



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

## Naseby Church of England Primary Academy

Address School Lane, Naseby, Northampton, NN6 6BZ

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

**Overall grade** **Good**

**The impact of collective worship** **Good**

### School's vision

'Let all that you do be done in love.' 1 Corinthians 16:14

We are inclusive, welcoming others regardless of differences, appreciating and nurturing the uniqueness of each individual. We respect everyone, showing them the tolerance, understanding and forgiveness we desire for ourselves. Love is our cornerstone – the love of God, the love of others and the love of ourselves.

### Key findings

- The individual needs of all pupils and families are fostered and developed by the school's strong Christian ethos. This includes staff mental health and wellbeing, so that all flourish.
- The school's Christian vision is embedded and evident in school life. However, the whole community does not readily articulate the biblical roots of their chosen Christian vision.
- Much has been achieved by school leaders in the worship life of the school with key involvement from the pupil Christian Ethos team. However, creativity for meaningful experiences is less well developed.
- Religious education (RE) is well planned and coherently taught across the school, supporting pupils' spiritual development. However, strategic and rigorous monitoring by governors is currently not meeting the school's drive for higher expectations across the curriculum, so that all can flourish and achieve well.
- Pupils and staff are passionate about justice, courageous advocacy, and life outside of their locality. This is still in its infancy.

### Areas for development

- Enhance the knowledge of the biblical roots underpinning the school's Christian vision so that it is clearly understood and articulated by all.
- Embed strategic and rigorous monitoring by governors to ensure even higher expectations throughout the curriculum, enabling all to flourish.
- Enrich the creativity in the worship life of the school, enabling greater independence for pupil leadership and engagement.

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

Naseby is a welcoming, nurturing, and joyful primary school where every pupil and family are known and cared for by staff. The school's Christian vision 'Let all that you do be done in love' is at the root of the individualised approach to the support and development offered to staff and pupils. As a result, pupils love and care for each other. They readily talk about the Christian vision and associated golden rule of 'do unto others as you would have them do unto you.' This supports them personally in the way they behave both in school and at home. The vision's biblical roots and link to the parable of the mustard seed is less evident within the school and the wider community. The core values of joy, resilience and love enable all to flourish and are rooted in the school's local context. There are strong links with local churches. Pupils are familiar with visitors coming into school to lead worship and speak enthusiastically about visiting the local Anglican church for worship.

Pastoral support for pupils with additional needs is a priority of the school through the work of the special needs coordinator, nurture lead and support staff. The loving approach underpinned by the Christian vision enables pupils to thrive through carefully thought-out interventions, nurture sessions and exemplary relationships between staff and pupils. The school is well supported by the Diocese, governors and parents. They are actively involved and passionate about the school's mission and impact of the vision on pupils, families, and staff. Governors do not yet have a regular and rigorous schedule for strategically evaluating their effectiveness as a church school. Parents are highly supportive of the school. There are multiple examples of the way the vision and values of the school have supported pupils to 'have the confidence to be themselves'. The impact of this is shown at home as well as at school. The school's approach during the pandemic was loving, consistent and inclusive. Staff ensured that pupils still felt part of the school family through online meetings, visits, decorating the school fence and certificates sent home through the post.

School leaders have a clear understanding of recent developments in Church school education. They are committed to providing high quality professional development for all staff and carefully consider workload and wellbeing. There is a strong feeling of family, with staff looking out for one another and offering support and love to ensure flourishing for all. The curriculum is well planned to meet the needs of all learners and encourages pupils to ask big questions and develop a joy for knowledge. Leaders ensure there is curriculum flexibility, enabling pupils to be knowledgeable about world events, such as the recent conflict in Ukraine. The school has a clear definition of spirituality and time is given during the day for reflection in classrooms for pupils. Staff are invited to reflect and pray with a local church leader regularly.

The Christian vision of the school engenders a powerful sense of dignity and respect. Pupils readily articulate how they apply the vision and values of the school to help them include others, show forgiveness, and solve conflicts. Consequently, behaviour at the school is good. The Relationships and sex education curriculum is well planned and aligned to the school's Christian vision and values. Pupils and staff have a keen sense of looking outwards and supporting others. For example, they communicate regularly with older members of the community through their Naseby Neighbours initiative. Pupils and staff raise funds for an African kindergarten, and they are developing regular communication through letters and pictures between the two communities. This is ensuring pupils are able to consider life outside of their locality and apply the school's vision 'Let all that you do be done in love.'

Collective worship is planned well and is central to the life of the school. The pupil Christian Ethos team is active in planning and leading worship regularly. This is because leaders have ensured this group receive training which has then enhanced their impact through a well written and pertinent action plan. Worship is invitational, inclusive, and engaging. Song and prayer are both used to link themes. Regular evaluations from pupils and staff ensure that feedback is acted on. For example, the Christian Ethos team now invite younger pupils to light the candles at the beginning of worship and include their reflections alongside those of older pupils. The impact and value of worship in school is evident because pupils and staff articulate how it has enabled their faith to grow. Worship inspires them to be 'better people' by taking social action to help others. Those who lead worship are beginning to reflect on how it can develop creativity and allow for deeper meaningful experiences for all. During the pandemic, worship was continued daily online for those learning at home, engendering a sense of community and belonging.

The RE lead ensures that the curriculum is coherent, well sequenced and engaging for pupils. Staff are confident in their knowledge due to the training that has been provided for them and pupils enjoy their learning. Good practice on assessment in RE is shared with other schools. A range of effective RE resources are used, benefitting pupils' spiritual

development. Pupils speak confidently of the importance of understanding different faiths and beliefs in a diverse society. They are encouraged to consider big questions in RE, such as ‘What might the kingdom of heaven be like?’ Older pupils critically reflect and consider the link between spirituality and religion. Due to the pandemic, visits to places of worship have not yet resumed, so pupils currently have limited firsthand experiences of faith communities.

All members of the Naseby school community are committed to the desire that the Christian vision and values are lived out daily. This is making a difference to the lives and outcomes for pupils and adults.

### Contextual information about the school

Date of inspection	16 June 2022	URN	140736
Date of previous inspection	23 June 2015		
School status	Academy inspected as voluntary controlled	NOR	73
Name of MAT/Federation	Guilsborough Multi Academy Trust		
Diocese	Peterborough		
Headteacher	Louise Cook		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	The Head of School has been in post since September 2021		
Inspector's name	Jo Westaby	No.	C2015
QA Assessor	Lizzie McWhirter	No.	244