

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newport Church of England Junior School

Vision

Learning to make a difference through God's love. Jesus said: 'Love one another as I have loved you' John 13:34. We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the World around them.

Newport Church of England Junior 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

- This is an inclusive school that strongly expresses God's love through the values of compassion, courage and community. This leads to pupils and adults belonging to a family that loves unconditionally, where people go over and above to care for each other.
- The vision drives leaders to shape an aspirational curriculum that enables pupils to flourish. The wide range of extra-curricular clubs and residential trips broaden pupils' aspirations. These experiences shape them into good people who value each other in their uniqueness.
- Compassion is shown through genuine concern and actions for others' wellbeing and mental health. Leaders embody this value, inspiring adults and pupils to care for one another, thereby positively impacting individuals and families.
- Pupil's opinions matter and are truly valued. They learn they can make a difference in this world and to others through worship and curriculum opportunities.
- Pupils are developing a strong understanding of a range of faiths or worldviews through an effective programme of visits and visitors for their beliefs and values (religious education) lessons. This includes developing their questioning skills to exploring questions of faith and belief.

Development Points

- Enable pupils to reflect deeply on how their spiritual moments affect their own lives so that they may better articulate their spiritual flourishing.



Inspection Findings

The school's vision to make a difference through God's love is central to the community, fostering an inclusive and welcoming ethos. Pupils and adults articulate the carefully chosen values of compassion, courage and community in word and action. This leads to excellent behaviour and respect towards each other throughout the school. External partners appreciate this inclusivity, particularly benefiting vulnerable pupils, including those with special educational needs and/or disabilities (SEND). Leaders, including governors, actively develop the school's Christian distinctiveness, supported by a strong partnership with St Nicholas and other local churches. Using Bible stories and special days effectively enables pupils to articulate the vision and values well. They know these are based on the Bible and talk about how stories such as the Good Samaritan guide them to show compassion and love for each other. The school takes great care in developing its new Year 3 pupils' understanding of the roots of the vision and values. This leads to them quickly adapting to being part of the community and valuing the distinctive nature of a Church junior school.

Leaders make bold curriculum decisions tailored to the local context, broadening horizons and fostering aspirations for pupils. They prioritise inclusion to help those with special education needs and/or disabilities (SEND) thrive, while governors hold them accountable for effective provision. Pupils love learning and are empowered to listen to and give their opinions. Above all, they are confident in being themselves. As a result, leaders regularly consult with pupils to evaluate the curriculum. The wide selection of free clubs and activities, including music tuition, sports and arts, broadens the curriculum. These enable every pupil to have the opportunity to represent the school in competitions. Special days, such as careers days, provide opportunities to develop pupils' hopes for the future.

Parents and external partners value the school's commitment to developing well-rounded individuals. Leaders tailor residential trips to ensure pupils with additional needs can fully participate. As a result, these pupils and their families know they are valued in the school community. In classrooms, respect is shown through equity among classmates. For instance, some pupils learn Makaton signs to communicate with non-verbal peers. The school is developing its understanding of spirituality based on 'ows, wows and nows'. For example, when a class get-well card was damaged, the pupils worked through the Ow moment to make a new card. However, parents need to be made aware of the chosen language. Although pupils are starting to express their 'ows, wows and nows', they cannot articulate how these moments develop further, leading to deeper spiritual flourishing.

Collective worship exemplifies inclusivity as pupils and adults reflect on Bible stories that embody their values and vision. Leaders evaluate worship to adapt it to the needs of the community. Pupils and adults value these times of being together as opportunities to reflect. Pupils actively use the worship areas in each classroom and quiet reflection spaces outside. They value prayer or reflection, particularly when facing a challenging situation. The pupil worship team collaborates with church leaders to plan services for major festivals. Adults, including support staff, value and fully participate in leading worship. It inspires them in their spiritual journeys and their flourishing.

Pupils develop leadership skills through participating in groups such as the school council, global avengers, and guardians of safety. As a result, they demonstrate courage and compassion when serving the local and global community. These include pupils from vulnerable groups. The curriculum explores injustice by studying different people who have fought against injustice. This inspires pupils to learn about and to be change makers themselves. This is recognised by the school's national Global Neighbours award, which explores how to act locally to make a difference on a global scale. It has also become a 'School of Sanctuary' through developing pupils' and adults' understanding of the issues facing refugees. Pupils are inspired to raise awareness about injustice. They are



beginning to take the lead in acting in response to the 'teachers inspiring us to make a difference'. Pupils champion projects such as the toilet twinning programme. They raised funds with the support of local businesses to twin their school toilets with those in countries with poor sanitation. This was in response to learning about the consequences that a lack of proper facilities causes for people around the world. They are learning to make a difference.

Leaders have rebranded the religious education curriculum to beliefs and values to emphasise the new approach to exploring worldviews. Developed with local context in mind, the curriculum includes diverse faiths, enriching pupils' knowledge. Pupils enjoy expressing their ideas through art and discussions, fostering understanding and respect for differences. A planned program of visits and guest speakers enhances their learning, while effective training ensures teachers value the subject. As pupils move through the school, they are retaining more of their knowledge.

Members of the school community deeply care for one another and prioritise well-being and mental health. Staff support each other and extend compassion to those facing challenges. This culture results in good pupil attendance and high staff retention. Pupils support each other in class and on the playground, including activity groups run by the guardians of safety for their peers who may need support. These actions make pupils feel safe, valued and heard within the school. Pupils and adults treat each other with respect and equity. They understand that each other has different needs. Beech's Base, an outdoor learning area created to honour a deceased staff member, helps everyone navigate grief together as a community. The love shown by leaders is echoed in the commitment and love for the community shown by the other adults. They know their work and home life are valued equally. Where individuals have faced challenging times, the school has amply demonstrated the sacrificial love of Jesus to them. Newport Junior is a church school that acts courageously, cares compassionately and builds community. It is making a difference with God's love.

Information

Address	Avenue Road, Newport, Shropshire, TF10 7EA		
Date	2 December 2024	URN	123489
Type of school	Voluntary Controlled	No. of pupils	312
Diocese/District	Lichfield		
Headteacher	Nicola Moody		
Chair of Governors	Laurie Boardman		
Inspector	Mark Harrington		