

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harnham Church of England VC Junior School

Vision

'Aspire to Succeed.'

Our Christian vision is underpinned by the parable of the Good Samaritan, alongside the quote from Matthew 23:39, 'Love your neighbour as yourself.'

At Harnham Junior School, we want all our pupils to be given the opportunity to build their spiritual journeys based on a firm understanding of treating others in the same way we would want to be treated. We want our children to flourish in an inclusive community where everyone respects each other and celebrates equity, justice and diversity with a deep sense of belonging.

Everyone at Harnham Junior School should treat each other with love, kindness and actively encourage each other to 'aspire to succeed'. Our children leave school not just having achieved well academically, but being outward facing, compassionate and always showing unconditional love for their neighbour.

Harnham Church of England Junior School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- School leadership is driving inspirational and vision focused decisions and improvements. Leaders effectively model the importance of the vision in promoting the flourishing of adults and pupils.
- The vision is lived out in deeply nurturing and caring relationships. Adults and pupils know that they are valued. They recognise the uniqueness of others and appreciate difference and diversity.
- Strong and meaningful relationships with the local church community impact positively and reciprocally on the lives of adults and pupils.
- Engaging and reflective collective worship, inspired by the school's vision, provides powerful opportunities for spiritual flourishing and personal development.

Development Points

- Embed the revised religious education (RE) curriculum. This is so that pupils encounter and understand religions other than Christianity as living faiths.
- Expand opportunities for pupils to develop their understanding of injustice and become agents of change in their local community and the wider world.



Inspection Findings

The revised and reinvigorating Christian vision has a profound impact on the community of Harnham School. It is understood and embraced by adults and pupils. It creates a culture of high expectations where deeply nurturing relationships enrich lives. The vision's focus on the biblical story of the Good Samaritan promotes attitudes of care and consideration towards others. It is evident in the loving way that pupils and adults treat and respect one another. Monitoring and evaluation by leaders, including governors, ensure that the vision has its intended impact on pupils, including those considered vulnerable or disadvantaged.

The curriculum is carefully constructed to incorporate the vision's ambition for pupils to aspire to achieve. Strengthening relationships with the local infant school support a smooth transition into Year 3. Staff liaise with colleagues in their feeder school and visit regularly. This enables them to become acquainted with, and plan appropriate support for, pupils, including those with special educational needs and/or disabilities (SEND). This ensures that pupils, from their varied starting points, flourish as soon as they join Harnham Junior School. Opportunities to reflect on the vision and values within the curriculum abound. Enhancements to the curriculum allow time to broaden horizons and develop spiritually. These include regular outdoor learning experiences and visits to places such as Salisbury Cathedral and Stonehenge. As a result, pupils enthusiastically articulate a profound appreciation of the world and their place in it.

Inspirational worship and spiritual nurturing underpin this community. Daily worship provides time to be reflective and inquisitive as pupils explore Bible stories. For example, they consider the conflict between Jacob and Esau as part of their worship focused on the value of harmony. They are challenged to consider what went wrong in Jacob and Esau's relationship and how they were subsequently reconciled. As a result, pupils and adults contemplate the importance of peace in their own daily interactions and how it can be achieved. Such opportunities to reflect on biblical narratives unite the school community in care and respect for one another. They extend occasions to develop spiritual reflection into action. The rhythm of worship is enriched by its Anglican foundation including greetings, prayers and the lighting of class candles. Singing is appreciated by both pupils and adults. Staff enthusiastically explain how it nurtures a sense of joy, enhances their spiritual development and promotes community cohesion. Thoughtful gestures such as providing cuddly toys for those who find worship difficult to access are indicative of its inclusivity. The well-established relationship with local clergy and the church congregation is cherished by the school community. The provision of a church after school club and holiday club supports pupils in their spiritual development. It builds on their learning and experiences through activities such as art and engagement with nature. The regular involvement and support from members of the church congregation in the daily life of the school strengthens bonds.

Pupils and adults are committed to supporting others as they seek to emulate the Good Samaritan. They understand the needs of their local context. The compulsion to love and care for one's neighbour extends to gifts of 'Harnham Hampers', providing food for those in need. Active involvement in visiting those in care homes positively impacts people's lives. Toys are gathered and wrapped before being distributed to those in need, ensuring that the most disadvantaged pupils receive Christmas presents. Fundraising activities abound and are often supported by the local church community. Money raised is donated to charities chosen by pupils. This, alongside leadership roles in school, nurtures a sense of responsibility towards others. However, opportunities to understand and challenge issues of injustice and bring about positive change is not fully developed.



Leaders and staff foster a culture where wellbeing and good mental health are prioritised and positive relationships blossom. A sense of love and care permeates throughout the school. A parent support adviser works closely with families to address specific needs, enabling pupils to access their learning. Staff are supported in their professional development. The trust, care and training that leaders invest in staff is rightly appreciated. Pupils are appropriately proud of their 'Values Tree'. This is used to record the actions of those caught living out the school's values. Alongside this, staff distribute tokens to pupils who display the school's vision and values. Pupils can post their token into one of two charity boxes, representing the charities that the school is supporting. As a result, wellbeing is significantly enhanced as positive relationships are fostered and pupils see the impact of their good behaviour. Difference and diversity are celebrated and embraced. During anti-bullying week, staff and pupils wear a variety of odd socks to highlight difference as something to be positively recognised and embraced. The value of each unique individual and the compulsion to love your neighbour as yourself is highlighted. Consequently, pupils and adults recognise that they are loved as part of this community for who they are.

Support from diocesan advisers to implement an exciting and relevant RE curriculum is having a positive impact. It is carefully designed to enable pupils to explore what is expected of a believer in following a specific faith. It considers the impact that this has on the life of the believer. Careful and regular monitoring by leaders ensure that RE is well-resourced, relevant and effective. Support for those with SEND is prioritised and carefully planned so that they experience a relevant curriculum. The school's vision and values are intricately woven throughout the curriculum. For example, when studying the parable of the paralysed man, pupils explore their value of tenacity. Pupils regularly experience Christianity as a living faith via discussions with members of the local church and visits to places of worship. However, such occasions do not extend to faiths other than Christianity. Consequently, pupils miss valuable opportunities to experience these religions as living and relevant faiths in society. Pupils acknowledge how RE enables them to reflect and discuss their own values and beliefs within an environment of mutual respect.

Information

Address	Saxon Road, Salisbury, Wiltshire, SP2 8JZ		
Date	12 November 2024	URN	126351
Type of school	Voluntary Controlled	No. of pupils	268
Diocese	Salisbury		
Headteacher	Helen Donnelly		
Chair of Governors	Michael Camp		
Inspector	Joanna Brookes		