

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>NCEA Warkworth Church of England Primary School</b>	
Address	Guilden Road, Warkworth, NE66 0TJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Good

School's vision
Our shared vision is for everyone to 'motivate one another' and become agents of change 'through acts of love and good works'. 'And let us not neglect meeting together' as our community is central to enabling pupils to thrive and achieve their God given potential. #We strive together as one.
Key findings
<ul style="list-style-type: none"> <li>• The school's deeply embedded Christian vision, results in life-changing support for the wellbeing of staff, pupils and their families, and members of the local community. Every individual, including the most vulnerable, is cherished as unique and offered innovative, personalised support.</li> <li>• Collective worship is the heartbeat of school life. It is always highly relevant, engaging and inspiring. Staff and pupils value the rich opportunity for prayer, stillness and reflection offered. There is a purposeful balance of exceptional adult and pupil led worship.</li> <li>• Character development is a strength of the school. Pupils are encouraged and supported to become young leaders. They play an important part in decision-making. Pupils think deeply about concerns within the school, local and wider community and what their response should be.</li> <li>• The school has introduced a new 'community curriculum'. It superbly reflects the vision 'to motivate one another' and the context of the school. However, monitoring and evaluation of the impact of the curriculum by governors is not always as effective as it could be in helping the school to develop further.</li> <li>• An engaging philosophy (big questions) curriculum in religious education (RE) helps pupils to disagree well and to consider how to care for creation. However, opportunities for theology (beliefs) and human science (impact of faith on life) could be further enhanced.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Provide support for the new team of governors in carrying out their roles to ensure high quality monitoring of the effectiveness of the school curriculum as it moves forward.</li> <li>• Review the RE curriculum to ensure that all three disciplines , theology, philosophy and human science, are well balanced and better enable all pupils to flourish.</li> </ul>

## Inspection findings

The school's vision to 'love yourself, love each other, love the world' makes it an inclusive and transformative community. The wellbeing of staff, pupils and their families is prioritised by leaders, including governors. Everyone is supported in understanding and looking after their own mental health ('love yourself') and that of others ('love each other'). The school's policies and practices ensure that it is a place where all can flourish. Everyone is treated with dignity and respect.

The support for staff from the wellbeing team, during and after school and in holidays, results in a flourishing staff body. Furthermore, they are happy to tirelessly '#strive together as one' for the benefit of the pupils and families in their care. Every pupil is cherished as unique and has individualised support to reach their full potential. For example, one specially trained staff member volunteered her time to run sessions after school for a pupil in crisis.

From their earliest time in school, pupils are equipped to express their emotions and to recognise emotions in others. This is made possible by well-trained, skilled staff and appropriate resources. Character puppets representing specific emotions enable pupils to articulate feelings which they do not have the words to describe. Pupils speak about how staff live out the vision to 'love each other' in the way staff care for them. They trust staff to resolve effectively incidents of bullying or unkindness. Reflecting the school's vision, behaviour management is modelled on reconciliation. Pupils and parents know that if someone is being unkind, they need support rather than punishment. This results in a Christian community in which acceptance and forgiveness are the norm. The prominence of the # in the school's strapline reflects the considerable work which has gone into developing an online safeguarding culture. Pupils and their parents speak powerfully about the impact this has on wellbeing.

School leaders, including governors, treat every family as potentially vulnerable and know pupils well enough to recognise a change in circumstances. School staff are available to support families through difficult times. Innovative and creative use of the school's 'thrive room' provides a place of sanctuary for all. Wellbeing support provided to every family, and to individual families as needed, is exceptional. Parents, including those whose children have moved from another school, describe it as 'unique'. In keeping with the vision, 'And let us not neglect meeting together' leaders work in close collaboration with the local church. They '#strive together as one' to deliver support, especially during school holidays. This has been life changing for some families when given access to professional services or slow cookers and ingredients, for example.

The new 'community curriculum' reflects the Christian vision. It encourages first-hand experiences and the use of rich language. Careful book and topic choices provoke curiosity and a love of learning. The inclusive, accessible curriculum contributes to all pupils achieving 'their God given potential'. Well-planned opportunities for spiritual development, most noticeably in RE and science, ensure that the whole child is developed. More rigorous monitoring, to include all governors, will ensure consistency in provision across the school as it continues to grow. Staff share freely their own spiritual experiences and reflections.




Following their example, pupils talk about how 'you can be spiritual anywhere'.

Pupils' social action, inspired by the vision of meeting together and striving as one, contributes to the flourishing of the whole community. Pupils are developed as young leaders. Their views are valued. In response to pupil voice, social action, eco and vision clubs are now open to all. These pupil led groups play a pivotal role in bravely advocating for local, national or international change, for example in relation to homelessness. The impact is profound in developing pupils as generous and loving members of a global community. Staff go out of their way to make pupils' ideas a reality. Recently, staff have supported pupils' tree planting and litter picking projects. This results in pupils feeling empowered to 'love our world' by directly effecting change.

The impact of collective worship on the lives of pupils and adults is excellent. Worship is made highly relevant, engaging and memorable from the time pupils join the school. It is a beautiful expression of the school's vision to 'motivate one another' and 'achieve their God given potential'. All pupils, including impressively those in Nursery, demonstrate a strikingly detailed recollection and understanding of stories from the Bible. They can articulate the influence these stories have on their own behaviour and on others. A first-rate system of regular and inclusive pupil voice ensures that all pupils' needs and wishes are reflected in planning. Outdoor spaces are used creatively for worship on a regular basis. A wide range of skilled worship leaders, including pupils, staff and visitors, ensure it caters to the spiritual needs of all pupils and adults. Leaders model and demonstrate the benefits of stillness, reflection and prayer. As a result, during difficult times, pupils and staff are able to find peace, comfort and strength. In times of celebration, they freely express gratitude and thanksgiving. Staff describe worship as a 'precious moment' at the end of each day. They are moved by the deeply spiritual and thought provoking responses of pupils. Both staff and pupils are challenged to think about, 'What's my place in this world?' This helps everyone to develop their own convictions and beliefs in relation to the meaning and mystery of life.

Worship enables everyone to participate with integrity. It stirs individuals, the school and wider community to action. A parent of a pupil in Year 1 described the profound way in which her child had been inspired to social action by an act of collective worship. The whole school and local community became involved in a foodbank project following a letter writing campaign by two Year 6 pupils. This was inspired by an act of collective worship about the importance of loving our neighbour during the cost of living crisis.

Pupils speak positively about their RE lessons as a safe place to discuss questions to which there is no definite answer. Reflecting the school's vision, and close collaboration with the diocese, the curriculum is rich and engaging. Staff prioritise first-hand experiences both in school and on visits, to bring the RE curriculum to life. This makes it memorable for pupils. Pupils are exposed to a range of world faiths during their time at Warkworth. In keeping with the school's vision, pupils are taught to celebrate difference. However, the ways in which pupils understand the impact of major world faiths, including Christianity, on society and culture is less well developed.

	The effectiveness of RE is		Good	
	<p>The RE curriculum is engaging and memorable for pupils. RE is treated as a 'core' subject. All class teachers play a part in leading RE. Helpful training and support, internally and from the diocese, results in effective teaching and learning. Regular and detailed monitoring is used to ensure that pupils are making progress. The philosophy element of teaching is strong and pupils can articulate the ways in which it facilitates their flourishing and spiritual development.</p>			
Information				
School	NCEA Warkworth Church of England Primary School	Inspection date	13 October 2022	
URN	147930	VC/VA/Academy	Academy	
Diocese/District	Durham;Newcastle	Pupils on roll	180	
MAT/Federation	Northumberland Church of England Academy Trust			
Headteacher	Laura Ritson			
Chair of Governors	John Hobrough			
Inspector	Charlotte Tudway	No.	2115	