

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>East Meon Church of England VC Primary School</b>	
Address	Chapel Street, East Meon, GU32 1NR
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>At East Meon we are creating a school for the whole community.</p> <p>Through our Christian values of Hope, Love and Courage, we aim to provide an inclusive learning environment in which every child is given the necessary experiences and opportunities to achieve academic excellence, understand cultures and diversity beyond their own experience and grow to be proud of the global citizen they are becoming, while always aspiring to be the very best version of themselves.</p>
Key findings
<ul style="list-style-type: none"> <li>• The vision is embedded in the life of the school and shapes improvements. The language of the vision and Christian values is used throughout daily life and inspires pupils to become agents for change in their community.</li> <li>• Significant improvements in collective worship ensure that it has an influential role in daily life, so all recognise the difference it makes. At present, pupils' role in planning, leading and evaluating worship is still developing.</li> <li>• Inspired by the vision of caring for their community, leaders make bold decisions to create effective support to meet pupils' diverse needs. This raises pupils' aspirations and self-belief, so they flourish.</li> <li>• Pupils enjoy the new approaches in religious education (RE) notably where they are encouraged to reflect on their own beliefs. However, assessments in RE do not consistently enable the progress of all pupils to be effectively tracked.</li> <li>• Leaders are enthusiastic and dedicated to their role. They use the vision to drive improvements, seeking best practice. Pupils use an approach within spirituality which helps to structure their thinking, but they are not always confident to share their ideas or express these in a variety of ways.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Enable pupils to play a greater role in planning, leading and evaluating collective worship, so they feel they have ownership in this area and contribute to improvements.</li> <li>• Refine assessment procedures in RE to identify the progress pupils make in order to determine where further support can enable them to work at a greater depth.</li> <li>• Extend the provision for spiritual flourishing, so there are a range of ways in which pupils can express their deepening ideas. Develop a language which helps them to share their thinking well.</li> </ul>

## Inspection findings

Leaders refined their Christian vision to enable pupils to develop a greater understanding of its significance. The vision effectively addresses the needs of the locality. It ensures that the school is inclusive and meets pupils' diverse needs. As there is limited local diversity, planned experiences widen pupils' awareness of the world. Leaders have a growing appreciation of the biblical principles underpinning the vision. They use the language of being the best person you can be. They draw on Jesus' example, showing how all should treat one another. Leaders use the vision to drive improvements. This is particularly evident in their provision for vulnerable pupils, just as Jesus cared for all. Leaders are enthusiastic and dedicated, seeking the very best practice to meet different needs, because they believe all are special. The staff team perceive their role as living out the vision to show the difference it makes. They feel valued and articulate where they flourish. Leaders prioritise initiatives, adapting projects to enhance their impact. Governor monitoring is well focused, leading to improvements, such as reflection areas in classes.

Inspired by Jesus' love for everyone, leaders make bold decisions so pupils fulfil the vision and achieve their potential. Recognising that social and emotional issues are a barrier to learning, they created a hub to address this. Pupils are supported to articulate their emotions, which they are increasingly confident to share. All know of strategies which help them to feel calm. Some pupils use individualised approaches which they develop with staff. These provide positive starts at the beginning of the day and enhance pupils' resilience. Other new initiatives enrich pupils' communication skills. Staff shape learning experiences by weaving in the value of aspiration, as well as the language of Christian values. As a result, pupils' widen their horizons, and become life-long learners. Staff set high expectations and build in extension activities for all pupils. Trusting relationships with staff encourage pupils to be ambitious and tackle more challenging work. Support for mental health is good, where pupils use approaches which enhance their wellbeing.

Leaders follow Jesus' example of serving their community through shaping experiences which stimulate a love of learning. Spiritual opportunities are planned across all subjects, which grows pupils' curiosity. Pupils use a structure which helps them to organise their ideas. Spontaneous moments for reflection effectively enhance pupils' development. A recently developed reflection space is valued and used for stillness. Pupils are beginning to express their spiritual thinking in various ways, such as art, but this is at an early stage of development. Recognising the lack of local diversity, opportunities to explore God's world are woven into learning experiences. Pupils articulate the importance of fair trade, linking this to chocolate from Ghana. The focus on rainforests inspires pupils to become eco warriors. Pupils are encouraged by the vision to reflect on what Jesus would do in different situations and seek to emulate this. Drawing upon the value of courage, they wrote to their member of Parliament, challenging them on the urgency of addressing climate change. These experiences inspire pupils to be agents for change. Pupils led a 'one more' campaign, asking parents to buy an extra item of food for the local foodbank. Realising the need, they relocated this to the village hall and contribute to its distribution. Other pupils independently raise awareness of cancer, supporting for example, the Little Princess Trust. Pupils live out the vision through serving others.

The vision of creating a school for all in the community drives leaders to create an exciting RE curriculum. This enables pupils to explore their own and others' beliefs. This strengthens pupils' respect for all. The RE leader draws on Diocesan support to introduce new approaches to learning, such as drama and debates, which stimulate interest. The enquiry approach poses 'big questions' to explore. Pupils know how to challenge their peers' thinking

or add on their own ideas. They draw on biblical knowledge as well as philosophical ideas to justify their answers. Discussions are valued, where they learn from one another as well as how to disagree well. Pupils' understanding of core religious concepts is growing, as is their knowledge of Christianity as a living faith. They talk about worldviews thoughtfully, reflecting on how faith shapes actions. Assessment procedures are not fully developed, so the progress pupils make in some year groups is not consistently tracked. This does not enable strategies to be put in place to provide further support.

Collective worship plays a central role in extending pupils' understanding of the vision and what this looks like. It is inclusive and welcomes all. Bible stories help pupils to understand what Jesus would do in different situations. Ongoing improvements nurture pupils to understand the significance collective worship themes have for their daily life. Each week a challenge question extends pupils' understanding of the significance of themes. For instance, pupils are given a courage token to give to a peer when they show this. These questions are discussed in class, deepening their understanding, recording ideas in large class folders. These show pupils' thinking developing. Class and key stage worship allows pupils to explore themes at an age-appropriate level. Staff have greater confidence and skills to lead worship following training from the Diocese. Planning is detailed, it gives guidance, links to visual resources and key questions, ensuring a consistency. There is a thoughtful understanding of prayer, where pupils articulate how it helps them to let go of worries. Pupils have begun to plan, lead and evaluate worship, but this is at an early stage of development. Pupils, from a range of faiths or backgrounds, articulate how collective worship influences their community.

Enabling everyone to be the best person God made them to be is fundamental to the vision. This enthuses leaders to establish partnerships which enable pupils to flourish. Leaders perceive their role in the centre of village life. They model this to pupils, who increasingly lead projects, notably raising awareness of the importance of recycling. Diocesan support, particularly in RE, grows staff knowledge. The local church offers opportunities to celebrate Christian festivals, so pupils feel part of a wider Christian family.

The Christian vision shapes this caring community, where all feel valued. Pupils consistently articulate how Christian values make a difference to attitudes and relationships. They follow Jesus' example, showing a good degree of respect and dignity to all. This is evident in the way pupils become buddies and celebrate others' successes. Pupils develop a language which enables them to solve disputes using Jesus' ideas, so all can move on together. The Christian vision stands out in the way this community learns and lives well together.

Information			
School	East Meon Church of England VC Primary School	Inspection date	27 June 2023
URN	116284	VC/VA/Academy	Voluntary controlled
Diocese/District	Portsmouth;Winchester	Pupils on roll	94
Headteacher	Amy O'Toole		
Chair of Governors	Lucy Gaisford		
Inspector	David Hatrey	No.	844