

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chawton Church of England Primary School	
Address	Gosport Road, Chawton, GU34 1SG
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	Good

School's vision
<p>Jesus said 'I have come so that you might have life, life in all its fullness.' John 10: 10</p> <p>Through our core values of love, courage and fellowship, and with an enquiry approach to our inter-disciplinary curriculum, children enjoy learning about themselves, others and the world of which we are guardians.</p>
Key findings
<ul style="list-style-type: none"> • The vision is the pulse of the school, it is firmly embedded and shapes initiatives. It nurtures a deep sense of being part of a family, where all treat one another with a high degree of dignity and respect. • Pupils' diverse needs are effectively met, often by innovative approaches and individualised strategies. There is an influential culture of aspirations which raise expectations and self-belief, so all flourish. • Leaders are dedicated to the work of this Church school, they lead by example where their enthusiasm is contagious. At present, pupils' understanding of global communities is not fully developed. • Collective worship is frequently inspirational and always inclusive, with pupils of a religious faith or none, articulating the difference it makes to their thinking. However, there is scope to develop pupils' role in planning and leading collective worship further. • New approaches in religious education (RE), particularly challenging 'big questions', enable pupils to explore their own beliefs. However, opportunities for pupils to work at greater depth are not consistently planned.
Areas for development
<ul style="list-style-type: none"> • Refine approaches to monitoring pupils' skills in RE through developing an agreed understanding of working at a greater depth. Ensure there are a range of opportunities for pupils to work at this level. • Extend opportunities for pupils to plan and lead collective worship, so they can continue to contribute to improvements and enhance their sense of ownership. • Enhance pupils' understanding of global communities and create a culture of relentless compassion, inspiring pupils to be agents for change.



Inspection findings

The Christian vision is the pulse of this school, it enthuses leaders and gives clear strategic direction. It drives new initiatives, creating vibrant learning experiences and strong support for pupils' diverse needs. As a result, the school has made significant progress as a Church school. There are examples of excellent practice, such as in the provision for meeting pupils' needs and opportunities for spiritual flourishing. Refining the vision ensures it meets the needs of the locality. Staff nurture pupils so they play an influential role in the life of the community. In addition, the school widens pupils' experiences of the locality, whilst raising their aspirations. Leaders are dedicated to the work of this Church school, their drive and enthusiasm are contagious, leading by example. They create a culture of relentless improvement, seeking high quality practice. Leaders' appreciation of the biblical principles underpinning the vision are growing. They articulate how pupils can have life in all its fullness, being the best person they can be. Jesus' example is drawn upon, so pupils see how all can live well together. Leaders create a detailed plan for monitoring. This enables ongoing improvements to initiatives to raise their impact. These include introducing forest school experiences. Enthusiastic governors use the school's monitoring plans, which have led to reflection spaces in classes being introduced.

The school enables pupils to fulfil the vision of becoming life-long learners by developing skills they will need. Christian values are thoughtfully woven into all learning, so pupils recognise the difference they make. A key learning theme is the environment, and each person's responsibility of caring for God's world. Inspired eco warriors challenge waste, leading to recycling crisp packets. There are good examples of pupils being agents for change locally. Leaders recognise their next step is extending pupils' knowledge of global communities, raising their awareness of justice for all. Pupils have a deep rooted understanding of diversity, they see everyone as important. This is greatly enhanced by a range of literature texts exploring, for instance, refugees or stereotypes.

Pupils' awareness of spirituality is growing impressively. Experiences for spiritual flourishing are creatively woven across all subjects and identified in literacy texts. Pupils use a strategy which helps them to structure their thinking. Ideas are recorded in floor books, which are of high quality. Pupils express these ideas in art and drama. This is beginning to develop a language which helps them verbalise their thoughts.

At the heart of the vision is the drive to enable pupils to fulfil their potential. This is evident in leaders' focus on nurturing pupils' diverse needs. An impressive example is the initiative enhancing staff communication with pupils. This overcomes language barriers, so pupils take greater ownership of their learning. This is recognised by the diocese as exemplary practice, who show case their work. There are other examples, such as developing pupils' memory, sensory needs and core body strength, which supports writing skills. Pupils are guided to recognise and articulate their emotions. All know approaches which support them, some use effective individualised strategies. Another example of excellence is the collaborative way pupils work with one another. This creates an influential, inclusive culture. Wellbeing and mental health are effectively developed, where pupils use approaches which they find helpful. Teaching staff's high aspirations promote a tangible culture of expectations. A language of Christian values and 'I may not be able to do this yet' grows strong attitudes to learning. There is positive challenge for all, enriched by trusting relationships with staff. This enables all to feel this is a safe area to learn from mistakes. Opportunities to discover talents, in areas such as dance, raise self-esteem.

Pupils go way beyond the vision of being kind. They show a high degree of dignity and respect to one another and attribute this to the vision. New approaches to behaviour help



pupils recognise where actions can hurt others. This provides a structure for them to make amends, drawing on Jesus' teachings. Pupils' voice is influential and valued, playing a significant role in the community. For instance, the youngest pupils 'buddying' with members of the local care home. Strong partnerships enable the school to enrich provision. The diocese provides well-focused training, notably in RE. New initiatives, promoted by the local authority, extend the nurture to meet pupils' needs. Close relationships with the local church lead to significant support for governance and leading worship.

Collective worship plays a major role in deepening pupils' understanding of the vision and what it looks like. It is invitational and inclusive. Themes developed frequently inspire pupils, such as their support for the foodbank. Planning is secure, giving guidance for class worship. Recent training enhances staff skills. Pupils talk thoughtfully about prayer and how they share ideas with God. For some, it helps to give away their anxieties. Vast numbers of pupils are confident to pray spontaneously in response to themes raised. Pupils apply for the position of collective worship leaders and value the importance of this role. At the weekly meeting pupils put forward ideas for collective worship which they then lead and deliver. They liaise with peers about where improvements can be made, leading to more time being devoted to sharing ideas. Pupils confidently articulate that they would like to develop their role even further. Knowledge of Christian festivals is good, with pupils recognising their importance for Christians. They are aware of some of the traditions of the Church. Pupils have an age-appropriate understanding of the Christian belief of the Trinity. Challenges given at the end of worship are explored in class discussions, enhancing the impact they make. Pupils, with a religious faith or none, articulate the difference this has for their thinking.

Pupils talk enthusiastically about RE lessons, appreciating where this deepens their thinking. The curriculum ensures aspects of RE are progressively developed with approaches which engage pupils, such as debates. Each unit begins with a 'big question', where learners are encouraged to think like theologians and draw on biblical knowledge. In addition, they use philosophical ideas to structure and justify their thinking. Sentence starters support all to agree or challenge others positively. Pupils have a growing understanding of core religious concepts and Christianity as a living faith. Worldviews are explored thoughtfully, enabling informed comparisons to be made. There are effective systems in place which enable staff to determine how well pupils learn. However, staff are not as clear about what contributes as working at greater depth. Vulnerable pupils are well supported, they record their thinking in different ways which allow them to demonstrate their understanding. Leaders draw effectively on resources and best practice from local RE hubs. Pupils have a growing awareness of how Christianity has influenced British cultural heritage. The provision for RE fully meets church and statutory requirements.



Information			
School	Chawton Church of England Primary School	Inspection date	28 June 2023
URN	116281	VC/VA/Academy	Voluntary controlled
Diocese/District	Portsmouth; Winchester	Pupils on roll	95
Headteacher	Sarah Goldsworthy		
Chair of Governors	Sarah Addison		
Inspector	David Hatrey	No.	844