

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broad Chalke Church of England Primary School

Vision

'We serve one another in love'

Luke 10:27

As a church school we are inspired by the life and work of Jesus.

In Luke 10:27, Jesus challenged an expert in the law. He answered, "Love the Lord your God with all your heart, all your soul, all your strength and all your mind; and you must love your neighbour as yourself."

Jesus spoke in parables to explain a concept or to challenge religious thinking. Jesus told the parable of the Good Samaritan in response to the questions "Who is my neighbour then?"

The Good Samaritan is a brilliant example of choosing to serve and love others.

Broad Chalke 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

- The deeply embedded Christian vision is the bedrock of the school's work. Pupils understand and articulate with confidence how serving one another in love enables them to flourish.
- Relationships are pivotal in the success of this school. There is a tangible sense of continuously serving one another in love. The shared understanding that everyone treats each other as they would like to be treated is palpable.
- Spiritual development has a high profile at Broad Chalke. Pupils are enabled to spend time reflecting on what makes them special. Therefore, they develop a strong appreciation of themselves as unique individuals. They respond sensitively to what they see and hear around them.
- Well-developed partnerships, particularly with the academy trust and the church community, strengthen the vision in action at the school and promote flourishing for all.
- Pupils have a secure understanding of right and wrong. They are empowered and inspired to raise awareness about causes close to their hearts and make a difference in their community. This directly reflects the vision.

Development Points

- Implement the newly developed trust-wide curriculum for religious education (RE). This is to enable pupils to have a deeper knowledge and understanding of beliefs and practices of a variety of religions and worldviews.
- Embed the planning for spiritual development across the curriculum. This is to ensure that pupils' opportunities to increase their own spiritual self-awareness are maximised.



Inspection Findings

Inspired by the parable of the Good Samaritan, love and service are central to the deeply-rooted Christian vision at Broad Chalke. Committed leaders guide by example resulting in the vision becoming firmly ingrained and the very heartbeat of everyday school life. Four associated core values, respect, resilience, hope and love, are well-known and understood by pupils and staff. They are evident in daily life, particularly in the way people treat one another. Positive relationships, existing across the school community, are an unmistakeable strength. There is a wide-spread understanding that pupils and adults should be treated in the way they would like to be treated themselves. As a result, they treat one another with respect and kindness. They have an acute recognition that everyone is different and demonstrate a clear sense of acceptance. This is reflected in relationships throughout the school community. Pupils feel confident to approach leaders and other staff with ideas and requests as they know that they will be listened to. The belief that staff know pupils well and want them to become their 'best selves' is widespread. Staff feel well-supported and cared for. Opportunities for their own professional development are provided alongside support for personal challenges should they arise. Staff know pupils and their families well. Parents appreciate the school's approach to learning focusing on development of the whole child.

Broad Chalke is entirely inclusive. Leaders ensure equity for pupils with special educational needs and/or disabilities (SEND). Personalised opportunities result in pupils being able to clearly articulate how the broad range of additional support helps them. For example, 'kitchen nurture' and time with the school dog is valued as highly supportive for pupils who need it. Its focus on social skills and restorative practices ensures pupils who may face barriers are ready to learn. Pastoral support is regularly reviewed and adjusted. This is to ensure that it meets the needs of individuals, further demonstrating the vision of serving one another in love. This work extends to learning experiences across the curriculum. These are carefully designed to meet the pupils' needs, enabling them to flourish academically.

Pupils have a deep sense of awareness of themselves as unique individuals and the differing views and opinions of others. This reflects the core of the vision: loving others as themselves. Routine opportunities for spiritual development, including during collective worship and daily 'time to think' moments, enable flourishing in this regard. Simple symbolism supports pupils' understanding of what it means to reflect and respond to different situations. This results in pupils being continuously encouraged to think deeply. They are confident in responding, often profoundly, to prompts, questions and events happening around them. Pupils record their thoughts, feelings and responses to the focus value each term. The regularity and profile of this results in pupils who are self-aware and show empathy. Pupils are motivated to make a change in the world around them. The school has strategically planned further opportunities for spiritual development throughout the curriculum, although this is not embedded.

Spiritual development is enhanced through daily acts of worship providing opportunities to reflect, think deeply and pray. Collective worship is highly inspirational and fully inclusive. Support for pupils who may find these times challenging enables them to participate. Pupils enjoy collective worship and participate enthusiastically. They talk confidently about the difference that worship makes to them. For example, helping them to understand their values and how to show them in daily life. Collective worship is planned to ensure that pupils' understanding of the vision and associated values continues to deepen. Planning is regularly evaluated and changes are made as required ensuring worship remains wholly relevant to the needs of the school. Regular monitoring of the impact of collective worship by leaders supports this decision-making process. Pupils contribute to this evaluation and review



process giving them the opportunity to shape the development of worship. For example, their views and opinions are recorded in reflection journals and the collective worship ambassadors are routinely asked for their feedback. Worship is enhanced by weekly visits from the vicar of the local church and members of The Bridge team.

Pupils have an acute sense of justice and what is right and wrong. They recognise the importance of forgiveness and believe that everyone deserves a fresh start when they make a mistake. This goes beyond feelings about one another to their local community and the world around them. Pupils take their responsibilities for looking after their school and community seriously. They are motivated to initiate and lead fund-raising or awareness raising events around causes that matter to them. They feel empowered and regularly request to plan and lead collective worship, promoting and celebrating the work they are doing. SOWA (Save Our World Association) was set up by pupils concerned about the impact of litter on their environment. As well as regularly raising awareness within the school community, their responsibilities include regular litter picks. This illustrates the impact that the vision, serving one another in love, has on pupils.

RE has a high priority within the curriculum. Pupils take part in enthusiastically in lessons that are well-planned and provide opportunities for deep thinking. Support is provided for those with SEND to ensure that everyone can participate in lessons. Quality space and time to reflect on their own beliefs and opinions and those of others is woven throughout RE lessons. Pupils enjoy learning about a range of world religions and can recall some key beliefs and cultures. Their understanding of these is not sufficiently deep. Leaders are involved in developing a bespoke trust-wide curriculum to address this, but this is not embedded. Older year groups have a developing understanding of the 'big story' of Christianity, including incarnation and salvation. Staff regularly assess pupil knowledge and understanding in RE and this feeds into future planning and teaching.

A dedicated team of governors know the school extremely deeply. They, together with DSAT, support Broad Chalke well. Established partnerships, including the church community and 'The Bridge Project', further enrich opportunities for flourishing. This is, in part, through contributions to collective worship and individualised chaplaincy work. Key people representing these partnerships are familiar visitors to the school. They are well-known and loved by staff, pupils and parents alike. The school and trust collaborate seamlessly with the diocese through the diocesan led 'Programme for Church School Flourishing'. Regular, robust monitoring and evaluation brings about ongoing improvements ensuring the vision is resulting in flourishing.

Information

Address	Newtown, Broad Chalke, Salisbury, Wiltshire, SP5 5DS		
Date	10.3.25	URN	150220
Type of school	Academy	No. of pupils	199
Diocese	Salisbury		
MAT	Diocese of Salisbury Academy Trust (DSAT)		
Headteacher	Heather Luft		
Chair of Governors	Louise Hall		
Inspector	Anna Willcox		