

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

### Northleaze Church of England Primary School

Brook Close, Long Ashton, Bristol, Avon. BS41 9NG	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese / Methodist District</b>	<b>Bath and Wells</b>
Previous SIAMS inspection grade	Good
Local authority	North Somerset
Name of multi-academy trust / federation	N/A
Date/s of inspection	26 September 2017
Date of last inspection	7 September 2012
Type of school and unique reference number	Voluntary Controlled 109198
Headteacher	Stephen Davis
Inspector's name and number	Rev Jeremy Hellier 899

#### School context

Northleaze Church of England Primary School is a single form entry school which serves those who live in or near Long Ashton. There are currently 216 pupils on roll, slightly below the national average. A significant number of service families are housed in the area, and the impact of the military covenant means some classes are over 30. The school is negotiating to convert to an Academy in the Lighthouse School Partnership in the near future. A new deputy headteacher has just been appointed from within the existing staff team. The incumbent lives in Long Ashton and is very active in the school.

#### The distinctiveness and effectiveness of Northleaze as a Church of England school are outstanding

- The school has highly effective leadership and management at all levels with a Christian vision that makes significant impact on the wellbeing of the entire community that it serves.
- Christian values clearly drive the school and create an environment that promotes high quality learning.
- Relationships based on Christian values are evident and result in pupils' behaviour which is of the highest standard.
- Collective worship makes a significant impact and creates a reflective, spiritually aware community with an understanding of Anglican practice.
- Religious education is well organised using a wide range of resources, with the new 'Understanding Christianity' material contributing significantly to an appreciation of the Bible.

#### Areas to improve

- Develop understanding of Christianity as a multi-cultural world faith to appreciate the diversity of approaches to the faith.
- Strengthen a highly developed spirituality for all learners to assist them in reflecting on their experiences.
- Invest further in the identification and development of staff as future church school leaders to enable them to be proactive in promoting the school's vision and ethos.

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

There is a strong sense of community driven by widely shared and deeply Christian values based on the teaching of Jesus that demonstrates respect and concern for all God's people. This vision is supported very strongly and promotes an ethos which allows teaching and learning to flourish. Evidence to support this is seen in the data which shows that learners are achieving above the local authority and national averages. All points from the last inspection have been thoroughly addressed. The school's vision and values are rooted in the school prayer, and the Christian belief that all human beings are made in the image of God. The Christian character and importance of the vision is supported by a highly active parent body, who understand its vital role in meeting the needs of all learners. The Christian character is also evident in the ways in which the behaviour policy is applied and recorded. Children understand that because Jesus behaved in a certain way there is a Christian duty to do the same. The work of the rector is invaluable in sustaining the school's Christian values, and her support for the school shows pupils how to live out the values. Not all the pupils are Christian, and there is a very strong spirit of inclusivity and mutual respect so that collective worship and religious education are enjoyed by all learners. Care for all pupils is reflected in high levels of attendance and the obvious fact that children enjoy coming to school. A number of pupils show a highly developed spirituality, and it is clearly emerging in others. The impact of this is seen in the quality of their prayers and reflection upon their activities. The influence of this is also strongly evident in moral, social and cultural development leading in turn to the highest standards of behaviour and relationships. The Christian value of loving and valuing one another as a unique part of God's creation is clearly lived out, and is evidenced by the high level of respect for diversity and difference. The school has a link with a school in Africa, and pupils understand that Christian values drive their care and concern for the pupils there. A wall display shows their support and reminds them of the importance of this. As a result there is also some understanding of Christianity as a multi-cultural world faith. Pupils are able to link this and the school values with biblical stories and the life of Jesus as a role model. Religious education is strongly led and impressively organised, and pupils are clearly excited and challenged by it. This is seen by the work in their RE books and the way they speak about their favourite lessons. The RE leader is making use of the new 'Understanding Christianity' materials to develop the quality of the Christian element of RE. All learners display an impressive understanding of world faiths, and pupils speak enthusiastically of their regular 'multi-faith week'. Overall the school's Christian character is highly developed, well supported by foundation governors, the rector, parents, and clearly embedded in the whole school community. This character creates an atmosphere where learning and achievement are a natural part of trying to live the Christian life in the image of God.

### **The impact of collective worship on the school community is outstanding**

The outstanding impact of collective worship is evident in that pupils speak readily about prayer and its importance. A book of prayers written by year 6 pupils on display in their classroom shows a mature understanding of prayer as an approach to God. An ongoing project to produce the school prayer led by the rector shows that pupils understand the importance of prayer, and the display in the entrance demonstrates how much thought they have given to this. The high value placed on worship is reflected in the fact that the headteacher co-ordinates it. Prayer is readily apparent in the life of the school, and there is daily worship as a whole school or in key stage groups. Worship is planned using biblical material, and pupils are readily able to link Christian values with Bible stories. As an example, pupils readily identify the story of Jesus washing the feet of his disciples as one source of the Christian idea of serving others. They understand that because Jesus did this there is a Christian duty to do the same. Similarly the idea that Christians should persevere in God's service is illustrated by another pupil through talking about the parable of the lost sheep. Pupils respond well to opportunities in worship for reflection around the school's values. Examples of planning are kept in files monitoring collective worship, and monitoring by a variety of groups to inform future planning is impressive. In particular, the foundation governors play a strong role in this through independently monitoring and producing an annual report on collective worship. Anglican practices are strongly evident with formal Christian greetings and responses, and the use of crosses and candles and other aids to worship. Understanding of anglican practice is further supported by visits to the church. The rector conducts a series of talks for all learners which show the anglican approach to rites of passage. As a result, pupils understand something of the presence of God in the significant moments of their lives. Wall displays show an appreciation and understanding of the major Christian festivals and their significance. As an example, pupils readily explain the significance of the Easter story in Christian thinking. The activity of the rector is significant in supporting collective worship and building a personal spirituality in learners. This is recognised and appreciated by all members of the school community. Prayers together with formal greetings and responses make regular reference to the Christian idea of God as three in one, and some learners show a strong understanding of this idea. Reflection areas around the school are well used and based around a common theme. Pupils understand their purpose, and a strong feature of reflection areas is the use of the senses in worship. For example shells to hold, and other imaginative ideas are used to support worship and reflection. This tactile experience is much appreciated by pupils who speak readily of

ways they use reflection areas. The rector, headteacher and pupils lead worship on a regular basis, and their involvement strengthens and encourages the Christian vision. Some other worship leaders visit the school, and worship takes place in a variety of settings. As a result, pupils understand that approaches to God may be made in different ways and contexts. Parents and visitors speak warmly of the collective worship, and they appreciate the impact this makes on the lives of their children and families. Pupils participate in worship readily and speak, lead and act with confidence. Pupils are involved in much of the planning process for collective worship which encourages them to engage in and own this activity. Overall worship makes a strong impact on the school community and is reflected in the lives of pupils and their families.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

Leaders articulate and confidently live out the Christian vision of valuing all God's children because they are made in his image. The school serves its community well by creating a stable and secure Christian environment. Governors, the rector and the senior leadership team are committed to providing an education of the highest quality within the context of Christian belief and practice as defined by the teaching of Jesus. The school encourages understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers all learners. The example set by leaders provides a role model for pupils, and this is seen in the calm and confident way difficulties are dealt with. There is an accurate understanding of the school expressed in all self-evaluation. Responses to questionnaires are carefully analysed, and parents are highly complimentary about the school. Their response to strong leadership is seen in the highly active and supportive parent body. Newer parents also say that they have appreciated the welcome from the school and parent body, and this has made a significant contribution to settling into the area. Military parents are especially grateful for a thorough understanding and application of the military covenant. This has meant that their children have been readily welcomed which has not always been their experience elsewhere. Good communications are motivated by leaders' commitment to the idea of learning together. Leaders' Christian vision shows in attitudes to learning, and opportunities used to develop spirituality throughout the curriculum. Leaders also understand pupils' behaviour and respect for one another to be the result of the shared idea that God loves everyone. Considerable use is made of the parish church, and relationships with it are very strong demonstrating clear and substantial mutual benefit. Support for the school is a standing item on the agenda of the church council. Support for the church is evident in pupil and family involvement in church activities and services. The church cares for the school in a number of ways, and a notable example is the activity of the foundation governors who have a highly active sub-committee. They visit the school regularly, meet termly, and play a considerable role in monitoring Christian distinctiveness and collective worship. Staff speak warmly of working in a church school. Some development of church school leaders is evident in that staff say they would definitely seek further employment in a church school. They understand the roles they have in maintaining the ethos of this church school. The senior leadership team applies its vision to the support for staff in matters of pupil attainment, progress and wellbeing. The impact of this is evident in the way teachers conduct lessons and other activities leading to the ready enthusiasm for learning demonstrated by pupils. The religious education co-ordinator is well supported in the role, and contributes extensively to the quality of religious education throughout the school. Overall leadership is highly effective and leaders show a ready appreciation of what is required to maintain standards and develop the school further.

SIAMS report September 2017 Northleaze Church of England Primary School Long Aston Bristol BS41 9NG