

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Blasius Shanklin Church of England Primary Academy	
Address	Albert Road, Shanklin, PO37 7LY
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
The effectiveness of religious education (RE)	Good

School's vision
<p>We aim for the highest standards and our vision for each child is for them to enjoy and achieve in life in all its fullness, following in the footsteps of Jesus.</p> <p>'With God all things are possible' Matthew 19:26</p>
Key findings
<ul style="list-style-type: none"> • The vision is deeply embedded in the life of the school. It underpins the school's strategic direction and is used by leaders to drive improvements. This enables the school to make rapid progress, so pupils understand the difference the vision makes for their lives and thinking. However, pupils are not confident to become independent agents for change. • Wide ranging support for vulnerable pupils lead to them developing positive attitudes to learning, raising aspirations and self-esteem. • Leaders' ambition and enthusiasm for the school are infectious. This creates a strong staff team who live out the vision. This inspires them to shape stimulating curriculum experiences which grow their love of learning. • The religious education (RE) leader drives ongoing improvements within the subject. This enhances pupils' curiosity about Christianity and worldviews. However, the school does not always provide opportunities which challenge pupils to think at a greater depth. • Collective worship enriches pupils' understanding of the vision and Christian values. This has a positive impact on pupil behaviour and relationships. However, pupils do not have the opportunities to plan, lead and evaluate collective worship.
Areas for development
<ul style="list-style-type: none"> • Enable pupils to plan, lead and evaluate collective worship so they feel they have greater ownership in this area and contribute to improvements. • Ensure that learning experiences in RE enable pupils to work at a greater depth and raise their understanding about Christianity and worldviews. • Develop pupils' understanding of global communities and create a culture of relentless compassion for all. Broaden opportunities for pupils to engage in social action and actively challenge injustice, so that they are inspired to make a difference to the world in which they live.

Inspection findings

Inspired by the biblical narrative, 'that with God all things are possible', leaders have brought stability to the school. This follows a time of change. The vision underpins the school's strategic direction and improvements, enabling all to enjoy and achieve life in all its fullness. As a result, the school is making rapid progress as a Church school, so that pupils flourish. Leaders talk of everyone being a child of God, so they are special. This enables individuals to be the best person God made them to be. Jesus' teachings and example are used in discussions about relationships, enabling all to follow in Jesus' footsteps. Leaders are totally dedicated to their work, they are ambitious and lead by example, with an enthusiasm that is contagious. They model how to follow in Jesus' footsteps. As a result, a strong staff team are committed to the vision, perceiving their role as living it out. In this way all can see the difference it makes. Staff feel valued and identify where they are nurtured to flourish. A very knowledgeable team of governors evaluate all aspects of school development rigorously. Their contribution is impressive in the formation of bold and astute strategic direction for the school.

The vision of having life in all its fullness is reflected in the drive to meet all pupils' needs. This leads to pupils becoming enthusiastic learners, and flourishing. The new curriculum is meticulously and progressively planned, so that learning is carefully matched to pupils' starting points. Pupils' individual 'passports' give detailed guidance on how they should be supported. They are continuously reviewed in response to their needs. In this way all pupils, especially those who are vulnerable, develop a positive attitude to learning, raising aspirations and self-esteem. The value placed on each person ensures that all are welcome. Pupils understand that having life in all its fullness includes how they contribute to their community and live well together. They articulate how the vocabulary of Christian values informs their actions, so they treat one another with a high degree of dignity and respect. There is a strong sense of being a family and looking after one another in love. Following in Jesus' footsteps enables pupils to appreciate the importance of forgiveness and how they can move on together. Pupils are helped to recognise and articulate their feelings, which supports their social and emotional development effectively. Strategies which enable pupils to be calm allow all to enjoy and achieve whilst in school. A dedicated room and lunch time activities nurture pupils well, so they are ready to learn. A strong culture of high expectations and aspirations underpins the school's approach for life in all its fullness. Trusting relationships with staff are underpinned by a language linked to the school's Christian values. This gives pupils confidence to take risks and challenge themselves. Mistakes are perceived as learning opportunities. Visitors widen pupils' horizons of future careers, notably on the Isle of Wight. A significant number of extra-curricular activities enable pupils to discover new talents. This grows pupils' self-esteem.

New initiatives raise pupils' enjoyment in learning. This is particularly so within the exploration of spirituality. Pupils are guided in different aspects of spirituality using symbols, providing a structure which helps them to organise their thinking. Staff clearly identify opportunities across the curriculum to develop pupils' spirituality. Further occasions to develop spirituality are embraced within spontaneous moments during the day. These are often linked to awe and wonder. A focus on vocabulary, as well as activities such as 'spirited arts', enhance pupils' capacity to grow in their spirituality. Pupils show a secure appreciation of diversity by exploring various cultures. There is a thoughtful understanding of caring for God's world. Pupils challenge the amount of waste, for example, ensuring discarded food from lunch goes to the local zoo. Staff, and increasingly the school council, model how everyone can make a difference for their community, using Jesus as an example. There is a growing awareness of




global communities, and pupils have some understanding of social action and challenging injustice. However, this is not fully developed.

Leaders enhance their provision at St Blasius through transformational partnerships with others. The Diocese of Chichester Academy Trust (DCAT) provides ongoing nurture, strengthening leadership, influencing initiatives and enriching evaluations for improvement. Links with a local school supports the growth of subject leaders through the sharing of good practice. The Diocese supports through well focused training in RE, strengthening the creation of a new curriculum and approaches to teaching and learning.

Collective worship plays an influential role in extending pupils' understanding of the vision and Christian values. It is inclusive and invitational. As a result, pupils' understanding of life in all its fullness and following in Jesus' footsteps are progressively developed. Clear guidance enables staff to lead class and key stage worship confidently. Learners talk thoughtfully of prayer and where it is helpful. Several pupils articulate that they use this time to let worries go, thus providing opportunities to grow spiritually. However, pupils do not have opportunities to plan, lead or evaluate worship. They do not feel they have a real ownership of it. Pupils, with a religious faith or none, articulate how worship themes shape their actions. Dedicated reflection time helps them to consider the significance of Jesus' ideas and how they make a difference to their actions. Local clergy lead worship, celebrating Christian festivals. This enables pupils to recognise and talk of the importance of these for Christians.

RE is led by an enthusiastic leader, who draws on a range of best practice from the Diocese and Trust. This is particularly evident in exploring big questions, thus nurturing a rich curiosity in Christianity and worldviews by all. Pupils enjoy the opportunities to discuss ideas, to share their own thoughts and to disagree positively. Pupils' knowledge of core religious concepts is growing. They know how and where RE skills can be effectively applied to deepen their thinking. Learners talk thoughtfully about worldviews, identifying similarities, recognising how faith shapes actions. This grows their sense of respect for others' beliefs.



	The effectiveness of RE is		Good	
	<p>A new RE curriculum introduces a range of engaging approaches which stimulate pupils' thinking. These include the use of drama, debate and arts. There are examples of excellent practice, notably in the classes with younger pupils. RE assessments enable staff to target support for vulnerable pupils and monitor the progress of all. The school is aware that it needs to shape learning experiences so that more pupils can work at greater depth.</p>			
Information				
School	St Blasius Shanklin Church of England Primary Academy	Inspection date	22 June 2023	
URN	139644	VC/VA/Academy	Academy	
Diocese/District	Portsmouth; Winchester	Pupils on roll	187	
MAT/Federation	Diocese of Chichester Academy Trust			
Headteacher	Alex Augustus			
Chair of Governors	Mandy Watson			
Inspector	David Hatrey	No.	844	