



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

<b>St Faith's Church of England VA Primary School, Winchester</b>	
Address	St Faith's Road, Winchester, SO23 9QB

School vision
<p>Through the teaching of Jesus Christ and our Christian values, it is our goal to equip each and every child with the skills and tools they need to become successful, respectful and thoughtful citizens in our ever-changing future; to have the confidence, motivation, resilience, ambition and drive to strive for their dreams and to become lifelong learners.</p>

School strengths
<ul style="list-style-type: none"> <li>• The Christian vision is deeply rooted in carefully chosen, appropriate and meaningful biblical teaching. Consequently, the vision, to which leaders show an unwavering commitment, inspires and drives actions.</li> <li>• Leaders and staff actively model the school values of love, hope, trust and courage embedding a profound values-based culture. This empowers transformative actions and ensures that pupils, staff and families are treated well.</li> <li>• Through song, prayer, stories and quiet reflection, collective worship is highly engaging. It plays a powerful role in the spiritual flourishing of pupils and adults.</li> <li>• The carefully constructed religious education (RE) curriculum is effectively delivered and impactfully taught. This approach engages pupils in their learning and sustains great interest with the work studied.</li> <li>• The vision enriches the design of the school curriculum and the broader activities planned for pupils. The ambitious provision available ensures opportunities are given to pupils to flourish academically and holistically.</li> </ul>

Areas for development
<ul style="list-style-type: none"> <li>• Expand the RE curriculum to encourage pupils' deeper knowledge and understanding of a range of religions and worldviews. This is so that pupils become more aware of the diversity of religious beliefs and worldviews, locally and nationally, as well as globally.</li> <li>• Embed discretely planned moments for spiritual reflection in all curriculum areas. This is so that pupils experience a breadth of reflective opportunities that encourage personal spiritual flourishing.</li> </ul>

Inspection findings
<p>Leaders, including governors, at St Faith's Primary School have a demonstrable and unwavering commitment to the Christian vision. Their confident and thoughtful planning ensures relevant Bible teachings are used to root discussions and actions. The understanding that we are 'all one in Christ Jesus' (Galatians 3:28), underpins the school's approach to equality and inclusivity. This inspires leaders in their approach to equipping pupils, including those disadvantaged, with the skills they need to become successful. As a result, resources are allocated carefully, ensuring opportunities are</p>



given to pupils, including those temporarily vulnerable, to thrive. Pupils benefit from having access to a wide range of activities, such as music lessons and a full range of clubs and trips. Through effective monitoring and evaluation, leaders identify how pupils flourish because of the actions they take. The four core values of courage, trust, love and hope add further Christian depth to the vision. Each value, underpinned by a motivating Bible story, contributes to the vision and values forming the bedrock of the school. Staff find inspiration in the school values, describing them as ‘explicit in all we do with love at the top.’ The clear sense of Christian love is evident throughout the school and drives relationships at all levels. Pupils benefit from the welcoming community and identify how the values create a nurturing and friendly atmosphere.

The deeply embedded vision shapes the curriculum and the extra-curricular offer. Each subject is carefully planned to equip pupils with the tools they need to become life-long learners. For example, in maths pupils receive encouragement to be confident and resilient in their learning. Elsewhere, they are prompted to become courageous, hopeful and learn from their mistakes. This means that pupils succeed academically and flourish holistically. In line with the vision, leaders have established a schoolwide shared understanding of spirituality. Staff and pupils confidently use the language ‘moments to connect with something bigger than ourselves.’ This enables a strong culture of spontaneous spiritual reflection. Pupils engage enthusiastically in meaningful and deep discussions. For example, whilst reading, pupils thoughtfully express the social and moral difficulties faced by the characters. Educational visits encourage moments of connection. Visiting the Natural History Museum created lasting moments of awe and wonder. Consequently, pupils learn more about themselves, others and the world around them. Diocesan support enriches staff appreciation and knowledge of spiritual development. As a result, staff are confident when holding reflective discussions. However, explicitly planned opportunities for spiritual reflection across the school curriculum are less developed.

Staff display an impressive capacity to make the vision and associated values a living reality. They model the school values inspiring pupils to act with love, hope, trust and courage. Therefore, pupils gain a practical understanding of each value and express these confidently through relationships and actions. Pupils spontaneously collaborate and support each other reflecting the behaviours they see in adults. They delight in receiving Caring Cross rewards for thoughtfully displaying the school values. The wellbeing of staff is a priority of leaders and enhanced by the school culture. The sense of togetherness, mutual support, and guidance from leaders positively impacts staff morale and relationships. High quality training opportunities enrich staff growth, enabling them to fulfil their varied roles with greater confidence and skill. The deeply embedded values-based culture enables adults and pupils to flourish. This extends across the school community, with those in need experiencing transformative care. School leaders and staff actively seek to cradle those experiencing difficult times with love and effective support. The distinctive ethos of the school has a positive impact on pupils, and this is appreciated by parents.

The culture of treating others well spreads beyond the school community. Pupil leaders take responsibility for social change and successfully inspire their peers to support local, national and global issues. The pupil eco squad and school council lead activities with a well-placed sense of justice. Responding to a local need and aware of its global impact, eco squad members coordinate school-based clothes recycling. Furthermore, when participating in charitable fundraising pupils, wherever possible, give from their own resources. This enables them to feel like difference makers and active agents of change. The school empowers pupils to take responsibility for social action.

Collective worship is a highly valued and joyous part of each school day. Adults, along with pupils, cherish this time. They talk openly and positively about the benefits of joining acts of worship. The Bible is central to the worship and stories are carefully chosen to bring to life the school’s Christian values. Enquiry questions are woven into worship and prompt thoughtfulness. Pupils and adults

benefit from the time to pause and reflect. They enjoy the opportunity to think about how they can act differently in response to the story they have heard. This approach supports the spiritual flourishing of pupils and adults. Enthusiastic and delightful singing is a further strength of worship. Some parents will gather on the playground just to hear the pupils sing. Leaders effectively monitor and evaluate worship. The views of pupils are actively sought and influence planning. This includes an increased emphasis on pupil involvement and dramatic retellings of biblical stories. The carefully chosen words used to open and close worship make a significant impression on staff. For example, the closing phrase 'Go in peace' resonates at the end of the school day. Strong collaboration and innovative planning with the local clergy further enriches collective worship. Effective parish partnerships help to build meaningful connections between school, church and community. This furthers the spiritual growth of pupils and adults.

RE is given the priority it deserves in a Church school. Pupils of all ages are enthusiastic about the subject because the teaching is engaging and impactful. Lessons are creative and use discussion to good effect in order to support pupil enjoyment and progress. Pupils confidently discuss Christianity. They articulate thorough knowledge and understanding and demonstrate empathy for the ways in which people practise their beliefs. Pupils value learning about a range of world religions and worldviews although this aspect of their learning is less developed. Leaders effectively monitor the subject to ensure RE has the prominence and quality expected. Staff development in RE is thoughtfully planned. This enables staff to make purposeful use of assessment and deliver the well-constructed curriculum with confidence. Creative approaches are skilfully used to ensure they are accessible to all. Suitably thought-provoking activities are planned to ensure challenge. As a result of the detailed planning, confident use of assessment and high-quality teaching, pupils progress well in RE.

The inspection findings indicate that St Faith's Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	22 March 2024	URN	116374
VC/VA/Academy	Voluntary aided	Pupils on roll	150
Diocese	Winchester		
MAT/Federation			
Headteacher	Richard Fountain		
Chair	Katherine Jarrett		
Inspector	Stephen Cowdery	No.	2138