

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Columba's Church of England Primary School

Vision

Love Hope Respect

Growing futures rooted in Love, Hope and Respect. Promoting positive and respectful relationships between everyone within our community, creating a safe and inclusive environment. We develop an understanding that success is a result of effort, creating a culture of growth mindset. High expectations for everyone facilitate opportunities to become lifelong learners with drive and ambition.

St. Columba's 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.

Notable Strengths

- The school's Christian vision shapes decision-making and daily practice across the school. Consequently, members of the school community show a clear understanding of how the vision influences their relationships, behaviour and attitudes. This creates a culture of mutual respect and care.
- The school benefits from strong and effective support from the church and the multi - academy trust (MAT). This enhances its capacity to deliver its Christian vision and sustain improvement.
- Collective worship provides rich, engaging experiences that deepen pupils' understanding of love, hope and respect. It is inclusive, inspiring and contributes significantly to the sense of community and shared purpose across the school.
- The school demonstrates a clear commitment to nurturing wellbeing. Emotional development is prioritised and a supportive environment is provided for the school community.
- The religious education (RE) curriculum is well structured and provides rich opportunities for pupils to develop progressively in their knowledge, skills and understanding.

Development Points

- Embed work on a shared language and interpretation of spirituality. This is so pupils deepen their understanding of their own spiritual journeys.
- Extend the range of opportunities for pupils to explore issues of justice. This is to enable them to deepen their understanding of inequality and make a positive difference to the lives of others.



Inspection Findings

Vision and Leadership

St Columba's Christian vision, 'we grow futures rooted in love, hope and respect,' is designed for the school's context and is a living reality. Inspired by the parable of the mustard seed, the school nurtures small acts of kindness, courage, and compassion. These include supporting parents with school attendance and ensuring pupils are given access to extra-curricular opportunities. The vision shapes both strategic decision-making and daily practice, including curriculum design, staff development, and pastoral systems. These reflect the school's commitment to nurturing pupils as a unique and valued creation of God. It underpins a culture of positive and respectful relationships in which pupils feel valued and included. Supported effectively by the church and the MAT, St Columba's has strengthened its capacity to deliver its vision and sustain ongoing improvement. This includes ensuring that Christian values are not simply displayed but actively shape life at the school. This demonstrates the impact of its faith-led purpose in enabling flourishing.

Vision and Curriculum

Guided by the vision, leaders at St. Columba's give clear and deliberate priority to the curriculum. They are resolute in their ambition that pupils flourish and they drive improvements. Pupil voice is expected, appreciated and they know that their ideas and needs are valued by staff. For example, pupil designed passports inspire the full programme of enrichment opportunities that enable them to live life in all its fullness. Volunteers from the church listen to pupils read and support sewing curriculum delivery. The relationship between the school and local church is strong and collaborative with clergy describing how they are 'knitted together.' Outdoor exploration and experiences allow pupils to explore freely, grow independently and develop self-esteem in a natural setting. Through this, pupils deepen their understanding of the world and learn to care for living things, contributing to their spiritual flourishing. Across the curriculum, the use of enquiry-based learning fosters curiosity and encourages pupils to ask meaningful questions. This nurtures their spiritual development. However, while leaders can articulate the spiritual intent of the school, the interpretation of, and associated language used are not consistently used by staff or pupils. Consequently, the full potential for spiritual growth is not always realised.

Worship and Spirituality

Collective worship is central to the life of St Columba's and provides a strong, unifying purpose to each day. Invitational worship is valued highly and unites the school community, offering time to reflect and refresh. Pupils enjoy the messages shared which make meaningful links to daily life. They consider Bible teachings and act on them so that worship makes a positive difference. A pupil linked the parable of the Good Samaritan to their role as a play ambassador at lunchtimes. Links with local church communities provide enrichment such as worship led by church leaders, who make learning lively and relevant. Worship ambassadors deepen the spiritual experience for pupils by planning and leading elements of collective worship. They select music and prayer, guiding their peers in moments of reflection. Worship is thoughtfully accessible and inclusive. This results in pupils having opportunities for stillness, reflection and invitational prayer at their level, using ear defenders for personal, quiet prayer. Consequently, pupils deepen their spiritual awareness and growth.

Vision and School Culture

St Columba's demonstrates a strong commitment to nurturing the wellbeing of its community, prioritising emotional development. A caring, supportive environment is provided for pupils, staff and families. Love, hope, and respect underpin relationships, leadership, and personal development across the school, guiding daily interactions and practice. The biblical narrative of Noah's Ark, with its message of hope emerging after challenge, resonates strongly within the school community. This inspires pupils to trust that new beginnings and positive change are possible. Leaders go above and beyond to ensure that members of the school community are embraced and valued. For example, parents appreciate the regular workshops and support from the school, such



as the 'positive neurodiversity' coffee morning. Leaders have invested in both effective staff and training to ensure that pupils' needs are diligently planned for. Pupils flourish as a result of the care and compassion provided, while staff thrive in response to the professional and personal support they receive. Nurture provision supports pupils with special educational needs and/or disabilities (SEND), ensuring they receive targeted emotional and social support. Leaders' focus on pastoral care is further evidenced with their commitment to working with a mental health provider. Pupils' resilience, social communication skills and wellbeing are boosted by staff trained as mental health practitioners.

Vision, Justice and Responsibility

Relationships across the school are strong, characterised by mutual respect and trust in the lived-out vision. This is highlighted by the warm way that pupils, parents and staff greet each other at the start of the school day. Leadership opportunities, including the roles of subject and play ambassadors, actively support pupils' understanding of justice. They take their roles responsibly. This attitude promotes learning and supports peers across year groups, fostering a sense of service and collaboration. Through these roles, pupils experience first-hand the principles of stewardship, community, and care for others. This enables them to live out the school's ethos in practical and visible ways. For example, pupils take part in charitable initiatives and respond with compassion to local needs, such as raising funds. Their actions show a developing understanding of fairness and care for those within their community. Pupils have fewer opportunities to consider the broader issues of injustice. Consequently, they are less secure in understanding how their actions and choices make a positive difference to the lives of others.

Religious Education

The religious education (RE) curriculum is carefully designed to balance knowledge of Christianity with an understanding of a range of world views and faiths. Visits to places of worship, for example a local mosque, enable pupils to think more deeply about religion and make meaningful connections to their own lives. They foster respect for the beliefs of others which promotes empathy and reflection. The subject is well resourced, with both the MAT and the diocese offering support such as the RE leaders' network. Careful planning underpins a progressive, engaging curriculum that is relevant and connected to pupils' lived experiences.

Teaching and learning in RE are strong across the school. Teachers demonstrate secure subject knowledge and deliver lessons that are engaging, well-paced, and promote curiosity. An effective assessment system tracks progress accurately and informs future planning, leading to targeted teaching and improved outcomes. Pupils confidently articulate religious concepts, symbols, and key events, demonstrating a secure grasp of the subject. Pupils recognise that RE helps them to understand the ways that people live out their personal views, leading to respectful dialogue in lessons.

Information

Address	Tewksbury Avenue, Fareham, Hampshire, PO156LL		
Date	26 November 2025	URN	147701
Type of school	Academy	No. of pupils	101
Diocese	Portsmouth		
MAT	Diocese of Chichester		
Headteacher	Katie Viola		
Chair of Governors	Paul Docherty		
Chair of Trust	Mark Talbot		
Inspector	Tom Spurle		