

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newland St John's Church of England Primary Academy			
Address	Beresford Avenue, Beverley Road, Hull HU6 7LS		
Date of inspection	31 January 2019	Status of school	Primary academy inspected as VA. Sentamu Academy Learning Trust.
Diocese / Methodist District	York	URN	141719

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context
Newland St John's CE Primary Academy is a primary school with 248 pupils on roll. The school has a high level of religious and cultural diversity and many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school became an academy in February 2015, as part of the Sentamu Academy Learning Trust.
The school's Christian vision
We want everyone to: Know that they are loved and valued by God as demonstrated by the life, death and resurrection of Jesus (Romans 8: 38-39); Live life in all its fullness (John 10:10); Be the best they can be (Matthew 17: 20); Be welcoming and inclusive to all (Romans 15: 7); Be 'salt and light', making a positive change to the world (Matthew 5: 13-16).
Key findings
<ul style="list-style-type: none"> The school embodies its Christian vision through the way it welcomes and supports pupils of all backgrounds and abilities, thus helping them to flourish. Pupils are consistently encouraged to be 'the best they can be' through an imaginatively planned comprehensive curriculum which stimulates their learning. School leaders are courageous in their commitment to support vulnerable pupils, particularly those with special needs and/or disabilities, so that they make good progress. Collective worship is carefully planned and effectively develops pupils' understanding of the school's Christian vision and values in the context of biblical teaching. Effective teaching and assessment mean that pupils' progress in RE is in line with that in other subjects.
Areas for development
<ul style="list-style-type: none"> Further develop the impact of collective worship through greater involvement of pupils and in more rigorous monitoring and evaluation. Enhance pupils' spirituality through more consistent approaches to planning and monitoring their spiritual development across the curriculum. Further develop pupils' understanding of how they make progress in RE so that they can confidently talk about their learning and attainment.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

School leaders, in conjunction with the diocese and the Sentamu Academy Learning Trust (SALT), have developed a Christian vision which is strongly based on biblical teaching. Engagement with the diocese has meant that governors have a sound understanding of the significance of church school distinctiveness. They are effective critical friends and have ensured that policy and practice have been developed in the context of this vision. Leadership meetings enable governors to monitor the impact of curriculum developments, particularly in English, maths and RE. A church and community committee monitors the school's Christian distinctiveness and, alongside the headteacher, regularly feeds back to the governing body. This equips them to make effective strategic decisions about the school's future. School leaders work in close partnership with SALT and together they have ensured sustainability through enhanced pre-school provision.

School leaders are committed to providing high quality education for pupils with special educational needs and/or disabilities (SEND). Many organisations recommend the school to parents. Consequently, it has a higher than average proportion of pupils with individual educational health care plans. School leaders have made substantial adjustments to establish a dedicated class for pupils unable to access special school provision. This is having a positive impact on their confidence, enjoyment of learning and progress.

All pupils enjoy a broad curriculum which promotes spiritual, moral, social and cultural as well as academic development. However, the school does not have a consistent approach to monitoring and evaluating the impact of the curriculum on their spiritual development. Pupils talk enthusiastically about 'being the best (they) can be because this is what God wants' and they are motivated to learn. They make links between the school's Christian values of thankfulness, generosity, forgiveness and perseverance and the way that they behave. This creates a calm and positive atmosphere in which they flourish. Well-structured lessons provide children with the opportunity to make choices about the direction of their learning. They develop the cognitive skills of analysis, evaluation, creativity and problem solving. Most pupils use their initiative to find the resources that they need. This means that teachers can spend quality time with individuals. New strategies for the development of writing have led to above average progress. Most pupils make expected levels of progress in reading and maths. In 2018 the progress of pupils with English as an additional language exceeded that of their peers. SEND pupils make good progress from their individual starting points.

Senior leaders have prioritised the development of healthy lifestyles. Pupils enjoy a wide range of sports. They are well informed about ethical food production, as well as wider environmental issues and are passionate about avoiding food waste. Cookery has a high profile in the curriculum and pupils enjoy sharing their knowledge and skills with their families. This has led to an improved understanding of healthy diet and a decrease in obesity levels.

The school has taken advantage of Hull's city of culture legacy to help pupils 'live life to the full'. Cultural development has been promoted through focus days, dance workshops and classical music. Leadership skills are developed through participation in the Archbishop of York's young leaders' award. School councillors are selected each term so that more pupils can be involved. They are pleased to be 'salt and light' and choose the charities they support with care. They 'make a difference to the people and animals in God's creation' by supporting water aid and the RSPCA. Relationships between all members of the school community are positive and modelled on the Christian values of generosity and forgiveness. Everybody talks about how they support and respond to each other, particularly when they see somebody 'having a bad day'. Pupils are confident that they are treated fairly and listened to.

Teachers know their pupils well and can identify when they need help. A care and wellbeing officer supports vulnerable pupils and their families. This is in the context of the school's inclusive Christian vision to recognise that all are valued by God. Families appreciate the school's work with them in responding to their children's needs. Together they develop consistent routines between school and home, leading to improvements in behaviour and learning. Families welcome the way that the school acts as an advocate for the rights of the child when working with other agencies.

Leaders have effectively asserted the importance of inclusion and equality for all members of the school and wider community. This is evident in robust policies and careful resourcing. The curriculum, particularly through RE, provides opportunities for pupils to discuss and celebrate difference. Everyone is fully integrated into the life of the school and all pupils share in the games and activities of their peers. Senior leaders are proactive in promoting the confidence and aspiration of girls by developing their competence in maths and introducing them

to positive female role models. As a result, girls are more engaged and have become confident learners.

Collective worship is planned in conjunction with the local church and ensures that pupils experience 'real worship' which is rooted in the Bible. Leaders have a strong understanding of the elements of worship which are carefully structured to be fully inclusive. Non-Christian pupils talked about feeling comfortable to join in prayers or to compose their own. Pupils consistently talk about the ways in which collective worship and the classroom reflection areas help them feel closer to God. They appreciate that prayer helps them throughout the day, 'we know that God's with us and wants us to do our best'. Worship is led by representatives from a range of Christian backgrounds. Pupils describe this as being helpful 'because we get different interpretations of the same story'. Pupils lead class and collective worship which strengthens their understanding of the links between Bible stories and Christian values. The school's strong relationship with the church fosters pupils' understanding of key seasons and festivals through worship and workshops. Members of the church and community leadership team are frequent visitors and regularly evaluate collective worship. This would have more impact if it included more formal involvement of pupils.

RE has a very high profile within the school and the RE leader is a member of the senior leadership team. Carefully structured lessons enable pupils to relate their learning to the school's Christian vision. Key Stage 1 pupils talk about the way that people who help the homeless are 'salt and light and make the world a nicer place'. Pupils understand diversity because they learn about a range of faiths and beliefs. This is strengthened through visits to different places of worship. The RE leader has developed systems for monitoring progress in RE which are beginning to focus learning. However, many pupils are still not confident to talk about what they need to do to make progress in RE.



The effectiveness of RE is Good.

Knowledgeable and strong leadership has resulted in clear expectations which support good teaching and learning in RE. Teaching across the school is monitored through lesson observation and work scrutiny and is, consistently, at least good. Teachers understand the pedagogy of RE. They use a wide range of interactive strategies confidently so that pupils enjoy learning and understand key concepts. The diocesan syllabus and Understanding Christianity are used effectively so that pupils are developing a deeper understanding of Christian theology and belief. Writing in RE is of a high standard and demonstrates pupils' growing understanding of theological concepts. Effective assessment and monitoring indicate that pupil progress and attainment are in line with other subjects and with the expectations of the Diocesan syllabus. The school is pro-active in sharing good practice across the multi-academy trust, local authority and diocese.

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