

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

New Holland Church of England and Methodist Primary School

Vision

Our welcoming church school is located in a community that values its past and looks forward with hope. We recognise the worth of each member of our school family and we challenge and support everyone to flourish academically and personally. We journey together to do all the good we can.

Strengths

- Leaders have skilfully created a Christian vision in response to the school's unique context. Drawing upon theology, as well as Anglican and Methodist principles, this vision builds upon the original purpose and foundation of the school. It is driving effective change.
- Inspired by the vision of supporting everyone to flourish, a calm and purposeful environment has been created. Pupils develop a love for themselves and others. Everyone is welcome and positive relationships and interactions exist throughout the school.
- Collective worship has a central place and is valued by both pupils and adults. It is planned well and carefully sequenced to support spiritual growth. Effective church partnerships enrich the worship life of all members of the school community.
- The vision has driven school leaders to create a curriculum that aims to meet the needs of all pupils. Inclusion is strong. Pupils who are vulnerable, or who need additional help, are supported effectively and, as a result, they are able to flourish.

Development Points

- Empower pupils, through the vision, to speak out for what they believe and take action themselves to address injustice. This is so that they recognise unfairness when they see it and do good in their world.
- Embed plans to develop the breadth of the religious education (RE) curriculum. This is in order to deepen pupils' understanding of worldviews and widen their experience of world religions other than Christianity.
- Ensure that pupils have opportunities to develop spiritually across the broader curriculum. This is to enrich pupils' experiences and deepen their spiritual growth.



Inspection Findings

New Holland Church of England and Methodist Primary School has undergone significant change. It is now in a period of stability, having previously experienced considerable turbulence in leadership and staffing. Leaders have used their intimate knowledge of the past and the current context of the school to create a vision that is pertinent and purposeful. It is central to school life. It is clearly rooted in theology and recognises the importance of the power of transformation through faith and doing good. Leaders, including governors, apply the vision to the work of the school with diligence and care. They proudly uphold the joint Anglican and Methodist foundations. Partnerships with the Diocese of Lincoln and Methodist Academies and Schools Trust (MAST) are highly effective. Leaders engage with meaningful support and training that enhance their professional development. Excellent relationships exist with church representatives to ensure that people feel connected to the wider worshipping community. This is important because there is no church within the immediate locality. Monitoring is robust, and is evaluated to ensure that the vision is effective. Decisions are taken to provide pupils with opportunities to develop love for themselves, as a child of God, and to have hope for the future. This impacts positively upon the acceptance of everyone and results in bringing the community together. Parents and carers feel welcome in the school and appreciate the proactive steps that are taken to provide support for them and their families. They value the trust that has been built up with school staff.

Inspired by the vision of recognising the worth of all members of the school family, leaders have created a calm, structured environment. Pupils demonstrate tolerance and respect for others in their learning. Curriculum decisions are made judiciously in line with the vision. Leaders allocate resources and space to ensure that there are appropriate activities for those who need them. Pupils have a rich variety of opportunities that are designed to enable them to thrive. For example, an enrichment activity to provide a careers fair to inspire pupils and their families was organised and was well attended. This helped to raise aspirations and show pupils what they can achieve. Pupils work diligently and recognise when they are successful. Leaders have developed a shared language of spirituality that aims to deepen pupils' understanding of themselves and the world around them. Pupils are encouraged to use reflection to influence their actions. They connect with creation to develop a sense of wonder in the natural world. For example, a pupil group of 'Greener Futures Ambassadors' takes responsibility to care for their environment by growing plants, ensuring that they are nurtured. They appreciate how this helps to deepen their own spiritual growth. Pupils confidently express their understanding of spirituality within the context of prayer and worship. However, opportunities for spiritual development within the curriculum are not fully explored. As a result, pupils do not make the connection between spirituality and their learning.

Highly interactive and inclusive worship unites the whole school community. Leaders recognise the importance that it has in developing the spiritual life of both pupils and adults. Experiences are carefully planned and provide opportunities to think deeply, sing cheerfully, and respond prayerfully. Everyone is included and pupils speak positively about their worship experience. They say that it makes them feel good. The values explored develop an understanding of themselves and others. Pupils and staff understand the importance of reflection and describe how these moments are uplifting. They appreciate being able to 'reach out to God'. Pupils' responses to collective worship enable them to think deeply about others and their own place in the community. They write thoughtful prayers that are displayed in classrooms and the school entrance. Classroom and outdoor reflection spaces have a positive impact upon pupils' spiritual flourishing. This enhances their worship life. The whole school community is transported to a church in a nearby village to celebrate major festivals. Pupils are accompanied by Methodist visitors who also participate in the worship. A number of families make the journey so that they can take part. This cements positive relationships throughout the community.

The vision to 'journey together to do all the good we can' shines through the interactions that pupils have in their daily life. It helps them to enact the Methodist principles. They speak positively about their school experiences



and get on well together, both in classrooms and at social times. Wellbeing is supported effectively and is a priority for school leaders. Pupils are chosen to be 'Wellbeing Ambassadors' who plan activities for everyone to enjoy at breaktimes. For example, they organise mindful colouring and other games that promote peacefulness. Staff report that the federation with other schools supports their wellbeing because workload is spread more evenly. They know that there is help available for them when they need it. Governors understand their duty of care to support the wellbeing of school leaders and monitor this effectively. They improve arrangements for pastoral care, as a result.

Leaders use the vision to focus upon providing opportunities for self-reflection. They articulate how pupils can bring hope into their own lives. This helps pupils to love themselves first and understand their own value. They are starting to consider others and how they can act for justice. For example, a pupil raised awareness about autism by providing information, encouraging other members of the school community to support a local charity. This received very positive feedback. Pupils talk passionately about providing practical support for a school in The Gambia. However, the school does not provide routine opportunities to empower pupils to tackle issues that they see as unjust. As a result, they do not fully appreciate that they can speak out for what they believe and respectfully challenge decision-makers.

RE is highly valued and enables pupils to flourish. Through their learning, they develop knowledge and understanding of themselves and others. The RE curriculum is clearly planned and enables pupils to acquire knowledge sequentially, particularly within Christianity. Pupils enjoy RE lessons and take pride and care in their work. They can recall different Bible stories and know about the life of Jesus. They encounter other faiths beyond Christianity. Pupils articulate how this helps them to respect the beliefs of others. However, their knowledge of the features of world religions and worldviews, other than Christianity, is limited. The RE leader accesses appropriate training and support, including local networks and coaching opportunities. Other members of staff have also received training, which has strengthened their subject knowledge. As a result, RE lessons are motivating. Pupils explain their learning thoughtfully and proudly.

Information

Address	School Lane, New Holland, Barrow-upon-Humber, DN19 7RN		
Date	14 October 2024	URN	118023
Type of school	Maintained Voluntary Controlled & Methodist	No. of pupils	42
Diocese and Methodist district	Diocese of Lincoln and Methodist District of Lincoln		
Federation	The Humber Estuary Federation		
Headteacher	Hayley Twidale		
Chair of Governors	Rob Biglands		
Inspector	Rick Weights		