

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Selborne Church of England VA Primary School

Address School Lane, Selborne, Alton, United Kingdom, GU34 3JA

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

Good

The impact of collective worship

Excellent

The effectiveness of religious education (RE)

Good

School's vision

'Therefore encourage one another and build each other up, just as you are already doing.' (1 Thessalonians 5: 11) Our core vision and values of love, fellowship, truth and courage are deeply embedded in daily life. They influence the decisions and choices the pupils and staff, and governors make every day. Our pupils care for themselves, their school and God's natural world. They see when people need help and step forward to support them.

Key findings

- A distinctive Christian vision is clearly lived in the school community through well understood Christian values. However, the vision is not explicitly expressed in the school's written policies.
- An excellent approach to spirituality and reflection is evident in class journals written by the pupils. The impact of this is seen in the very strong prayer life of the school. However, opportunities for teaching about spirituality in curriculum subjects are not formally identified.
- Excellent collective worship is very well planned and organised with good pupil involvement. It is deeply moving and inspiring, both reinforcing the vision and inspiring pupils to action in the community.
- There is a strong sense of Christian community which ensures the flourishing of pupils and adults in line with the vision. This continues to support and sustain everyone following recent difficult times.
- Religious education (RE) is very effective and has clear impact on the lives of the pupils. However, there is limited understanding of the global variety of Christian practice .

Areas for development

- Improve knowledge and understanding of the diversity of Christian worship around the world to help pupils appreciate the rich variety of possible approaches.
- Identify opportunities for promoting spiritual development in all subject areas to maximise the impact of teaching and learning.
- Make the vision more explicit and evident in school policies to show that it drives and motivates all areas of life.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The headteacher and staff promote an effective Christian vision and associated values of love, fellowship, courage, and truth. They are supported in this by a committed team of governors and local clergy. They effectively monitor and evaluate the impact of the vision by visiting the school regularly and completing a comprehensive evaluation form. There is a clear system for using this to inform future planning and continuing improvement. Leaders enable staff to flourish and feel valued. The vision is truly lived by pupils and is apparent in positive relationships and good behaviour. They readily link the Christian values with Bible stories. The school has a very strong sense of community driven by the values derived from the vision. This is seen in supportive partnerships between the school, parents, the church, and the wider community.

Every classroom has a spirituality journal, and pupils use this book to reflect on the impact of their thoughts. Writing down their spiritual reflections helps them see the growing relevance of the vision to their lives. Leaders ensure the vision has high priority, and governance is very effective. The governors say, 'the vision is how we are, it's not just an aspiration'. However the link between the vision and written school policies is not explicit. The Diocese also provides very good support to the school. Strong leadership is evident in the strategic thinking of the school development plan.

The Christian vision is lived through comprehensive care in educating and supporting all pupils. The vision encourages spirituality, creativity, and progress. Pupils are encouraged to 'build one another up' (1Thessalonians 5: 11). Parents appreciate the approachability of staff, and communications from school through weekly newsletters. This is reflected in a considerable number of testimonials and personal anecdotes. Parents comment that their children 'use the language of Christian values' at home as well as at school. There is a sense that everyone is valued, with needs appropriately met. Disadvantaged pupils and those with special needs and disabilities (SEND) are well supported. Pupils explain that 'learning pits' are really useful when they have 'Help I'm stuck!' feelings in lessons. There is a broad curriculum and particular opportunities to encourage spiritual development. Special examples of this include a peace garden, and spiritual reflection areas in every classroom. Opportunities for further spiritual development in all subject areas are not formally identified. Pupils reflect well on their learning, and readily make connections with biblical material. The way the vision is lived ensures the positive mental health and wellbeing of the school community. The effects of a recent skipping workshop promoting physical and mental health are evident in the playground activities of the children. As a result, adults and pupils are well cared for and feel thoroughly supported.

Pupils realise their potential in various ways. They react positively to reflective moments in lessons, and informally in personal interaction. Pupils understand that Bible teaching promotes human flourishing. They realise Jesus' example may help them achieve the same. Pupils know the importance of social action, and are actively involved in a school council, peer mentors, and a group of Church school councillors. Older pupils understand themselves as agents of change motivated by the vision and values. They know that Jesus' concern for justice motivates them, and a display in the hall reinforces this. Pupil church school councillors visit other church schools and share ideas. All pupils are enthusiastic in working together, and most are very articulate. There is an understanding that biblical stories may help to resolve differences of opinion and show dignity and respect. The school's Christian approach emphasises the value of everyone before God. There is a clear recognition of the importance of Christian forgiveness derived from the vision. The 'Peace Garden' is an outdoor space used by pupils to reflect on spiritual matters and their impact on their lives. There is limited understanding of global diversity in Christian practice. However, the distinctive Christian ideals of love, fellowship, and trust are modelled by the whole school community.

Collective worship is excellent and occurs daily bringing the whole school together. It is strongly invitational and inclusive, and pupils respond well with beautifully accurate and enthusiastic singing. Each class brings a lantern from their class reflection area to create a greater light. Worship opens by sharing 'the peace' and closes with pupils taking the light of their lanterns back into the world. This is deeply moving with a strong spiritual impact on all participants. Prayer is very important in the life of the school, and is seen in the use of

prayer trees in classroom reflection areas. These together with the spiritual journals show the excellent impact of collective worship on the lives of the pupils. Pupils identify moments which inspire action, particularly around matters of justice. Visits to church take place on the special occasions of the church year and the clergy visit and lead worship regularly. Pupils readily share their experience of church, including the significance of some making their first communion. Music is important and pupils explain how this is a vital part of their worship, and is an expression of spirituality. As a result of this, the school choir sings at special services in the church. Pupils understand the significance of Christian festivals and their impact. An understanding of the Christian idea of God as Father, Son and Holy Spirit is evident. Pupils explain this using various images and recognise the impact it might have on their lives. Values derived from the vision are strongly linked to every act of collective worship. Pupils participate in worship, and there are opportunities for planning and leadership which give them ownership of this activity.

RE is well organised throughout the school. Staff involvement in Diocesan training and local RE support groups strengthens teaching and learning. The subject has clear impact on the lives of the pupils and their personal spirituality. Pupils readily speak about their enjoyment of RE and display clear and confident knowledge of Christianity and world faiths. As an example, they readily express appreciation of the vibrant colours and spirituality of Hinduism. They show a depth of understanding of religious symbols in explaining their significance. Feedback on work is both written and verbal and stimulates further progress. Comments in books help pupils develop skills and there is good evidence of thorough learning. Good classroom displays provide a highly stimulating environment, promoting learning. Older pupils understand Christianity as a living faith and speak about its effect on society. However, understanding of Christianity as a multicultural world faith is limited.



The effectiveness of RE is

Good

Good practice is very evident in RE. Planning, monitoring and evaluation are all well organised. Effective tracking of individuals shows very clear pupil progress including those with special educational needs and disabilities (SEND). Quality features include the ability of pupils to give confident and articulate age-appropriate accounts of Christianity and world religions. Their depth of knowledge, seen in their work, enhances their spiritual understanding of the world.

Contextual information about the school

Date of inspection	24 June 2022	URN	116399
Date of previous inspection	19 March 2015		
School status	VA	NOR	091
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	Portsmouth; Winchester		
Headteacher	Claire Murphy		
Proportion of pupils deemed to be disadvantaged	Below National Average		
Proportion of pupils with special educational needs and/or disabilities	In Line with National Average		
Additional significant information (if needed)			
Inspector's name	Jeremy Hellier	No.	0899