

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

| <b>Netherfield Church of England Primary School</b> |   |                         |                              |
|---|---|-------------------------|------------------------------|
| <b>Address</b>                                      | Darvel Down, Netherfield, Battle TN33 9QF |                         |                              |
| <b>Date of inspection</b>                           | 10 October 2019                           | <b>Status of school</b> | Voluntary Controlled Primary |
| <b>Diocese</b>                                      | Chichester                                | <b>URN</b>              | 114514                       |

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|--|--------------|------------------|
| <b>Overall Judgement</b>   | <b>Grade</b> | <b>Excellent</b> |
| How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? |              |                  |
| <b>Additional Judgement</b>  |              |                  |
| <b>The impact of collective worship</b>  | <b>Grade</b> | <b>Good</b>      |

### School context

Netherfield is a smaller than average primary school with 143 pupils on roll. The majority of pupils are of White British heritage. The number of pupils from other ethnic backgrounds is very small. The proportion of pupils with SEND is broadly average. The proportion of pupils who are considered to be disadvantaged is lower than the national average. Leaders are used by the local authority to support the work of other schools. Ofsted judged the school to be Outstanding in all areas in February 2019.

### The school's Christian vision

'Love never Fails' (1 Corinthians 13)

We aim to nurture well rounded, confident, happy children by providing an environment to stimulate young minds academically, physically, socially, spiritually and creatively. All we do as a school is centred on Christ's teachings in the bible and Christian values.

Our values are: Forgiveness, Endurance, Friendship, Justice, Compassion and Thankfulness.

### Key findings

- The inspiring leadership of the headteacher has created a vibrant Christian learning community in which every member flourishes. Dedicated staff and skilled governors share the Christian and inclusive vision which inspires and directs all aspects of school improvement.
- Highly inclusive, nurturing relationships, based on Christian love inspire all members of the community so that no pupil is left behind. They provide the foundations upon which everyone achieves their potential and make the most of their God-given talents.
- Pupils' outstanding personal development and academic achievement result from the highly creative curriculum, range of spiritual opportunities and high quality religious education.
- Collective worship is integral to the exploration of the school's vision and core Christian values and there is clear evidence of the impact on pupils' behaviour and positive attitudes to learning. The opportunities for pupils across the school to plan and lead collective worship, however, are limited.

### Areas for development

- Widen pupils' experience of alternative styles of Christian worship, so that they can more fully understand the different ways in which Christians across the world worship.
- Develop opportunities for pupils across the school to lead collective worship in order to give them greater ownership.
- Expand opportunities for pupils to understand and celebrate diversity more fully within the United Kingdom.

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

The vision 'Love never fails' underpins all decision making in the school, its policies and routines. It has created a highly inclusive school where staff and governors ensure that no child is left behind, transforming the lives of pupils and adults. As a result, pupils develop a deep love of learning and respect for all. All members of Netherfield's vibrant, distinctly Christian learning community are united in agreement that Christian love is lived out daily. The support provided to the school from the Ashburnham Christian Trust since the last inspection has enriched and strengthened the school's Christian foundation. The vision inspires leaders to share exemplary practice with other schools. Sharing expertise is mutually beneficial: improving practice in other schools and enabling leaders and teachers at Netherfield to thrive. Staff morale is extremely high; they feel valued because their wellbeing is prioritised. They all speak of how the community supports them professionally and personally.

Leaders' commitment to improvement is demonstrated by the innovative approach to the curriculum. This has resulted in exceptionally confident and articulate pupils who achieve well. Pupils are extremely positive about all that the school offers. They are excited by the highly creative curriculum which is enhanced by specialist music, French and art lessons. Art is used extremely well to enable pupils to reflect upon and explore the spiritual dimensions of all subjects, and vibrant displays of work throughout the school illustrate the depth of pupils' responses to these enriching experiences. Governors ensure that financial and human resources are used effectively so that all pupils can flourish; the breadth of provision for vulnerable pupils, and the focus on every child's wellbeing is exceptional. High quality teaching is targeted exceedingly well to meet the learning needs of all pupils. Disadvantaged pupils achieve very high standards because leaders are successful in reducing barriers to learning. This is because adults hold a passionate conviction that the school family must welcome, include, and enable all pupils. All pupils make extremely good progress from their starting points and standards of attainment are consistently above national averages. Parents say their children are extremely happy, excited by learning and have positive relationships; all agree that this is because every child is valued as an individual. Senior leaders and governors have established a robust and thorough self-evaluation process which ensures they know the school very well. Through regular monitoring visits, governors have a very clear idea of school performance, achievement and the way in which the vision is being lived out.

Since the last inspection, leaders have developed a highly effective approach to support pupils' spiritual development. Well-targeted professional development, led by members of the Ashburnham Christian Trust has broadened staff understanding of Christian love, and deepened the exploration of the values within the curriculum. Teachers go beyond planned opportunities to make the most of questions raised spontaneously by pupils' curiosity and this has actively promoted pupils' spiritual development. Pupils articulate an informed understanding of prayer and reflection. The recently created outdoor reflection space is used eagerly by pupils who talk of the sense of peace and connection with nature that they find there. Pupils' self-esteem is impressive. They clearly articulate how the opportunities provided for prayer and reflection have guided them to know that each one of them is special, 'loved by family, friends and teachers'. Evaluation shows improvement in pupils' wellbeing and self-esteem, and enhanced awareness of their place within a community.

High quality leadership of RE makes a substantial contribution to the school's Christian distinctiveness, and pupils are inspired by the teaching. RE is explored through a broad, creative approach which encourages reflection. Pupils say that they feel RE provides the opportunity to explore their own and others' convictions. Pupils are very knowledgeable about what lies at the heart of belief and the way in which this is reflected in a range of cultures. When talking about their learning, pupils confidently express impressive understanding of different faiths. Pupils recognise many similarities between Christianity, Judaism and Islam and the importance of prayer to all. Their understanding of the diversity of faith within the United Kingdom, however, is less secure.

Collective worship provides a daily opportunity to explore Bible stories and reflect on local and world events. Pupils' attitudes are positive because they enjoy singing and listening to the stories that 'help guide us how to be good friends'. Pupils participate actively by contributing readings and prayers. They enjoy these opportunities to listen to the prayers of different-aged school friends. Pupils explain how collective worship gives them confidence to explore and challenge themselves in the way they behave. Pupils say that, having learned more about endurance in worship, they have 'learned that we sometimes have to keep trying. If we can't do it yet, we must persevere'. Links with the local church are established; it is used for special services at festival times, such as harvest and Christmas, and parents appreciate attending these services. Pupils enjoy the visitors who lead collective worship,

however, their experience of varied styles of Christian worship is limited. As a result, their appreciation of diversity within Christian worship is restricted. Evaluation by pupils and governors is collected regularly and this has addressed an issue from the previous denominational inspection. Pupil evaluations indicate a desire to be more actively involved in planning and leading worship on a regular basis.

Netherfield is a thankful and compassionate community. Pupils are articulate learners who are eager to share their experiences openly and honestly. When discussing issues related to injustice and discrimination, they identify ways in which they have been inspired to take action. Pupils talk with deep understanding of the need to make the world a fairer place, using their collection of food for the harvest celebration to more fairly distribute 'all that we have when others don't'. Pupils' understanding of global and local issues is effectively reinforced through links in Harare where 'people are taught to farm in the way God intended'. Relationships are exceedingly positive between all members of the school community. Pupils feel 'safe' and 'happy' and overwhelmingly say that 'friendship is important – we're all friends here'.

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| Headteacher                 | Barbara Gill    |
| Inspector's name and number | Susan Costa 902 |