

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

### Newton Solney Church of England VA Infant School

#### Vision

Newton Solney C of E Infant School is a friendly, caring and happy family, where children learn in a creative environment to reach their full potential within the love of Jesus.

'I can do all things through God, who gives me strength.' Philippians 4:13

Newton Solney School, with the love of Jesus, gives us wings to fly. 'Flying High'

Newton Solney Church of England Infant 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 is central to the life and work of Newton Solney. Leaders are committed to ensuring pupils and adults flourish emotionally, academically, socially and spiritually.
- The Christian vision shapes the aspirational curriculum, enhancing learning experiences for pupils. This ensures that they flourish throughout their school experience.
- Collective worship provides meaningful moments to pupils and adults to develop their personal spirituality. This inclusive and engaging gathering is valued by the school community. It positively influences pupils in their daily activity and inspires them to live out the school's values.
- School leaders have carefully designed a curriculum for religious education (RE). It fosters pupils' curiosity as they explore a wide range of religions and worldviews.
- Loving relationships are a defining strength of the school community. The verse 'I can do all things through God, who gives me strength' is at the heart of everything the school does. As a result, pupils and adults are treated with kindness and respect. They are also well supported in good and challenging times.

#### Development Points

- Develop a shared understanding of spirituality to ensure that it is explicitly embedded across the wider curriculum. This is to enable pupils to further flourish spiritually.
- Extend opportunities for pupils to understand and demonstrate how they can improve lives for themselves and others. This is to broaden their understanding of justice.



## Inspection Findings

The flourishing of pupils and adults is at the heart of Newton Solney School. The Christian vision is central to the school's work. It is known and understood. It features as part of the everyday language during the school day and in communications with the wider community. The school's 'Do Be' values foster a friendly, caring and happy community. They run through crucial elements of school life. The Christian vision, teamed with the school's values, underpins policies and shapes decision making. Staff know pupils and their families. Parents value this inclusive and nurturing school in which they have great confidence. Governors are generous in their service to the school. In-house training is enhanced by the diocese. Together with staff, governors regularly come together for high quality professional development. This means that they are well equipped to evaluate the impact of the work of adults. Consequently, leaders have been able, through high quality reflective practices, to monitor and evaluate the impact of the significant changes made to the school's structure. As a result, pupils, staff and governors flourish.

The Christian vision is at the heart of curriculum development. It champions the support of pupils, regardless of their starting point, needs or past experiences. The school has made use of all physical spaces to ensure that pupils are able to 'learn in a creative environment to reach their full potential within the love of Jesus.' Staff enable pupils to access learning and reach their potential. The vision influences rich learning experiences within the curriculum that enables the school to respond to the changes in its community. The weekly outdoor learning sessions have a positive impact on pupils' wellbeing, on their curiosity and on their creativity. This is an important part of the week. However, spiritual development is not explicitly planned across the whole curriculum. As such, opportunities to explicitly develop spiritual flourishing are underdeveloped. This means that the pupils and staff cannot always recognise spiritual moments.

Daily collective worship powerfully celebrates the school's vision. Staff lead with confidence, ensuring it is engaging and inclusive. It is age-appropriate, enriching and thought-provoking. This means that the school community benefits spiritually from worship. Pupils reflect in depth and share their thoughts with others during this special time together. Leaders carefully craft worship so that pupils and adults consider big questions about the world. They explore stories from the Bible and apply them to their own lives. This helps them to consider their actions at different times in the day, not solely during worship. Pupils confidently take part in leading aspects of collective worship, such as signing the songs, and take great pride in their roles of responsibility. Through active involvement in each part of worship, pupils' understanding is deepened. Indoor and outdoor reflection spaces positively impact pupils' spiritual development. The use of clear visual cues, routines and structure help enable pupils to access worship. Adults and pupils visit St Mary's and other churches within the benefice. This allows them to experience Christianity as a living faith.

Strong, caring relationships matter in this school. Each pupil and adult is known not only by name but also as an individual. As a result, they are valued. Leaders are committed to ensuring that staff receive high-quality training. For example, they have introduced effective initiatives to ensure adults receive appropriate support. As a result, the needs of individual children can be met in school. Families trust the school with the vision inspiring a friendly and caring community. Leaders consider the impact of staff workload with each decision that they make. Attendance and behaviour are impressive as pupils are happy and safe in this harmonious school. Pupils are confident that they can speak to someone if they are worried about something. They know they are listened to.

The school lives out its Christian vision because it teaches pupils about making a difference to the lives of others. Pupils champion the protection of wildlife. They care for the natural world and for those in need. Pupils want to



help others. They engage in charitable activity and donate food to a local foodbank. There are opportunities across the curriculum to learn about injustice. Pupils reflect on their learning and recount stories and information about iniquities in the world. Pupils use their voices to make decisions about matters which are important to them. For example, for their legacy project, pupils have collectively decided to design and create a mural to improve the aesthetic environment of their playground. However, there are few opportunities for pupils to connect their feelings of justice and injustice to challenging situations. This means that pupils do not fully understand how they can use their voices to positively impact the world around them.

RE is well resourced and has a high profile within the school. Developments in the subject have allowed leaders to refine the curriculum design, ensuring clear progression. Pupils show an impressive knowledge and understanding of a range of religions and worldviews. Leaders are proactive and engage with training from the diocese. This ensures leaders have a clear understanding of what good quality teaching and learning looks like in RE. Each world religion has an assigned character through whom pupils engage with RE lessons. This provides consistency between the classes and means that RE lessons feel relatable. This improves leaders' evaluation of the impact of provision.

Teaching in RE is engaging and inspirational. Pupils understand that Christianity is a global faith and are able to confidently compare world religions. A sharp focus on religious vocabulary equips pupils with the tools to articulate their ideas effectively. Visits to places of worship and interactions with religious leaders bring learning to life for pupils. Through skilled and targeted questioning and a culture of respectful sharing, pupils confidently express their opinions and beliefs. Pupils make impressive progress in their learning. As a result, pupils enjoy RE lessons and are inspired.

## Information

Address	Trent Lane, Newton Solney, Burton-on-Trent, DE15 0SF		
Date	31 January 2025	URN	112890
Type of school	Voluntary Aided	No. of pupils	26
Diocese/District	Derby		
Headteacher	Davinia Gamble		
Chair of Governors	Jaide Meyrick		
Inspector	Sarah Milne		