

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harting Church of England Primary School

Vision

Acorn to Oak

At Harting, guided by our Christian values, we enable all to flourish and live life in all its fullness by:

- Motivating and inspiring our community's love of learning.
- Fostering a curiosity, respect and love of the world around us.
- Developing resilient and enthusiastic lifelong learners.
- Aiming to equip everyone with skills to continue their individual journey of discovery.

"I came that they might have life in all its fullness" (John 10:10)

Harting 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 is a heartfelt reflection of its commitment to flourishing. As such, it inspires innovative ideas and thoughtful actions, creating a happy and vibrant learning environment.
- Caring relationships are at the bedrock of school life, nurturing a close-knit community in which pupils and adults are known as individuals. This results in personalised provision, surrounding people in kindness.
- The school and local church work hand in hand, designing meaningful worship that enhances spiritual growth. Singing is joyful and wholesome, bringing pupils and adults together in reflection and celebration.
- Creative arts are the hallmark of the school's curriculum, enabling self-expression and personal flourishing. A wide range of clubs, activities and experiences enrich pupils' lives.
- Flowing from the Christian vision, the school's core values of love and respect are biblically rooted and deeply embedded. This means that pupils, staff, leaders and governors take active responsibility for one another, modelling compassion.

Development Points

- Enhance the school's approach to spirituality across the curriculum. This is to enrich opportunities for pupils' spiritual reflection and personal expression, as they grow from 'acorns to oaks.'
- Extend opportunities for pupils to respond to themes of injustice. This is to empower them to expand the way that they use their sense of personal responsibility to champion the needs of others.



Inspection Findings

Vision and Leadership

The school's Christian vision lays the foundation for school life, nurturing a deep commitment to flourishing. It drives the school's development and inspires all-round growth. This results in a welcoming, uplifting environment, where people thrive both individually and together. Deeply rooted in the vision, the school's core values of love and respect guide the work of enthusiastic staff, leaders and governors. This brings a special sense of togetherness, establishing a strong, relational culture that enables people to excel. Sitting beneath the vision, a set of Christian values steer the lives of pupils and staff. Subsequently, people are treated with kindness and compassion. Because the vision and values are meaningful, they empower decision making at all levels. This results in valuable opportunities for pupils and staff, enriching their lives and learning. Relevant to the school's community, recent changes have been made to the vision statement. Understood by pupils and adults as 'acorn to oak,' the vision is relatable, enthusing a personal connection with flourishing. Innovative leaders are ambitious to embed the revised language of the vision, enhancing the way that it is recognised as a symbol of hope and aspiration.

Worship and Spirituality

A special partnership exists between the local church and school, deepening pupils and adults' spiritual growth. This means that leaders and clergy work closely together, designing worship that brings the school's vision and values to the forefront. Biblically rooted, the values are a focus in worship throughout the year, providing meaning to people's lives. Thoughtful song choices and relevant Bible stories add context. As a result, pupils and adults connect with the language of the values, including forgiveness. Furthermore, the school's approach to spirituality provides a tool for reflection, inviting pupils and adults to look outwardly and within. This inspires a culture of praise and gratitude, as reflected in the school prayer written by pupil worship council. Because worship is inspiring and inclusive, pupils are enthusiastic to share their own prayers at church services, such as Harvest. Above all, singing is a cherished part of worship life at Harting. It creates a deeply spiritual atmosphere, bringing a sense of joy and unity. Worship songs enable heartfelt expression. This has a significant impact on pupils and adult's spiritual flourishing, providing opportunities for them to 'connect with God.'

Vision and Curriculum

Underpinned by the vision, the innovative curriculum inspires personal development. Consequently, it enables pupils to grow as creative and thoughtful individuals. A variety of clubs, visits, musical performances and sporting fixtures enrich pupils' lives. As a result, they are well equipped to discover their unique talents and interests, enthusing their 'individual journey of discovery.' Music, art and outdoor learning are central to the curriculum, nurturing spiritual growth and self-expression. Pupils' artwork, for example, is displayed around the school, reflecting their enthusiasm for learning. The opportunity to learn a brass instrument is embraced. Through this notable experience, pupils perform in local and national events, instilling a strong sense of purpose, togetherness and belonging. Leaders ensure that the curriculum is diverse, introducing worldwide inspirational figures. Subsequently, pupils learn about global issues, motivating their actions. For example, lessons about climate change prompt them to care for the environment. These opportunities support pupils' spiritual reflection and expression. However, opportunities for spiritual development are not mapped out across the curriculum, limiting the breadth of their impact. Guided by the vision, pupils are met with care and positivity, resulting in personalised provision. This celebrates individuals as uniquely made, supporting the way that they flourish.

Religious Education

The RE curriculum is creative and diverse. Consequently, pupils regard RE as an important subject and enjoy their learning. Ambitious leadership of RE has resulted in a redeveloped curriculum, reflecting the school's value of curiosity. Designed in partnership with the diocese, the well-balanced RE curriculum ignites pupils' respect and understanding of the world. Creative expression is central to the RE curriculum, sustaining pupils' interest in



Christianity and a range of religions and worldviews. Furthermore, planned activities are meaningful and relevant, equipping them to think deeply and connect with key themes. The carefully sequenced curriculum supports pupils to build on their learning. Overarching enquiry questions promote a culture of wondering, guiding pupils to notice and explore. This enables them to delve deeper into the areas that they experience within the curriculum. In turn, visits to the local church and a synagogue enrich their opportunities to ask questions, enhancing pupils' understanding about places of worship. They encounter images of Jesus from around the world, establishing their strong understanding of Christianity as a global faith. Staff are supported to implement subject developments, ensuring a vibrant curriculum that promotes a love of learning.

Vision, Justice and Responsibility

Pupils are helpful, caring citizens of their school community. For example, play leaders take ownership of lunchtime games, ensuring that pupils are immersed in fun activities. They provide support and guidance, creating a friendly, inclusive environment. Furthermore, through the curriculum, pupils learn about discrimination, including racial injustice. The impact of this enriches the school's loving ethos. The school's value of thankfulness is evident in pupils' acts of giving. They raise funds for national charities and donate items to local foodbanks, proud to take responsibility. Pupils also demonstrate compassion through their leadership of a gift appeal at Christmas. These opportunities enable them to recognise the hardships of others, both locally and globally. However, pupils are less clear about the power of the potential impact that they can make through their actions. This impacts on their sense of active and independent ownership for making a difference in challenging injustice. Pupil voice is heard, as reflected in a range of school-wide initiatives. For example, the school council enthusiastically gathers feedback, resulting in the design of new play equipment. Community spirit pervades school life, fostering a range of opportunities for pupil leadership.

Vision and School Culture

The school's core values of love and respect are central to school life. At the heart of the school's vision, they inspire a culture of living well together, enabling pupils and adults to thrive. Leaders and governors champion good mental health, ensuring that people are treated with care and understanding. For example, staff workload is thoughtfully considered and support is readily available to pupils and their families. This means that kindness permeates throughout the school, resulting in a positive school community where people are known. Strong relationships ensure that staff and leaders respond rapidly to individual needs, particularly during difficult times. Committed leaders sustain partnerships with external services, ensuring a range of support such as play therapy. Furthermore, the school's environment provides hope and comfort through specially designed spaces. Dedicated staff use these areas to meet pupils where they are at, enabling them to feel settled. The outdoor wildlife hide, for example, creates a picturesque space for stillness, enabling pupils to connect with nature. Indoors, the deer hut provides a calming space for wellbeing provision, surrounding pupils in love and creativity. These initiatives enrich pupils' lives, enhancing their personal growth.

Information

Address	Tipper Lane, South Harting, Petersfield, Hampshire, GU31 5QT		
Date	19 June 2026	URN	126017
Type of school	Voluntary controlled	No. of pupils	97
Diocese	Chichester		
Federation	The Weald and Downlands Schools Federation		
Headteacher	Nick Tidey		
Chair of Governors	Jeff Ace		
Inspector	Carmella Reece		