

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Newtown Church of England Primary School

Vision

Growing together in strength, love and wisdom, we shine.

“Let your light shine” Matthew 5:16

Newtown Church of England Primary 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 creates a truly joyful community where all are known, loved and encouraged to realise their potential. This vision and carefully chosen values underpin leaders’ actions. As a result, pupils and adults flourish.
- The vision drives thoughtful decision-making around the curriculum. Consequently, pupils develop a love of learning as they are offered multiple opportunities to discover new gifts and talents.
- Care for the wellbeing of pupils and adults greatly enhances the Christian character of the school. Vulnerable pupils and those with special educational needs and disabilities (SEND) thrive because of the thoughtful provision that they receive.
- The religious education (RE) curriculum is well planned. Creative, engaging and challenging, it embodies the school’s vision. As a result, it allows pupils to explore deep questions successfully.

Development Points

- Enhance opportunities for a broader range of pupils to have a voice on issues of importance to them. This is to empower them to be the drivers of change concerning issues of injustice.
- Develop a common language of spirituality to create shared understanding, identify further opportunities for spiritual development and evaluate their impact. This is to support both pupils and adults in their spiritual growth.



Inspection Findings

Newtown Primary School is a beacon of light in the community. It is a warm and welcoming school that fully lives out its vision. Here, pupils and adults are nurtured and encouraged to become the best they can be. Careful consideration is given to the needs of pupils. They are known and cherished by the adults that support them. Consequently, there is a sense of purpose and joy in learning. Shaped by values of strength, love and wisdom, leaders and staff are inspirational in their outworking and modelling of the vision. They have high aspirations for pupils and ensure that this small school offers 'big opportunities'. Pupils' lives are enriched as a result. Thoughtful extra-curricular provision and carefully planned visits expand pupils' horizons and give them the chance to 'let their light shine'.

Working closely with governors and as a federation, leaders make bold decisions around curriculum design. This enhances pupils' experience and means that learning is exciting. Events such as federation faith days, where visitors from America shared their experiences of Christian life, further support this provision. Staff at both federated schools work together to share resources, knowledge and experience. Newer teaching staff particularly value this partnership and have grown in confidence and expertise as a result. Pupils also benefit greatly from this collaboration, learning from one another and forming new friendships. SEND pupils are supported by a committed team. Enhanced training enables staff to provide bespoke interventions. Pupils and parents see the positive difference this is making in their daily lives. Learners benefit from the chance to reflect on questions of meaning. For example, in English challenging texts are selected so pupils consider moral and ethical issues. They encounter different perspectives and learn to express their own views in response. However, there is limited shared language around spirituality among pupils and staff. Moments for spiritual reflection are not consistently planned for in the curriculum. This means that opportunities for spiritual development often arise spontaneously. As a result, some chances for pupils to grow and develop spiritually are missed.

Inclusive and invitational collective worship provides an uplifting start to the school day. By experiencing a diverse range of styles, pupils and adults alike explore their own spirituality. They find meaningful ways to reflect and pray. Partnerships with local churches and the diocese further enhance worship, providing pupils with engaging and meaningful experiences. They encounter Bible stories and explore their significance through opportunities to contemplate and discuss them. These reflections inspire them to demonstrate love, wisdom, and strength in their actions. In line with the vision, leaders are emphatic that worship should be joyful. In this way, pupils are encouraged to celebrate each other's success and to acknowledge all that is good in God's world. They nominate their peers for values awards, recognising those who embody these qualities. The result is pupils who 'lift one another up' and delight in serving others. In this way, worship contributes significantly to their flourishing.

There is a deep-rooted sense of community at Newtown. This permeates all aspects of school life and is seen in the strength of relationships, including in times of challenge. Pupils and adults are rightly proud of the way they work together. Staff consciously model the attitudes and values they wish to see in pupils. The school community is united in its approach. Pupils treat each other with kindness and respect. Many volunteer as playground buddies to support those who may be struggling. As a result, a caring and inclusive culture is woven throughout. Worry monsters and worry boxes foster independence while allowing pupils to feel heard and seen. This means that they enjoy coming to school and staff take proactive steps to help those who need additional support. Sensitive pastoral care and a culture of openness and non-judgement ensures that both pupils and adults are well cared for.



The vision empowers pupils to use their gifts and talents to address issues of injustice. They recognise that they can advocate for change and stand up for what is right. They understand what injustice is and seek to address it through charitable work and by making ethical choices in their daily lives. Some see a role in tackling injustice through prayer, seeing it as a way to inspire action within their community. Older pupils relish the chance to represent their peers in the school parliament. Their own interests and passions are matched to the various ministerial roles, allowing them to 'shine' as individuals. They grow in self-belief due to this sense of responsibility. Opportunities to fundraise and support local causes, such as through collections for the foodbank, are embraced by pupils. They learn about how charities support people and, in doing so, appreciate the impact of their donations. This outreach work develops their understanding of how they live out the vision and values in the wider community. At present, this is largely driven by staff. This limits the scope for pupils to lead on, and engage with, issues of injustice more widely.

RE is highly effective. At all ages, pupils are encouraged to 'let their light shine as theologians.' The subject is highly valued and well resourced. Pupils delight in their RE learning because an engaging curriculum stimulates them. Many confidently use religious vocabulary when talking about what they have learnt. Because this learning is secure, pupils make connections with prior knowledge. In turn, this enriches their understanding of a range of religions and worldviews. Close working with the subject leader and the diocese ensures that teachers of RE have the knowledge and skills they need. This enables them to be confident and effective in their work.

Information

Address	Newtown Church of England Primary School, Newtown, Wem, Shropshire, SY4 5NU.		
Date	17 March 2025	URN	123490
Type of school	Voluntary Controlled	No. of pupils	92
Diocese/District	Lichfield		
MAT/Federation	Newhampton Church of England Schools Federation		
Headteacher	Ben Crompton		
Chair of Governors	Matthew Tople		
Inspector	Lauren Nicholson-Ward		