Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Francis Church of England Primary School, Chandler's Ford

Vision

In God's love we care, trust and respect
Our vision is a community characterised by a deep passion and belief for everyone to thrive, rooted in our Christian ethos of belonging. Through sharing in God's love, we enable all to grow, learn and flourish as individuals, becoming role models for our Christian values within our community and equipping us to follow and lead in the light of God through our journey within and beyond our school to enrich ours, and others' lives.

St Francis Church of England Primary 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

- St Francis School has a strong Christian vision which is driven by a committed leadership team. This leads to a deep sense of belonging experienced by pupils and adults.
- Strong relationships are built on trust, respect, and care. Staff feel supported and highly valued through their meaningful and treasured connections with each other.
- Collective worship is central to the school's life. It is well-planned and a special time together. This gathering gives pupils and adults time to reflect and fosters insightful discussions, helping them to flourish.
- Pupils actively contribute to the school and their community. They take pride in their responsibilities whilst working to improve life for others. The leadership team value and encourage their work, which brings about change.
- Religious education (RE) is thoughtfully organised, meaningful, and varied. Leaders effectively monitor lessons and staff use assessment well to track and improve pupils' progress in the subject.

Development Points

- Integrate planned opportunities for spirituality across the curriculum. This is to enhance pupils' spiritual development, encouraging deeper exploration of meaning and personal reflection.

Inspection Findings

Pupils and adults thrive in this school due to the clear focus on the well-established Christian vision. Rooted in the Bible, the chosen three values are deeply embedded and permeate through every aspect of school life. This forms a shared understanding of the school's vision. The values help shape the culture of the school. Hence, the three coveted value bears awarded weekly, demonstrate pupils' care, trust and respect in action. The vision drives school improvement, which is monitored and evaluated adeptly by leaders at all levels. As a result, identified professional development for staff is effective. It ensures pupils and adults flourish and have high aspirations. The school's four houses enjoyed an enlightening day exploring a variety of Bible stories linked to their values. The pupils were inspired to express the stories through art. This strengthened their understanding of how the school's vision is rooted in scripture.

The vision guides the belief that everyone is unique. Staff create an inclusive environment where pupils can learn and grow together. There are increasing occasions for spiritual development. Time is set aside in lessons for pupils to reflect on their personal experiences. For example, they record their thoughts when engaging with specifically chosen character toys. These activities exemplify occasions that enhance pupils' spiritual growth. However, the curriculum has infrequent planned opportunities for pupils to explore the world with awe and wonder. This limits the extent of pupils' spirituality**.** The curriculum is thoughtfully designed and complemented by a wide range of activities including music, cooking, and outdoor learning. This also enriches the pupils' overall experience. Those with special educational needs and/or disabilities (SEND) receive effective help, enabling them to thrive. Staff work relentlessly to identify and address barriers to learning. The weekly nurture group facilitates pupils in reaching their personal targets and teaches them life skills. The school places great emphasis on developing the character of the pupil and guiding them to become a rounded individual. Lives are transformed at St Francis School due to the unwavering commitment and personalised approach. Throughout the school the culture of mutual respect, rooted in God' s love, strengthens the sense of community and belonging.

Daily collective worship is a time that adults and pupils cherish. Pupils are actively involved, with their participation being carefully planned and assisted to enhance their experiences. The pupil Christian voice group regularly takes responsibility for planning and leading collective worship for the whole school. They write and read prayers linked to the weekly theme, which helps to personalise the worship for their peers. Parents and carers enjoy the many opportunities to be a part of worship both in school and in church. This deepens their involvement in the school's spiritual life and fosters their own spiritual growth. Pupils take pride in ensuring their classroom prayer spaces are thought-provoking and peaceful places. These spaces are used regularly by pupils. Worship routinely combines a worldwide focus where pupils explore an international issue in detail together. A powerful example of this are the prayers the pupils wrote during Holocaust Memorial Day. To support the theme of the week, staff have a weekly reflection, which they value as they take time to pause and pray. Strong partnerships with the local church play a key role in enriching the lives of pupils and staff. This fosters a deep sense of belonging together. The school continues to receive invaluable assistance from the church even though they are currently without a vicar. Leaders and staff monitor and evaluate the effectiveness of collective worship. This ensures that the worship remains meaningful and relevant to the spiritual needs of the pupils and adults.

The leaders are deeply committed to the wellbeing and growth of everyone. The school's vision, grounded in Christian values, emphasises the drive for everyone living well. Pupils treat each other with kindness and respect, reflecting the school's Christian vision and values in their daily interactions. There is a sense of care that permeates

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through the school community. This ethos contributes to a positive environment for learning and teaching. There is a strong team ethic, which is reflected by staff commitment to the ideal that ‘everyone is responsible for everyone’. The vision creates a culture where individuals are treated well, and leaders prioritise staff wellbeing. A dedicated email address enables staff to send words of thanks to each other. Consequently, it contributes to staff wellbeing in the knowledge that they are valued and celebrated, even in challenging times. The school fosters a strong sense of trust amongst staff and offers a warm, tangible welcome to visitors. As a result, pupils feel comfortable and safe speaking to adults. Staff take pride in working at the school, further reinforcing the nurturing and inclusive atmosphere.

Leaders at every level are dedicated to listening to pupils’ voice. They are encouraged in their roles of responsibility and receive support to implement changes in areas that matter to them. This creates valuable opportunities for pupils to be agents of change, empowering them to make a positive impact on others' lives. Staff motivate pupils to become responsible citizens both locally and globally. This is exemplified in activities such as the choir participating in local events and pupils organising book collections for a school in Africa. Recently, the Christian voice group encouraged pupils to create a reverse Advent calendar. They collected provisions for their local food bank. Older pupils are guided by staff to mentor younger pupils with their learning. This opportunity greatly boosts the younger pupils’ self-esteem. Older pupils develop leadership and empathy skills, gaining confidence and a sense of responsibility.

The RE curriculum is highly regarded, well-managed and reflects the vision. The planning for the newly combined year groups is effective. Pupils speak enthusiastically about their learning. RE is balanced between the study of Christianity, world views and religions. Regular assessment helps teachers to plan future lessons, making adaptations thus meeting the needs of pupils. Time is given for reflection, which allows pupils to identify the relevance of the learning in their own lives. An example of this is when considering people who have a lack of freedom. Pupils understand the global nature of Christianity and the importance of respecting diverse religious views. For example, whilst learning about Muslims’ rites of passage, pupils reflect on significant moments in their own lives. They make connections across topics and world religions. Pupils engage in activities that allow them to ponder their own beliefs. Year 6 pupils highlighted an enjoyable lesson on the similarities and differences in creation stories between Christianity and Islam. This helped them to make links between world faiths. Pupils are given the opportunity in class to talk about their own faith. This aids pupils in valuing different viewpoints. Diocesan links support regular training in the subject for all teachers, enhancing their confidence and expertise. Leaders’ monitoring and evaluation secures the ongoing development of RE.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Pilgrims Close, Valley Park, Chandler's Ford, SO53 4ST		
Date	3 February 2025	URN	116402
Type of school	Voluntary Aided	No. of pupils	380
Diocese	Winchester		
Headteacher	Kay Bowen (Interim Headteacher)		
Chair of Governors	Brian King		
Inspector	Sarah Dunning		

