

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Harnham Church of England Voluntary Controlled Junior School	Saxon Road Salisbury Wiltshire SP2 8JZ
Current SIAMS inspection grade	Good
Diocese	Salisbury
Previous SIAMS inspection grade	Outstanding
Local authority	Wiltshire
Date of inspection	26 September 2016
Date of last inspection	September 2011
School's unique reference number	126351
Headteacher	Luke Coles
Inspector's name and number	Neil Revell (Quality Assurance Assessor: Jo Fageant 104)

School context

Harnham Church of England Voluntary Controlled Junior School has 347 pupils on roll. The pupils are divided into three classes within each year group. The headteacher has been in post for fourteen years. There was a restructuring of senior staff in 2015. Most pupils are of white British heritage. The percentages of children with English as an additional language and of children in receipt of the pupil premium are lower than national averages. The percentage of pupils with special educational needs is higher than average. The school was judged as a 'good' school when inspected by Ofsted in June 2016.

The distinctiveness and effectiveness of Harnham Church of England Junior School as a Church of England school are good

- Through living its Christian values the school is a very caring and nurturing environment in which every pupil and member of the school community flourishes.
- Good links have been established between the school, Harnham Parish Churches and other denominational groups. Consequently, pupils have respect for, and increasing understanding of, diversity.
- The Christian welcome offered to everyone sets an example which contributes greatly to pupils' spiritual, moral, social and cultural (SMSC) development. As a result of opportunities for spiritual growth, including in the outside environment, pupils readily and eagerly express selfless responses and reflections to a range of challenging matters.

Areas to improve

- Leaders should ensure that their high aspirations and Christian values are summarised in a clear, shared statement which articulates their vision for education at Harnham Junior School. This is in order to support and sustain the continuing direction and coherence of all policy and practice.
- To raise further the level of excitement, challenge and engagement for learners in religious education (RE) so that it inspires even greater SMSC development.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's character is shaped by its Christian values, including *koinonia*, and as a result there is a strong sense of community and sharing. It is an inclusive church school, committed to social mobility, and consequently learners are nurtured and enabled to flourish. The on-site 'purple bus' community hub, in which the vicar plays a key role, exemplifies this commitment to whole community well-being. Outcomes and life opportunities for learners and families have been enriched and strengthened through this facility. The school's strong, holistic approach to nurture ensures that the majority of learners make good progress. Although learners talk about their core values as Christian they are not all confident about how these relate to Bible teaching. The impact of these values, however, is evident in the positive relationships and good behaviour across the school. In addition to excellent care shown by adults towards learners, there is a culture of older learners supporting their younger school friends. A number of pupils of different faith backgrounds or none share the positive impact which the school's multi-sensory outside area has on their SMSC development. Learners say that both pupils and adults use this facility and, as a consequence, feel strengthened and often calmer. In this way learners can articulate the positive personal impact of a development focus from the school's previous inspection. Through the RE curriculum pupils develop some understanding of Christianity as a multi-cultural world faith and other religious traditions. However, not all pupils are sufficiently excited and challenged by the subject and they are not consistently able to identify how RE specifically contributes to their SMSC development. Resulting from the school's Christian values of respect and friendship, pupils articulate respect for diverse communities. This impact is evidenced, for example, in school charity events for Nepal which are instigated by pupils. Due, however, to the school having twelve Christian values and, in addition, a number of 'curriculum drivers', pupils and other stakeholders are not always able to specifically identify the values or to contextualise them in Christian foundations. That said, pupils articulate that they thrive at the school because they feel safe in an environment where diversity is celebrated and where the school's Christian values, including hope and prayerfulness, are consistently demonstrated by all. Consequently, this is a harmonious school characterised by care.

The impact of collective worship on the school community is good

Collective worship is the primary way in which the school's Christian values are explored. Indeed, the school and vicar from Harnham Parish Churches have developed a distinctively Christian collective worship programme centred on these values. Worship often includes biblical material. The impact of all of these factors is that learners can articulate some positive links between the Bible, their own lives, their behaviour, their attitudes and the school's values. All members of the school community regard collective worship as an extremely important part of the daily life of the school. As a result, pupils and adults speak enthusiastically about their learning from collective worship where there are contributions from pupils, staff and visitors. Pupils have opportunities to plan and lead collective worship, which was a focus from the previous inspection. Pupils and adults joyfully sing a range of faith songs with gusto and flair, manifestly enjoying musical celebration of Christianity. This, along with a strong focus on prayer, further enhances the development of personal spirituality. Consequently, the school community understands the purpose of prayer and reflection as evidenced by pupil worship leaders who say that prayer 'is a special time when we connect with God'. Inspired by its Christian values, the school has a number of activity packs for collective worship which celebrate the school's values from a variety of faith perspectives. The impact of these resources is highly appreciated by pupils and parents from a range of faith groups and further increases all learners' appreciation of, and respect for, diversity. Collective worship is led by a variety of mainly Christian leaders, and periodically takes place in different churches and Salisbury Cathedral, thereby helping pupils to better understand a range of Christian traditions. The views of all learners and adults about the impact, style and effectiveness of collective worship are not frequently sought meaning that there is limited self-evaluation evidence. Although learners in the main appreciate the central place of Jesus Christ in Christian worship, the concept of God as Father, Son and Holy Spirit is not consistently referred to in collective worship. The result is a limited understanding of the Trinitarian nature of God. The contribution and impact of the parish vicar in tirelessly

inspiring acts of collective worship which truly meet everyone's needs is significant.

The effectiveness of the leadership and management of the school as a church school is good

Leaders, governors and staff are all motivated by the strong Christian ethos of the school as set out in the twelve values. This drives their commitment to 'helping our pupils achieve their best by knowing where they are with their learning'. In turn this means leaders have a good understanding of how well pupils are doing over time. Through this they facilitate targeted interventions and provision which result in increased levels of engagement, commitment and self-worth. However, there is no clear statement which encapsulates the school's Christian vision for education against which all policies and practice are assessed. There are some examples of the school's ethos and values impacting upon self-evaluation and strategic planning decisions. One of these was a governor decision, motivated by Christian care and school values, including compassion, koinonia and courage, to fund additional provision to meet specific identified needs of pupils. This resulted in raised standards of achievement. The school engages with some diocesan support which has improved the expertise of leaders and teachers. The vicar takes a particular interest in matters of church school education, collective worship and RE. Fellow governors appreciate how, through her own research, she alerts them to national developments for their consideration. Parents praise the school highly and value the staff who 'are approachable and go the extra mile'. The result of this is that the school remains very highly subscribed and, as parents say, 'children get excited about going to school'. The partnership with the church is strong and the vicar is a regular visitor in school, conversing with pupils thereby giving them further opportunities to explore Christian beliefs and traditions. School leaders ensure that all subject leaders receive training in inspiring a focus on spiritual development through their subjects. The impact of this is a curriculum which increasingly fosters time for reflection on spirituality and the school's Christian values. The school meets statutory requirements for RE and collective worship with senior leaders providing good support to the subject leaders and ensuring the high profile of these aspects of school life. The headteacher delegates important responsibilities to other leaders in school so that they can develop the skills of church school leadership. As pupils and adults alike state, due to its distinctive, resolute and caring leadership, Harnham Junior School is a place where everyone does 'aspire to learn' in an environment with a clear Christian identity.

SIAMS report September 2016 Harnham Church of England Voluntary Controlled Junior School Salisbury SP2 8JZ