



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

Newington Church of England VC Primary School	
Address	School Lane, Newington, Sittingbourne, ME9 7LB

### School vision

Realising the God-given potential in everyone.  
Welcoming, Forgiving, Generous, Flourishing.

Newington Church of England Primary School supports our whole village community by providing rich and creative learning opportunities so people may realise the God-Given gifts within them, encouraging kindness, forgiveness and a generous heart.

We instill self-worth and values through love, support and experiential learning so that everyone will be equipped to embrace life in all its fullness.

As a welcoming school we firmly believe in working in partnership with our families to ensure all children have a window to the world. Like Jesus and Nathanael, everyone at Newington CEP will have time to reflect on their experiences and be empowered to step through doors so they flourish in life.

“COME AND SEE”  
John 1: 43 – 51

### School strengths

- Leaders' understand the community well. This has enabled the formation of a Christian vision, in which the pupils, staff and community flourish.
- The school welcomes all pupils and families. Adults support every individual to build resilience and develop self-worth.
- Leaders are dedicated to promoting the mental health and well-being of both pupils and staff. As a result, the pupils and staff are supported in all they do.
- There are strong partnerships between the school, church and community. They are valued by all, leading to experiences that enable pupils to be prepared for the world.
- Enriched collective worship leads to pupils and staff feeling loved and cared for, as a result they flourish.

### Areas for development

- Extend opportunities for pupils to broaden their experience, by initiating decisions about social action. This is to enable them to take greater personal responsibility as agents of change, within their community and beyond.
- Develop the role of pupils in collective worship. This is to provide even greater opportunities for spiritual flourishing.
- Continue to embed the school-wide understanding of spiritual development enabling pupils to further develop and flourish.

## Inspection findings

Newington Church of England Primary School embodies a culture of generosity and kindness, creating an inclusive and nurturing environment for all. The leadership team has successfully fostered a learning atmosphere enriched with first-hand experiences. This has significantly boosted the self-esteem of pupils and is equipping them for the world beyond school. Leaders, in applying the school's Christian vision, have strengthened connections with both parents and the local church community. Guided by the vision, the school's leaders, staff, and clergy have collaboratively initiated several impactful improvements, driving rapid and positive changes. A key example of this is the integration of real-life experiences into the curriculum. Through trips, events, and guest speakers, a love of learning has been fostered among pupils. The school's commitment to supporting all pupils, particularly those with special educational needs and disability (SEND), is strong. Staff plan collaboratively to provide opportunities for all pupils, enhancing their educational experience and enabling them to thrive.

The school's vision translates into tangible benefits for the pupils. Recent enhancements to the outdoor areas, including a stage for fostering creativity and an adventure play area, promote health and well-being. These improvements, along with the woodland area that provides hands-on nature experiences, boost self-esteem and confidence. They clearly reflect the school's commitment to holistic development. Pupils enthusiastically participate in these outdoor learning opportunities, often expressing their enjoyment of learning outside. Parental feedback is overwhelmingly positive, highlighting the school's supportive environment that helps children overcome individual barriers. Parents rightly appreciate the staff's dedication, noting that they frequently go above and beyond in their efforts. The school's welcoming atmosphere extends to parents. This is evident through offering them various ways to engage, such as stay and play sessions, church events, and participation in school trips. This inclusivity strengthens the school community and reinforces the supportive network for pupils. Additionally, there are a variety of visitors to the school, including clergy and authors. This enriches pupils' understanding of the world and provides diverse learning experiences. However, while the school has initiated opportunities for spiritual development, pupils currently lack the confidence to discuss these experiences. This is making it difficult to assess their impact fully. Currently spiritual development is not as ingrained and effective as other aspects of the curriculum.

Leaders have supported pupils to become advocates for change. They have developed roles of responsibility such as worship leaders and a school council. The pupils raise awareness of different charities and are passionate about environmental concerns such as waste and trees. They are beginning to be empowered to make changes through their actions, but this is at an early stage. In particular much of it is adult led. Pupils enjoy their activities in the community, such as helping out regularly at the local church to serve coffee and cake. Pupils have grown in confidence when interacting with adults at these events and eagerly anticipate them. These close community partnerships are reciprocal. Families and carers work alongside the pupils to raise funds and awareness of a range of charities. For example, they raise money for local, national and international organisations in an annual charity week.

Pupils are welcoming at Newington and are inquisitive. They behave well, and when conflicts arise, they refer to their school values to resolve them. For instance, these values help support them in saying sorry and asking for forgiveness. Parents are able to raise their concerns through a generous open-door policy, which they access regularly. This approach supports the school and parents to work in partnership to resolve issues. Adults in the school are highly approachable and trusted by the pupils. This is evident from the way pupils confidently express to trusted adults their worries or

concerns. They also enjoy using prayer boxes to share their thoughts. The community is welcomed to witness the school in action through shared events and parents' evenings, aligning with their biblical narrative. Flourishing can be seen in the way adults in the school and church support well-being. In particular, pupils look forward to their worship where they link the curriculum with worship themes. They are able to recall key messages from worship during the day and act on these messages to resolve problems.

Worship is invitational and welcoming. Pupils have opportunities to reflect and to share their thoughts. They value worship and enjoy the message behind the Bible stories. There is time in worship for peace and time for engagement with each other. Talk partners are used effectively to support the development of key messages. Pupils value this time to share ideas and this supports them to understand the story better. Pupils recognise that prayer can happen anywhere in the school and outside. Pupils understand prayers to be messages to God and that offering a prayer helps some people. They recall the Christian values of the school and the teachings of Jesus. Adults in the school link worship with the school vision, which they live out through supporting each other. Leaders and staff work together on well-being ideas, as a result the school is a happy place full of love.

Religious education (RE) is effectively led by an experienced member of the school team and is given high priority. Leaders drive the curriculum and enrichment activities forward, with initiatives like community work at the church. This fosters strong partnerships between the school and clergy. Regular visits by governors support the school's aims, and the RE lead effectively uses diocesan resources for training. Consequently, teachers receive valuable training and professional development. Senior leaders and governors review RE through pupil voice activities, learning walks, and lesson observations. Staff are well supported to teach the challenging curriculum. Pupils take pride in their RE books and eagerly share their work. The RE curriculum begins with big questions and discussions, promoting reflection. It offers a sequenced and balanced exploration of world religions, enhancing pupils' confidence in various religions and worldviews.

The inspection findings indicate that Newington Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	27 June 2024	URN	118649
VC/VA/Academy	Voluntary controlled	Pupils on roll	207
Diocese	Canterbury		
MAT/Federation			
Head of School	Simon Krafft	Executive Head- Tara Deevoy	
Chair	Peter Marshall		
Inspector	Howard Fisher	No.	2223