

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hugh Joicey Church of England First School, Ford	
Address	Ford Village, Berwick on Tweed, TD15 2QA
School vision	
<p>Love one another (John 13:34) ~ Love learning ~ Love nature</p> <p>Values</p> <p>Kindness, Perseverance and Thankfulness</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is the foundation on which a compassionate and nurturing school community is built. • The vision and its associated parable of the Good Samaritan, underpins the strategic direction for leaders. It shapes an outward looking curriculum which enriches the learning experiences of all groups of pupils. • The head teacher, governors and staff care deeply about the school community. They are committed to maintaining an environment where wellbeing is enhanced and all can flourish through the outworking of the school's vision and values. • A meaningful partnership with the local church enhances the school's worship life. This contributes powerfully to the flourishing of all. • School leaders ensure religious education (RE) has a high priority at Hugh Joicey Church of England First School. This is reinforced by developments in curriculum evaluation and a comprehensive system of monitoring and support. 	
Areas for development	
<ul style="list-style-type: none"> • Integrate and enhance the school community's approach to spirituality during collective worship. This will enable all to reflect upon and communicate their own spiritual growth. • Develop further the positive relationships and responsibility that pupils demonstrate towards one another at school. This will enable them to challenge injustice more widely, make ethical choices and be agents for change. 	
Inspection findings	
<p>The Christian vision at Hugh Joicey Church of England First School is firmly embedded. Upon this, a compassionate and nurturing culture exists which enables all members of the school community to flourish. School leaders have expertly woven their vision into daily school life. To 'Love one another, love learning and love nature' powerfully reflects the school's unique location and needs. It is an idyllic school where leaders are unwavering in their sense of responsibility. The head teacher, governors and staff are committed to living out their school vision underpinned by the values of kindness, perseverance and thankfulness. Pupils confidently explain their school vision in the context of the parable of the Good Samaritan. Leaders recognise that 'neighbours' in the rural context of the school can mean many different things. Consequently, the Good Samaritan is used</p>	



expertly to promote love for all. The core values of kindness, perseverance and thankfulness are reflected daily in the relationships between staff, pupils and the wider community.

At the heart of the outward looking curriculum is the school's vision. It is an unquestionably positive driver for change, inspiring and enhancing the lives of pupils and adults at the school. The head teacher, governors and staff are passionate advocates for their school. Leaders work with determination to ensure the individual needs of pupils with special educational needs and disability (SEND) are met. With care and compassion, they go above and beyond to support pupils and their families. Leaders are unwavering in their resolve to enable all to thrive. The delightful forest school is central to the outward looking approach of the curriculum. It is used daily to provide rich and varied learning opportunities. Early Years pupils learn about the feelings of others as they paint in the beauty of the forest school. These moments enable pupils to flourish as they use the forest environment as an inspirational source of learning about themselves, others and nature.

Collective worship is enhanced through a meaningful and mutually beneficial partnership with the local church, St. Michael's and All Angels. Weekly visits, from several different church representatives, are eagerly anticipated by pupils as are their half-termly visits to the church. These coincide with significant times in the Church calendar and provide opportunities for pupils and adults to flourish spiritually. Collective worship is comprehensively led by the head teacher and the school's vision is at the heart of these plans. These reflect opportunities which are central to the school's vision and core values and are clearly influenced by Church partners. Moments of joyful singing, prayer and reflection are common which build a strong sense of community. The 'Collective Worship Crew' begin and end worship which builds inclusiveness. Worship ends with an inspirational moment as pupils repeat the final five words of the parable of the Good Samaritan. They touch the fingers of their hand as they say collectively 'go and do the same'. This illustrates their strength of commitment to fulfilling the school's vision and associated values. Leaders recognise that the school community's awareness and understanding of spirituality is at a developing stage. Introducing the concept of looking inwards, upwards and outwards is helping this. Strengthening this in the context of collective worship will support the experience of spirituality for adults and children.

Maintaining the wellbeing of pupils, staff and their families is a fundamental element of the vision in action. Children at the school experience this compassionate and nurturing living reality in their daily interactions with one another and staff. Leaders use approaches such as therapeutic play and instill consistent approaches to promote positive mental health and wellbeing in pupils. The school has a member of staff trained as a mental health lead who prioritised the development of a mental health and wellbeing policy. Further to this, they ensure all staff are trained to recognise the importance of secure mental health and emotional resilience. Leaders have a comprehensive knowledge of their local context and are focused upon ensuring that pupils and staff are supported. Both staff and parents talk of the nurturing and caring family atmosphere at the school where every member of staff knows every pupil. Staff demonstrate in their relationships with one another, and in the support that they provide, that the vision is their guide. This coherent approach creates a supportive and loving school environment and promotes the flourishing of all.

Children at Hugh Joicey First School have a strong sense of justice. Buddy systems build positive relationships and children demonstrate care, responsibility and respect towards each other while they play and learn. The head teacher is determined for pupils in his care to look outwardly beyond the school's rural location. Interactive resources provide regular opportunities for children to learn about and develop respect for others' beliefs, feelings and faiths across the world. This helps pupils to develop a sense of understanding and recognition of injustices. Opportunities to challenge injustice at the local level and participate in social action are becoming more common. Year 4 pupils, taking part in a leadership programme, recently raised money for the Air Ambulance. Younger pupils participate in litter picks to improve the environment in the local area. Challenging injustice more

widely, making ethical decisions and being agents for change at different levels of society is not yet embedded.

RE is a key component of the curriculum and reflects the importance placed upon it in a Church school. The school works regularly in collaboration with the Diocese of Newcastle to enhance the learning experience of pupils in RE. Staff enthusiastically discuss the rich and varied training they receive and the support they are offered. Children confidently voice their enjoyment of RE and proudly describe their favourite lessons and pieces of work. Leaders plan meaningful trips that significantly contribute to pupils' knowledge and understanding of diversity. Thoughtfully used resources demonstrate Christianity as a global living faith such as photographs of the baptism ceremony in different locations. Following a visit to church to learn about baptism, Key Stage 1 children explored pictures of baptisms in the River Jordan. This reinforces the challenge, balance and diversity of RE. Comprehensive monitoring and support by the subject lead and governors provide a strong sense of structure and accountability. Thematic units are used to provide assessment opportunities where pupils can reflect upon and combine prior learning. Pupils make good progress in RE as a result of the balanced and well-structured RE curriculum.

The inspection findings indicate that Hugh Joicey Church of England First School is living up to its foundation as a Church school.

Information			
Inspection date	18 June 2024	URN	122291
VC/VA/Academy	Voluntary aided	Pupils on roll	47
Diocese	Newcastle		
MAT/Federation			
Headteacher	Chris Roberts		
Chair	Adele Pearson-Atkinson and Keith Gribbin		
Inspector	Kevin Taggart	No.	2246