



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Romsey Abbey Church of England Primary School	
Address	Church Lane, Romsey, SO51 8EP

School vision
<p>Walking in the footsteps of Jesus with love, trust and forgiveness. Children Flourish</p> <p>Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in Christian values. whose culture has limitless ambition, professionalism, engagement, and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.</p> <p>'Life in all its fullness' John 10:10</p>
School strengths
<ul style="list-style-type: none"> • Leaders are deeply committed to ensuring that the Christian vision of love, trust and forgiveness can underpin all aspects of school life, • The Christian vision successfully inspires curriculum development so that it enables pupils, including the most vulnerable, to flourish in their learning and spiritually. • Adults and pupils benefit from supportive, loving relationships. Inspired by the vision, leaders provide effective professional development and are committed to the wellbeing of all. • Strong partnerships shape collective worship so that it is inclusive and reinforces the messages of the Christian vision. Worship contributes to the spiritual flourishing of adults and pupils. • Religious education (RE) has a high priority. The curriculum is well-sequenced and pupils are able to make expected progress in their understanding of Christian beliefs and practice.
Areas for development
<ul style="list-style-type: none"> • Enable pupils to live out the implications of the Christian vision in how they act, in and beyond their local community, so that they can become advocates of change. • Enrich and embed the existing opportunities for pupils to engage in spiritual reflection and prayer in order to deepen spirituality across the school. • Deepen pupils' substantive knowledge about a range of world religions and worldviews so that they can understand how these shape the lives of others.
Inspection findings
<p>The Christian vision of love, trust, and forgiveness is threaded through the school's commitment to pupils and adults. As a result of the relentless work of all leaders, pupils flourish in a nurturing and aspirational environment. All adults articulate the desire to prepare pupils so that they are able to 'live life in all its fullness'. Pupils and adults thrive in this environment of Christian hope because</p>

they feel loved. Due to its close relationship with Romsey Abbey, the school benefits from its position at the heart of the local Christian community.

Governors capably express the Christian vision through their balanced improvement planning and monitoring. Through their firm commitment to wellbeing, they ensure that the vision is woven through all aspects of school life. They ensure that the staff team is regularly provided with high-quality professional learning and personal support. For example, diocesan advisors have provided valuable advice that has contributed to the accurate teaching of Christianity in RE. All staff are empowered to provide pupils with the strong foundations to flourish in their learning. Their commitment to gently nurturing God's children creates sustaining relationships for pupils who reflect these with each other. For example, the special bonds between buddies are long-lasting and celebrated. Families who are facing challenging circumstances also benefit from the school's strong and embedded partnerships with organisations, such as Romsey Young Carers. The vulnerable and disadvantaged are helpfully supported through the school's careful signposting to mental health support agencies.

Aspiration threads through the curriculum and is interwoven as an expression of the vision. All pupils are nurtured to succeed as a result of the carefully planned learning opportunities. For example, pupils are challenged because they are encouraged to be curious and engage with deep thinking. Questions such as 'how do people feel when new babies are born?' prompts responses from younger pupils such as 'ensuring that they show their love.' The high-quality library offers pupils freedom to explore their world through well-chosen books which reflect diversity. Pupils are empowered to articulate their learning because they are taught about resilience and collaboration. Leaders ensure that resources are fairly distributed so that the most vulnerable are sensitively supported and nurtured to thrive. For example, 'The Orchard' space provides an alternative area for pupils to enjoy calm whilst developing their confidence. During the inspection, parents of children with special educational needs and/or disabilities (SEND) reported that they flourish as a result of this carefully planned provision. Leaders carefully encourage opportunities for spiritual flourishing across the curriculum. The 'psalm 23 prayer and reflection garden' provides a reflective, spiritual space to think and wonder, as well as an area to foster friendships. The impact on pupils' spirituality is less clear because the use of this facility is not yet embedded.

Collective worship provides a cherished time for the school community to gather together. Inclusive worship supports spiritual flourishing for both pupils and adults. It is planned carefully to ensure that pupils' contributions in the form of prayers are valued. Selected Bible stories or themes enable pupils to reflect upon the vision while deepening their understanding of Christian teaching. The established relationships with those who contribute to worship provide everyone with meaningful opportunities to reflect or pray. The contributions made by the local clergy team and laity have a significant impact. This is valued by parents because pupils speak of the abbey building so fondly. The night service, part of the 'abbey sleepover', offers an opportunity to spiritually connect with God through stillness or prayer. Singing is an inclusive and cheerful aspect of the school's worship, and pupils join in if they wish. Reflection areas have been established in all classrooms to reinforce the stories and themes within the worship. However, these areas do not provide sufficient opportunity for pupils to foster a growing depth of understanding about prayer.

Due to the inclusive nature of the school's vision, pupils demonstrate their understanding of the importance of caring relationships. Because they are encouraged to understand empathy, they treat each other with respect. Leaders have high expectations for behaviour, so pupils feel safe and free to express themselves. Pupils are provided with opportunities to be agents of positive change. For example, the eco-committee lives out the vision by promoting biodiversity on school grounds. They clear hedgehog runs and place bird boxes to nurture wildlife. Adults encourage pupils to be socially responsible. They highlight charitable giving opportunities in the local community, such as providing

contributions to the food bank. Leaders encourage all pupils to view love as being courageous by acting for others as well as caring for them. They create time for pupils to consider injustice and how the world could be improved for the better. For example, pupils have engaged with Christian Aid in writing letters to safeguard creation and address climate change.

RE is driven by the Christian vision. Teaching is effective because the curriculum is carefully sequenced in order to ensure that learning can successfully progress. Good support from the diocese fosters teacher's confidence and consistency. As a result, pupils are able to articulate their secure knowledge and deepening understanding of Christianity. The curriculum in the early years is rich with experiences, enabling younger pupils to enjoy and remember religious stories or festivals. Leaders capably guide teachers to make wise decisions based upon their use of the 'Understanding Christianity' resource and the local syllabus. Pupils are encouraged to ask questions and consider core beliefs alongside religious practice. In one lesson, pupils consider the qualities required for a Messiah. Their job descriptions advertise for 'wisdom, kindness and being of King David's lineage.' Older pupils are beginning to learn about worldviews. Where relevant, RE is linked to art or music as a way of expressing cultural and religious diversity. Pupils have rich but too infrequent interactions with a variety of religious communities. For example, in Year 6, pupils visit the Southampton Mosque, that enriches their understanding of belonging to a religious community. Leaders are making every effort to broaden understanding through an inter-faith week. Monitoring is effective in order to support the assessment of RE. This is proficiently gathered through marking and feedback or recording pupil responses. Overall, pupils make progress that is in line with the age expectations outlined in the local syllabus. However, their depth of knowledge about a range of world religions and worldviews is limited.

The inspection findings indicate that Romsey Abbey Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	8 November 2023	URN	116368
VC/VA/Academy	Voluntary aided	Pupils on roll	202
Diocese	Portsmouth;Winchester		
MAT/Federation			
Headteacher	Mark Harris		
Chair	Elizabeth Wagner		
Inspector	Helen Crolla	No.	918