

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Central Walker Church of England Primary School	
Address	Lancefield Avenue, Newcastle upon Tyne, NE6 2NP
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>A place to shine ... 'Let light shine out of darkness and God's light shine in our hearts,' (2 Corinthians 4: 6) Love, Endurance, Hope, Forgiveness, Peace</p>
Key findings
<ul style="list-style-type: none"> • The school's vision, of being a 'A Place to Shine', has a transformational impact on the lives of pupils and adults. It reflects leaders' deep understanding of the needs of the local community and a determination to enable all to flourish. However, a small number of parents are not yet fully integrated into the close knit school family. • The strong focus on the vision means that mental health and holistic wellbeing are prioritised. The impact of recent key appointments, together with training to develop staff members as expert wellbeing practitioners, is profound. • The aspirational curriculum is a beautiful reflection of the school's vision and its core values. Pupils quickly learn to become caring members of the school community. They are given life changing first hand experiences. Supporting pupils in becoming agents of social change is less well developed. • Distinctively Christian and consistently inclusive collective worship is at the heart of school life. A rich balance of whole school and class based worship contributes significantly to the wellbeing and spiritual development of pupils and staff. • A carefully planned and well-balanced religious education (RE) curriculum is having a marked impact on the flourishing of pupils. Pupils' ability to articulate what they have learnt is impressive. RE lessons support pupils in celebrating difference and developing a respectful understanding of the views and beliefs of others.
Areas for development
<ul style="list-style-type: none"> • To shine the school's light even further to continue to develop community cohesion. • To deepen the school's shared understanding of how to help pupils to become agents of change to live out the vision.



Inspection findings

All church school expectations are not only met but are exceeded at Central Walker School. A deeply embedded Christian vision to be 'a place to shine' is transforming the lives of pupils and adults. Highly effective leaders and staff give pupils the opportunity to live out their dreams. They take them to auditions and football matches during weekends and holidays. Staff deliver life changing experiences for pupils and families, such as a trip to the seaside during the summer holiday. Innovative practice in supporting attendance improves the wellbeing of many families.

Positive relationships are prioritised. This is seen in the ways the school interacts with partners, including local churches and the diocese. The school benefits from excellent relationships with others in the NEAT Academy Trust. The headteachers live out the vision, giving freely of their time, including on their non working days.

Leaders invest significant time in building trust with all members of the parent body. Their success is evident in exceptionally positive relationships between pupils of all backgrounds. The priority given to relationship building and emphasis on 'love' and 'forgiveness' result in excellent behaviour. Notwithstanding the challenges of the open-plan school building, pupils are highly focussed during lessons. Transitions around school and between lessons are seamless. Relationships on the yard are courteous and respectful.

Emphasis on excellent relationships is evident in the way staff are treated. They describe the extensive support they receive, including wellbeing days and mindfulness training. They appreciate their innovative values based appraisal system. Exceptional individualised support is provided, including external counselling and mentoring. Staff explain how support from leaders has a profoundly positive impact on their wellbeing and effectiveness as practitioners.

Pupils are clear that 'there are no outsiders' and that everyone is able to shine. They explain that 'everyone gets a chance to be you, and you are amazing'. Pupils look after one another. They take delight in respectfully learning about the lives of classmates whose backgrounds are different from their own. Following an RE lesson involving the Ten Commandments, two pupils compared their learning with the rules most important to Muslims. Leaders' determination that there should be 'no outsiders' is evident in the extraordinary way parents speak about support they receive. They see the school as a 'lighthouse' which guides them. This includes learning English, counselling during difficult times and completing paperwork 'to make sure there was food on the table'. A small pocket of the parent body is not yet so well integrated. The school has plans to develop cohesion in the community even further.

Staff know each family remarkably well. Communication and individualised support is exceptional. Staff use a rigorous tracking system to monitor academic, personal and spiritual wellbeing. Leaders understand that correct staffing is critical to ensuring appropriate support. The appointment of a welfare and wellbeing lead is already having a significant impact. Pupils are referred, whenever needed, to the nurture room. Innovative use of this resource by expert, well-trained staff has a transformational impact on pupils' self-regulation, resilience and independence. From their earliest time at school, pupils are supported brilliantly in understanding their feelings and becoming responsible citizens. As a result of the emphasis on 'loving', they freely share resources, including with visitors.

The vision shapes the curriculum. Staff consider carefully what pupils need in order to succeed. Tailored planning ensures they quickly make accelerated progress. The curriculum encourages hope and aspiration, especially through big questions. It is brought to life through first hand experiences, eye opening trips and inspiring visitors. Pupils are encouraged to




identify and challenge injustice. They speak articulately and with great understanding about the impact of deforestation, for example. The curriculum enables pupils to discover and then explore their local area. As a result, they are proud to be part of their community. Some already 'shine' and are making a difference locally, including through litter picking and recycling initiatives. The school is planning to further develop pupils' understanding of what it means to be an agent of social change.

Opportunities for spiritual development are seized in all curriculum areas. For example, when sketching flowers, pupils are afforded time to marvel at and give thanks for the beauty of creation. The geography curriculum includes space for pupils to reflect spiritually. They do not simply study a mountain range. They also contemplate being on top of it and respond deeply to how that makes them feel.

Rigorous evaluation and planning of collective worship ensures that it is inclusive. Everyone can take part with integrity. As a result, it has a deep impact on the lives of pupils and adults. They value it as vital for 'setting them up for the day'. Worship is used to develop confidence. Every pupil and staff member shares in shaping and leading worship. Mindfulness and breathing techniques equip pupils to cope with difficult circumstances at school and at home. Pupils demonstrate highly detailed understanding of Bible stories and their impact on their lives. A particularly successful collaboration with local churches supports spiritual development during the school day and beyond. The skilled Mission Initiative Newcastle East (MINE) youth team facilitates powerful prayer space experiences and messy church sessions. Written responses in reflection areas demonstrate pupils' understanding of different aspects of prayer. As well as giving thanks, pupils freely express mistakes and regrets and prayerfully seek forgiveness. Prayer is not forced but is respected by all. Many pupils turn to prayer in their darkest times. In keeping with the school's vision, they also pray for and ask God to help others. They trust that 'He will listen to us and make something happen'. The 'word for the week' provokes spiritual discussions between pupils on the yard in their free time.

Pupils are overwhelmingly positive about RE lessons. They value them as a safe place to debate questions to which there is no right answer. They also appreciate the opportunity to learn more about a range of faiths and world views. Staff use RE sessions to develop reading and vocabulary skills. As a result, the extent to which pupils can articulate their learning is exceptional. Theological reasoning is exemplary. Pupils articulate accurately the similarities and differences within and between different faiths. RE is contributing significantly to character development. Respectfulness, curiosity and global citizenship are powerfully enhanced through RE. It is given high priority in the weekly timetable. Monitoring by leaders, including governors, is extremely rigorous. As a result, a new assessment system has been introduced this year. This enables pupils and their teachers to see clearly the progress made in each unit taught.

	The effectiveness of RE is		Excellent
	<p>The well balanced RE curriculum is carefully chosen to meet the needs of the pupils. Through art, drama, debate, visits and visitors, it is made highly memorable. Pupils speak articulately about their prior learning, making insightful comparisons between the faiths and world views they study. Thoughtful use of resources and attention to the needs of individual groups ensure that all pupils make excellent progress.</p>		
Information			
School	Central Walker Church of England Primary School	Inspection date	11 November 2022
URN	144270	VC/VA/Academy	Academy
Diocese/District	Durham;Newcastle	Pupils on roll	451
MAT/Federation	DNEAT		
Headteachers (job share)	Dawn Day and Faye Kerr		
Chair of Governors	Claire Leith		
Inspector	Charlotte Tudway	No.	2115