



National Society Statutory Inspection of Anglican Schools Report

Newton on Trent Church of England Primary School

High Street
Newton on Trent
Lincoln
Lincolnshire
LN1 2JS

Diocese: Lincoln

Local authority: Lincolnshire
Dates of inspection: 5 December 2011
Date of last inspection: 6 March 2009
School's unique reference number: 120578
Headteacher: Mrs Alyson Bristow
Inspector's name and number: Mrs Patricia Ruff 537

School context

The school is smaller than average and serves the village of Newton on Trent. The school has gone through a significant period of change since the last inspection including a period of acting headship from which the substantive headteacher was appointed in April 2011 and a high turnover of staff and governors. All learners are from White British backgrounds with a wide range of socio-economic backgrounds.

The distinctiveness and effectiveness of Newton on Trent Church of England Primary School as a Church of England school are good

An inclusive family ethos based on Christian values is at the heart of what the school does resulting in high expectations of behaviour, good attitudes to learning and effective working relationships. Well-focused school leadership promotes positive relationships which increasingly impact on the life and work of the school to secure its place within the local community.

Established strengths

- A shared vision for the future of the school based on good leadership.
- An inclusive Christian ethos which creates a caring environment providing good care, guidance and support and which is reflected in the daily life of the school.
- Valued, committed and mutually supportive partnerships within the school and local community.

Focus for development

- Involve all stakeholders in the monitoring and evaluation of the school as a church school.
- Create opportunities for learners to lead collective worship and to be regularly involved in its monitoring, evaluation and future development.
- Develop partnerships with other schools to address diversity through exploring global citizenship and major world faiths.
-

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

The school's distinctive Christian character meets the needs of all learners very well. The Christian ethos creates an inclusive environment in which individuals are well understood. Positive relationships are encouraged through the promotion of respect, trust, fairness, care for others and high expectations. This was well illustrated through the work being undertaken in the Key Stage 2 class to further explore issues which needed to be resolved. Through a game of trust based on Jenga blocks the class teacher's skilful use of focused questions enabled all learners to be actively engaged. 'Bubble time' areas enable learners to indicate to staff non-verbally they need to discuss a concern. Consequently learners feel very safe and appreciate the warm, supportive environment and the good care and guidance they receive from adults within the school. The school values are positively impacting on motivation, self-image, understanding, achievement and behaviour. This is apparent through the very positive relationships which have been built and from which adults and learners expressed a sense of feeling valued. The school's Values for Life programme supports learners in becoming responsible citizens and this is demonstrated through their involvement in Operation Christmas Shoebox for example. Adults within the school know learners and their families well and supportive relationships are well established. Parents and carers spoke positively of the value they placed on the family atmosphere and how they had seen their children 'buzz' and thrive through the introduction of a residential visit. Across the curriculum, at social times including lunchtimes, and through the daily work of the school Christian values encourage spiritual, moral, social and cultural development. Explicit displays around the school make a significant contribution to the distinctive Christian character of the school promoting core values, the Golden Rules and the themes being explored. Currently plans are underway to mark the 90th anniversary of the school building being donated to the village and these include the creation of an outdoor area within the school's grounds for reflection and quiet contemplation.

The impact of collective worship on the school community is good

Collective worship is an important part of the school day and includes most members of the school thus impacting on day to day actions and creating a positive start to the day. Collective worship is well planned and based on the Values for Life approach and reflects the church year through celebration of Saints Days and Christian Festivals. Good use is made of the social and emotional aspects of learning programme (SEAL) and its impact is strengthened through the links made to Christian values. Much work has been done to develop the impact of collective worship on those present. Support for this development has been given by the incumbent, the Methodist Minister and the Rural Dean all of whom regularly lead worship in school. The church building is integral to the school building and provides a unique space for the daily act of collective worship. Christian artefacts, including an Advent Candle and cross are used well to focus learners and encourage reflection. Good use is made of prayer including both the School Prayer and The Lord's Prayer which form a significant part of worship with opportunities also given for learners to lead prayer. Learners engage well in collective worship and make thoughtful contributions with further opportunities given to explore themes in class. This was seen in the Key Stage 1 class when learners discussed the symbolism of Advent as part of a religious education (RE) lesson. The worship observed reflected on the life and work of Mother Theresa. It made a good contribution to learners' spiritual and moral development and enabled a high level of participation from which all contributions were listened to sensitively. Music including singing is an integral part of worship and adds much to the experiences of those present. Parents welcome the opportunity to attend and expressed their enjoyment of the weekly achievement assembly. Learners, including members of the School Council, confidently expressed their views on collective worship. The school would benefit from regularly collecting feedback from learners and creating opportunities for them to put their ideas into action through involvement in planning and leading aspects of worship.

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

The headteacher, both in her acting and substantive role, has provided a strong foundation to unite the school following a difficult period. She has skilfully moved the school forward as a church school, alongside a wider agenda of school improvement. This has raised staff morale and re-established confidence in the school. As a result partnerships with parents and carers including an active 'Friends', who speak highly of the school, are positive. Links with the local community including the church are flourishing. Strong leadership from the chair of governors and committed foundation governors has ensured a determined and forward thinking approach which recognises the school's many strengths and areas for development. The Bishop's Visitor provides effective and consistent support and knows the school and local community well thus enhancing the partnership between school and the local community further. The school has received support from the Diocesan Education Team and has actively embedded a core values approach through Values for Life which is having a positive impact on behaviour and attitudes to learning. Nearly all stakeholders, including learners, can articulate how Christian values influence most aspects of the school's life. The small school team have worked together well to review school policies and further embed the distinctiveness of being a church school and how this is expressed and celebrated. They are keen to take on responsibilities and support the headteacher in developments. The school has identified a need to develop partnerships with other schools to widen learners' understanding and experience of diversity through exploring global citizenship and major world faiths. Although there is a clear sense of the school's future development as a church school community, for improvement to be sustained, there is a need to formally engage all stakeholders, including learners, in the monitoring and evaluation of the school as a Church school. This will ensure the school and community are well placed to move forward with their shared vision.

SIAS report December 2011 Newton-on-Trent Church of England Primary School,
Lincolnshire LN1 2JS