

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

NCEA Thomas Bewick Primary School

Vision

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

NCEA Thomas Bewick 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.

Notable Strengths

- Guided by a clear Christian vision, NCEA Thomas Bewick's ethos and daily life are shaped by love. This inspires pupils and adults to thrive within a caring and compassionate community.
- An ambitious curriculum builds pupils' confidence, identity and sense of purpose. Inclusive provision enables pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Families also feel valued and included in school life.
- Collective worship is carefully planned and inclusive. It offers meaningful opportunities for prayer and reflection, enriching pupils, adults and the lives of families. This strengthens the spiritual life of the school community.
- Care, compassion and inclusion are embedded in daily life. Guided by a vision of love, strong relationships create a nurturing environment and sense of belonging. As a result, pupils feel valued, confident and they thrive.
- Religious education (RE) benefits from a well-planned and sequenced curriculum. Pupils engage enthusiastically, take pride in their work and broaden their understanding of the world. This enables pupils to become informed, respectful and reflective learners.

Development Point

- Enhance pupils' opportunities for spiritual reflection that contribute to their flourishing. This is to deepen their awareness and understanding of their own spirituality.
- Strengthen the use of RE summative assessment by leaders so that progress can be evaluated accurately. This is to enable leaders to respond effectively to pupils' needs, ensuring all can flourish in the subject.



Inspection Findings

Vision and Leadership

Love lies at the heart of the Thomas Bewick's Christian vision and shapes the experiences of pupils and adults alike. It is underpinned by the Northumberland Church of England Academy's (NCEA) values of love, inclusivity, goodness, hope and truth. This has helped to develop a culture where pupils grow in confidence and character. Staff, clergy, governors, pupils and the NCEA share a strong understanding of the vision and recognise its impact. This is evident in acts of care, kindness and compassion. These moments include welcoming pupils from the playground and carrying out daily 'check-ins.' These experiences help pupils feel valued and nurtured. They also reflect a vision that shapes leadership decisions and the wider life of the school. Leaders are proactive in addressing barriers to participation. Assistance with uniform, educational visits, and opportunities such as music tuition and choir enables pupils to access the wider life of the school. Meaningful relationships with families further strengthen the school community. Events such as 'stay and share' workshops help to foster a strong sense of belonging. Governors provide effective guidance and challenge, ensuring the vision continues to guide improvement. Consequently, pupils and adults take pride in belonging to a community shaped and sustained by love.

Vision and Curriculum

An inclusive curriculum, shaped by the school's Christian vision, enables pupils to achieve success regardless of need or circumstance. Leaders are committed to helping pupils participate fully in school life. They identify barriers and provide appropriate intervention. Close partnerships with families support the effective meeting of individual needs. Access to the NCEA's SEND provision menu provides additional expertise where required. As a result, pupils engage confidently in learning and develop a proud sense of belonging. Learning experiences are accessible, meaningful and ambitious. However, pupils' understanding of spirituality is not sufficiently developed to consistently articulate its impact. Adaptive teaching and responsive guidance enable pupils to make sustained progress. Memory boards help pupils securely recall prior learning. Communication is prioritised through the consistent use of stem sentences. This enables pupils to articulate their ideas with growing confidence and precision. Prayer spaces in the church and the school's garden area provide thoughtfully planned opportunities for reflection. Consequently, these spaces nurture wellbeing and spiritual growth through opportunities for stillness and contemplation.

Worship and Spirituality

Collective worship is central to the school's Christian character and significantly supports pupils' spiritual development. Each day, the school community gathers for reflection, providing opportunities to pause and consider daily experiences. These moments help pupils reconnect with the values that shape school life. Rooted in the Christian vision, worship incorporates music, storytelling, prayer and reflection to engage pupils and staff. Inclusivity is a particular strength. Adaptations and an alternative 'Calm Worship' enable pupils with additional needs to engage meaningfully. Because of this, pupils ask thoughtful questions and increasingly apply worship messages to everyday life. Pupils contribute through reading, singing, leading prayers and sharing ideas. This develops confidence, leadership skills and ownership of the school's spiritual life. Regular visits from clergy enrich worship and deepen understanding of Christian faith and practice. Support from the NCEA and diocese includes training and professional development. This continues to strengthen worship and enhance staff confidence. Biblical teachings are linked to real-life experiences and relationships. This encourages pupils to reflect on their choices, responsibilities and interactions with others. Consequently, pupils develop as thoughtful, reflective and compassionate individuals.

Vision and School Culture

Inspired by the biblical call to 'do everything in love', leaders have cultivated a caring and inclusive community. Pupils and adults are treated with dignity and compassion, creating a culture where they feel valued and



nurtured. Love is evident in the way staff consistently go above and beyond for pupils and families. The sensory room, work of the 'Beyond Youth' team and specialist workshops for families provide targeted support when it is needed most. Together, these initiatives reflect the school's commitment to responding compassionately to the needs of its pupils and families. Relationships sit at the heart of school life, with staff knowing pupils well and responding swiftly when support is required. Trauma-informed approaches help pupils feel understood and ready to learn. Restorative practices encourage pupils to reflect on their actions, rebuild relationships and make positive choices. This, in turn, develops empathy and responsibility. Leaders ensure the Christian vision shapes decision-making and daily practice, placing wellbeing and inclusion at the centre of their work. Staff wellbeing is prioritised through protected training time, dedicated well-being days and support from the NCEA. Therefore, pupils and adults flourish within a community where love is lived out through actions and words.

Vision, Justice and Responsibility

Pupils are inspired to make a positive difference because the school's vision places love at the heart of everyday life. They understand that showing care, compassion and kindness can have a transformative impact both within and beyond the school community. Opportunities for self-reflection are woven throughout school life. Through the 'Hearts in Action' reward approach, pupils work to demonstrate love through acts of kindness and care for others. Partnerships with care homes, community organisations, churches and the 'Beyond Youth' team provide opportunities to live out these values. Pupils regularly engage in social action and fundraising initiatives. This includes supporting food and clothing banks and donating their own hair to charity. These activities demonstrate a commitment to helping those in need. Such experiences deepen their understanding of fairness, compassion and justice while encouraging them to consider the needs of others. This means that pupils confidently advocate for causes that matter to them and challenge injustice with growing courage. They also recognise their responsibility to be agents of positive change. As a result, pupils leave the school as thoughtful and compassionate individuals. They actively seek opportunities to make a positive difference in the lives of others.

Religious Education

Through a well-sequenced curriculum, pupils develop a secure understanding of Christianity and a range of worldviews. They learn to think critically, ask thoughtful questions and consider a wide variety of perspectives respectfully. Varied teaching approaches, including storytelling, artwork and case studies, bring learning to life. These approaches enable pupils to engage deeply with key concepts. Visits to places of worship and encounters with visitors further enrich learning through authentic, lived experiences. Pupils are knowledgeable about a range of beliefs and articulate their own views with maturity. They recognise the diversity of views within society and demonstrate respect for those whose beliefs vary from their own. Pupils also recognise the subject's value in deepening their understanding of the world around them. Artwork produced for a Spirited Arts competition centred on Guru Nanak reflects creativity and thoughtful engagement.

RE provides pupils with meaningful opportunities to explore belief, identity and the questions that shape human experience. They engage enthusiastically in their learning and take pride in their work. Memory boards, key vocabulary and sentence starters help pupils organise their thinking and recall prior learning. This enables teachers to respond effectively to individual needs. However, summative assessment is not sufficiently developed. This limits leaders' ability to evaluate pupils' progress accurately over time and measure the impact of the curriculum on pupil flourishing. Nevertheless, ongoing monitoring, including pupil voice, provides valuable insights that facilitate the continual refinement of teaching and learning. Support from the NCEA and diocese strengthens professional development and collaborative practice across the school. As a result, lessons remain engaging and purposeful, with greater consistency in teaching and learning.

Information

Address	Moorhouse Lane, Ashington, NE63 9LP		
Date	01 July 2026	URN	148766
Type of school	Academy	No. of pupils	245
Diocese	Newcastle		
MAT	Northumberland Church of England Academy		
MAT Chair	John Brearley		
Headteacher	Jessica Hodson		
Chair of Governors	Mike Samuels		
Inspector	Steve Whelerton		