

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

### Tritlington Church of England First School

#### Vision

‘Let your light shine’

“You are the light of the world – like a city on a hilltop that cannot be hidden.  
In the same way, let your good deeds shine out for all to see.”  
Matthew 5:14-15

Tritlington Church of England First School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- The Christian vision permeates school life like a beacon. It is understood by pupils and staff who live it out on a daily basis, resulting in a loving community.
- Leaders are relentless in their drive to provide the best for the pupils and families. The school is fully inclusive and pastoral care is strong, enabling pupils to flourish.
- Loving, caring and nurturing relationships are a feature of this school. Staff know families and pupils extremely well.
- Collective worship is inspiring and inclusive for pupils regardless of need. It is a time valued by staff and pupils alike as they come together as a school family. It provides meaningful moments for reflection and prayer.
- Community and partnership are a hallmark of the school. Church, diocesan and school links are strong and mutually beneficial, enhancing school effectiveness.

#### Development Points

- Strengthen governor monitoring and evaluation of religious education (RE) and the impact of the school vision. This is to increase their knowledge of RE and to inform governors’ strategic decision making.
- Enhance pupil understanding of the differences within faiths and worldviews, including Christianity. This is to develop further their understanding of people’s beliefs and actions across the world.
- Strengthen RE assessment across all units of work. This is to enable staff and leaders to know pupil progress from their starting points more effectively.



## Inspection Findings

Tritlington Church of England First School is highly inclusive and welcoming. The Christian vision of 'let your light shine' is understood well. It is a school rooted in love and respect where the vision is a lived reality. Leaders know and love their school. The Christian vision is at the forefront of all decision and policy making giving a clear direction. Leaders make bold decisions, which have an impact on pupil learning and flourishing. All staff were taught to read and write in braille to increase inclusion and remove barriers to learning. Staff are valued and nurtured. Leaders encourage them to develop their skills and talents allowing them to grow professionally and spiritually. There are strong, mutually beneficial and positive relationships with the church and the diocese. Pastoral care is a real feature and relationships with parents are strong. The recently formed governing body is committed and highly invested in their role. Monitoring takes place but is not well established in religious education or on the impact of the vision. This means its impact is limited.

The Christian vision is the starting point and golden thread running through a highly inclusive curriculum. What 'letting your light shine' looks like in each subject is clearly defined for pupils. Leaders have carefully and skilfully planned the curriculum to meet the needs of mixed-age classes, enabling pupils to flourish. 'Big questions' encourage curiosity and engagement. A carefully crafted reading list for each year group and careers education broadens horizons opening up the wider world. Leaders ensure that the needs of those who have special educational needs or disabilities or who are vulnerable are met. The school is relentless in seeking out additional training and support for staff to meet these needs. Therefore, pupils, regardless of their needs, flourish. Staff have a well-developed and strong understanding of spirituality. The agreed language of 'in, out, up' is understood and used by the school community. Extra-curricular clubs such as forest school enhance the curriculum.

Collective worship is the heartbeat of the school, fostering a sense of shared spirituality. It is a happy and joyful time bringing the school family together. Pupils and adults value worship as a time of calm and 'to be in the moment together as one'. There is time to reflect, both silently and sharing together allowing 'open thinking'. Pupils are invited to offer spontaneous prayer. Honest and immediate responses show the depth of their understanding and reflection. Worship is intrinsically linked to the Christian vision. Challenges to respond encourage deeper reflection about how they can live out the vision. Pupils talk about how worship influences their actions and helps them 'let their light shine'. Worship is highly inclusive. Carefully thought through adaptations enable pupils to engage and participate regardless of need. Local clergy and church members actively participate in leading worship. Vibrant and innovative sessions like 'Experience Easter' explore spirituality and deepen pupil and adult responses.

This is a school founded in and driven by love. Mutual relationships between adults and pupils are loving, supportive and caring. Families are welcomed by name each morning 'like a friend into a family'. Each child is 'really known' and a 'priority' for school. Pastoral care for pupils and families is extremely strong with leaders going the extra mile to support in times of personal need. This is highly appreciated by parents. Behaviour is excellent. Inclusion is a key pillar of school life. Pupils support and care for each other both in and out of the classroom regardless of need. During outdoor time, pupils play harmoniously, living well together. Sport clubs and forest school activities enable pupils to develop resilience and team working skills. Adults are generous with their time and skills checking in and supporting each other.



The culture of justice and responsibility is embedded in the Christian vision and approach to spirituality. All pupils have a voice and develop leadership skills through the school and eco-councils. Through the curriculum and collective worship, pupils learn about aspects of justice and their responsibility to help others. For example, learning about WaterAid gives an understanding of the impact of water poverty. 'Looking out' to others, pupils organised a 'welly walk' raising funds and awareness. Pupils are beginning to take action showing a real commitment to the environment. They understand everyone can have a small impact but it is bigger if they work together. They speak with passion and pride about the 'peace garden' project. Planned and led by the pupils, a garden was created for all to access including those with visual impairment. As a result, they understand what it means to show compassion and base what they do in love. External companies involved were specifically chosen to 'serve and make a difference' by providing work for local vulnerable adults. This has enhanced the way the school is an integral part of the local community.

Working closely with the diocese, leaders have planned an effective religious education curriculum. It is broad, balanced and sequential, enabling pupils to revisit prior learning. Units of work are adapted by staff to meet the needs of mixed-age classes. The use of 'big questions' about beliefs and the impact of faith sparks pupils' inquisitiveness. They think deeply and ask meaningful questions and can recall learning. 'Thinking' units of work allow pupils to begin to compare faiths and worldviews by focusing on a single aspect of tradition or belief. Pupils are beginning to explore Christianity across the world and differences within faith groups. However, this is at an early stage of implementation. Visits to places of worship are used to develop understanding of a range of faiths. Appropriate resources and training are in place to support the effective delivery of the curriculum. Regular support from the church and local clergy increase engagement and deepen understanding. Pupils enjoy RE and are proud of their learning. They speak keenly showing a depth of understanding and knowledge. Pupil books clearly show that they are making progress. Lessons begin with quizzes to help pupils remember more. Creative use of floor books powerfully enables pupils to revisit and discuss learning. Assessment in RE is matched to the curriculum enabling staff to accurately measure pupil progress from their starting points. However, this is not yet in place for all units of work.

## Information

Address	Tritlington, Morpeth, Northumberland, NE61 3DU		
Date	Thursday 3 April 2025	URN	122299
Type of school	Voluntary aided	No. of pupils	33
Diocese	Diocese of Newcastle		
Headteacher	Jill O'Dell and Katherine Stephenson		
Chair of Governors	Alex Gale		
Inspector	Andrew Wheatley		