

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

New Forest Church of England Primary School	
Address	School Road, Nomansland, Salisbury, SP5 2BY
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	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>Learning together through friendship and faith.</p> <p>As a Church school, our ethos is built on Christian principles, which are expressed through the adoption of the story of Zacchaeus the Tax Collector, which underpins our values of kindness, fairness and hope.</p> <p>Luke 19.</p>
Key findings
<ul style="list-style-type: none"> • The Christian vision, understood and owned by the entire school, shapes every aspect of the school's work. This work is led by passionate school leaders who are personally committed to ensuring the best for every person in their care. • A tangible ethos of love, care, friendship and kindness floods this school, directly reflecting the vision. All members of the school family feel valued and exceptionally well supported, empowering them to achieve their very best. • Inspiring collective worship ignites pupils with a drive to bring about positive change in their school community and further afield. Much of this social action work is initiated and led entirely by them. • Creative and highly motivating teaching in Religious Education (RE) incites pupils to revel in opportunities to think deeply about themselves, others and the wider world. The vision in action is strikingly visible through pupils' strong sense of acceptance of each other, regardless of difference. • Carefully chosen partnerships, particularly those with their trust and local churches, enhance and enrich the work of the school. These are mutually beneficial and result in ensuring the very best opportunities for all.
Areas for development
<ul style="list-style-type: none"> • Fully embed the approach to spirituality so that pupils' ability to reflect on the world beyond the physical is further developed.

Inspection findings

At the very heart of The New Forest Primary School is the unmistakably Christian vision shared and truly owned by all. The entire school community contributed to the development of the vision resulting in a strong sense of ownership and a deep understanding. There is a tangible sense of unconditional acceptance and love for every person within the school family. The associated values of kindness, fairness and hope are the pillars upholding the vision and are continually demonstrated by staff and pupils. They articulate clearly what they learn from Jesus' acceptance of Zacchaeus and know how this story illustrates the essence of their school. This zeal, led by dedicated school leaders, ensures the ongoing centrality of the vision in daily school life.

Governors and trust leaders play a pivotal role in maintaining the vision at the core of strategic decision making. With conviction they articulate how the vision naturally shapes and steers the direction of the school. Through their work they maintain a clear focus on bringing about improvement, keeping what is best for everyone at the centre.

The school is a family built around friendship and love. Pupils, staff and parents feel entirely valued as individuals, supported and enabled to achieve their best. Staff talk fervently about the personal and professional support they receive. Leaders provide ongoing professional development in order for them to continually improve. Parents are grateful for the bespoke care school staff give them. They rightly describe the school as a place where kindness, fairness and hope thread through everything it does. Staff provide support 'above and beyond expectations' confirming the deeply rooted ethos of friendship and acceptance. The school benefits from strong, mutually beneficial partnerships with the trust, church community and diocese. These partnerships are seamless and a genuine extension of the school family. All share the same drive and passion to maintain an entirely pupil-centred approach in all they do.

Collective worship is a sacred, integral part of the day, enjoyed and valued by all. It is appreciated as a time to be still, reflect and spend time together. Worship is wholly invitational and those of different faiths and none benefit from these meaningful times. Pupils talk ardently about how, through worship, they learn more about the Christian vision and what it means to them. They enthuse about Bible stories which they learn and how these relate to their own lives. Stories inspire and motivate them to 'try to be more like Jesus'. Committed volunteers from the church community lead the school in weekly worship through song. All treasure these times and sing with great exuberance. Pupils show an impressive understanding of the Christian concept of God in three persons through the way they discuss this with each other. They regularly plan and lead worship across both sites. Their deep understanding of the vision is demonstrated through their inspirational acts of worship. Therefore, they have a great sense of ownership of these special times.

Leaders facilitate many opportunities for pupils to take on key leadership responsibilities. They see this as a great privilege and opportunity to serve others. Their instinctive succession planning in preparing younger peers for these roles highlights their commitment. Pupils take leadership responsibilities very seriously. Spiritual prefects monitor the high profile of reflection and prayer across the school. This results in them routinely initiating improvements, such as the introduction of 'picture news' to broaden understanding of diversity and global issues. The school shares this innovative work across the multi-academy trust as a model of excellence.

The school has a shared approach to developing spirituality. Prayer and reflection are central to the life of the school. Spontaneous and planned opportunities to engage in both are


commonplace as part of the curriculum and during worship. For example, pupils share their prayers and reflections at prayer stations. These are regularly updated by spiritual prefects to prompt thinking around themes relevant to school and the wider world. As a result, thinking about themselves, others and situations in the world around them is deep, often profound. This habitually prompts them to act in order to bring about change. For instance, leading environmental campaigns in their own community. Their ability to articulate spiritual thinking into what is non-tangible is developing.

As well as the culture of acceptance and love, there is a strong sense of service within this school. Despite being part of a small community, pupils are acutely aware of the diversity and needs in the world around them. They regularly engage in social action projects in support of their own locality and further afield, many of which are initiated and entirely led by them. For instance, successful bids to the council to make their school safer and more environmentally friendly. Pupils revelled in the innovative church led 'five pounds project'. They independently raised money for charities important to them, both locally and internationally. The ethos of service is also illustrated through special events which bring the whole local neighbourhood together. For example, the poignant pupil-led services of remembrance held on the local green. These moving occasions inspire everyone who attends.

The engaging curriculum is ambitious and tailored around the needs of individuals. Diversity and global issues thread throughout. Therefore, pupils are knowledgeable about the world beyond their community. This directly mirrors the inclusive vision resulting in good achievement for all. Leaders and staff know the specific needs of those they work with. Appropriate adaptations and support are provided to ensure that all are able to flourish academically.

RE is exceptionally well planned and confidently taught by staff. The curriculum is shaped around an enquiry led approach encouraging critical and philosophical thinking. Materials, including 'Understanding Christianity' and 'Discovery RE', are thoughtfully enhanced, for example through regular visits to a variety of places of worship. Leaders have supported other schools to provide similar enrichment, widening the impact beyond the school. The addition of 'question of faith' days, where pupils are immersed in key concepts and knowledge, further strengthens the curriculum. These events significantly deepen understanding. High-quality work reflects a thoughtful appreciation of the influence of Christianity and other world views on society. Staff training is ongoing and develops confidence in teachers' own subject knowledge. There are established systems for assessment to gauge progress and attainment. This effectively informs future planning and teaching.

Being part of this special school family transforms lives and equips pupils to become the very best version of themselves. They are empowered to make an active difference in their community and the wider world. The unshakable vision becomes integral to the lives of each individual and strongly equips them for the future.

	The effectiveness of RE is		Excellent	
	Rich, creative and highly engaging RE is carefully planned and aligned with the rest of the curriculum. Meaningful, high-quality learning experiences lead to excellent progress and outcomes. The quality of provision in RE is routinely and effectively monitored by school leaders, bringing about ongoing improvements. Pupils with additional needs are well supported enabling them to make strong progress from their starting points. Excellence is shared across the trust inciting widespread improvement.			
Information				
School	New Forest Church of England Primary School	Inspection date	6 July 2023	
URN	126407	VC/VA/Academy	Academy	
Diocese/District	Salisbury	Pupils on roll	157	
MAT/Federation	Magna Learning Partnership			
Headteacher	Caroline Whittaker			
Chair of Governors	Lianne Warner and Philip Smallman			
Inspector	Anna Willcox	No.	915	