at or beyond age related expectations. Religious education (RE) which is systematically planned from the newly revised locally Agreed Syllabus, is well-taught. This, together with collective worship, underpins the life of the school, making a significant contribution to the children's spiritual, moral, cultural and social development (SMSC).

Parents value the school greatly because of the inclusive ethos and strong focus on the needs of children and their families. They comment very favourably on the impact the school has had on their children with one parent saying that 'my child is valued here' and 'I travel a great distance to bring my child here'. They further comment that because both the local Anglican and Methodist churches are closed, the inclusive and welcoming spirit of the school 'means that this is our church'.

The continuous promotion of the school's Christian values has a positive impact on children's attitudes to learning and creates a caring, supportive and happy school which children enjoy attending. Attendance is consistently high. In recent years, exclusions have been rare. This is because behaviour is exemplary and where children need support with behaviour, it is within the rich ethos of care and compassion, influenced by Christian values. Children show consideration towards people of all faiths and no faith which is challenging in the school where all are of White British heritage. Children are proud of their school as demonstrated by their exemplary behaviour and caring, compassionate relationships. One child commented, 'everyone is friends here' and another, 'any disagreements are quickly sorted'. Children recognise and articulate that the school's Christian values enable them to 'improve my life'. For example, they show service to others through older children supporting younger children at lunch and at play and in their charitable giving. In turn, they value the reward system of 'dojos' which, in addition to academic endeavour, are also awarded for citizenship and role models of the Christian value of the week. Children say that they feel safe in school and are confident that, should the need arise, their concerns will be listened to. The school environment is an excellent source of spiritual reflection, enhanced by focused displays. This is currently limited outdoors due to the building of a new classroom.

Children have a developing understanding of Christianity as a multi-cultural world faith through their charity work, for example, Christian Aid week. However, leaders and parents recognise the need to broaden children's understanding further through visiting places of worship linked to children's studies in RE. This is also the case for their understanding of other world faiths. Children demonstrate very good aspects of citizenship through school council and the Collective Worship Crew although the latter is newly created and has not yet had time to fully impact on worship.

The impact of collective worship on the school community is good

Collective worship is central to the school day. It enriches the lives of the participants, effectively enhancing children's spiritual development. This is because worship is planned well and led by a range of leaders including visitors, clergy and, on occasions, children themselves. Acts of worship reflect both religious foundations of the school and shape how its values are understood within a Christian context. For example, praise through song effectively reflects this aspect of Methodist worship and coloured altar cloths follow the liturgical year of the Anglican faith. Songs are carefully chosen to support the themes for worship and are enthusiastically and passionately sung in celebration of being together and praising God. The Bible is used regularly in worship to support children's understanding of Christian faith, enabling them to understand the person of Jesus Christ and His importance to Christians. Children value and articulate the relevance of collective worship in their own lives, knowing that it supports them in 'making good choices'. They know and understand the difference between collective worship and assembly. However, their understanding of God as Father, Son and Holy Spirit is in its early stages of development.

There is a very high level of participation in acts of worship. Children enter the worship space reverently during the playing of themed music. This sets the tone for worship. Children's responses are valued and opportunities are provided to enable children to think about themes and seek deeper meaning from them. They relish this challenge. Regular and consistent use of prayer in acts of worship strengthens children's spiritual development particularly

when they write and present their own prayers. Prayer is a significant feature of the school day and is not confined to acts of worship. For example, each day there is a prayer at lunchtime where individuals have the opportunity to offer their own prayer on occasions. Children are showing a deeper awareness of the importance of prayer in their own and others' lives.

Currently the monitoring and evaluation of collective worship lacks the rigour needed to identify clearly where improvement needs to be made. There has been a renewed focus on including children in the planning, preparation, presenting and evaluation of acts of worship through the formation of the Collective Worship Crew. This was a focus for improvement from the previous inspection. Systems for this to happen are in their very early stages and therefore its impact is not yet clear. However, members of the Crew are keen and enthusiastic to develop their role more fully and welcome greater involvement in the leadership of worship.

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

The headteacher is passionate in her belief that each individual is of equal worth and made in the image of God. She is inspirational in ensuring that belief is communicated to and shared by the school community. As a result, everyone feels valued and all children achieve their potential from varying starting points, some of which are extremely low. Additionally, adults appreciate working at the school, children enjoy attending and parents value the care, nurture and support offered to their child's development.

The wider school community support and value the Christian ethos which threads through all aspects of school life. There is a palpable sense of pride amongst the community for their school and parents particularly note how the Christian values impact on their family life at home. All refer to the school as 'our school' thus cementing the inclusive ethos found here. Collective worship, Christian values and RE make a significant contribution to the Christian distinctiveness of the school. This is shown in children's attitudes and respect towards others.

Governors are proactive and insightful in their knowledge of the school, providing both challenge and support for leaders. Self-evaluation as a church school is accurate however, as yet, parents and children are not fully involved in this. This is particularly relevant for collective worship because evaluation is in its early stages and has not clearly identified where improvements need to be made. The newly created Collective Worship Crew is keen to be involved in this and early work is showing that children's views are heard.

The school's Christian values impact positively on the decisions that leaders take, and on their relationship with children and each other. This is particularly the case in relation to behaviour and wellbeing. Children see it as natural to use values as the foundation of their lives. Strong leadership at all levels has ensured that the curriculum is vibrant, challenging and informed by the distinct Christian vision. Leaders are equally passionate in enabling children to achieve their potential through high quality teaching and learning.

The partnership with the church is strong through links with neighbouring churches, clergy and the diocese. This goes some way to overcoming the barrier of the closed local churches. The community is encouraged to come into school to share acts of worship, for example during the recent Remembrance Service. Fire regulations restrict the numbers able to use the school hall, but leaders are creative in overcoming this constraint. To further ensure that the church is included within school life, there is an active after school Church at The School (Chats) group.

Staffing is now stable. All staff feel well supported and are united and very committed to continuing to develop the Christian character of the school. Leadership of the Forest School Project is effectively promoting the school's Christian values in teaching children to value God's creation outdoors. The RE and collective worship leaders access appropriate training provided, for example, by the diocese. Currently the headteacher is the executive head at another local church school which further enhances the development of future leaders of church schools.

RE and collective worship meet statutory requirements.

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