

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## Horsley Church of England VA Primary School

### Vision

Jesus said, 'Love one another as I have loved you' (John, 13).

At Horsley C of E Primary, we seek to nurture respect: for ourselves, for each other and for the world around us. As an inclusive school community, we aim to create independent, emotionally resilient and aspirational learners who are prepared for their place in the modern world. Our curriculum is outward-looking, striving to build a foundation for the future, whilst seeking to nurture children's innate creative potential. Harnessing the collective energy of our community, together we enable every child to flourish.

### Strengths

- Horsley is a school where love is central to the Christian ethos and is inspired by the vision. Consequently, it is expressed, nurtured and lived out by the whole community.
- School and subject leaders are highly aspirational for pupils. Inspired by the vision, they provide a breadth of immersive experiences and extracurricular activities that develop pupils holistically.
- Collective worship is an outward expression of the vision, enhanced by a range of worship leaders. Gatherings provide rich spiritual opportunities for personal growth in pupils and adults.
- The school's vision promotes a deep sense of fellowship. Within this cohesive framework, leaders and staff promote and nurture each pupil's unique talents.
- Religious education (RE) teaching is inclusive, engaging and creative. As a result, pupils achieve highly, contributing to their social, moral, spiritual and cultural development.

### Development Points

- Ensure that the school's vision clearly underpins all aspects of the curriculum. This is so that pupils understand how the vision enables them to flourish in their learning.
- Continue the school's journey by ensuring that leaders and staff embed spiritual language within school activities. This is to raise pupils' confidence in articulating their understanding of spirituality.
- Extend opportunities for pupils to reflect and act upon issues that they see as unjust. Use these to deepen pupils' understanding of how they can make a positive difference in the world.



## Inspection Findings

Christian love exudes across the school. The thoughtfully chosen vision reflects the context of the community it serves, whilst embracing the heritage of its foundation. For example, the unique '3:1 project' of connecting church, community and school, resonates with the vision. This close working relationship harnesses the collective energy of the community, so that pupils and adults flourish through their joint fellowship. The vision is expressed through deeply embedded Christian values. Learners understand that these values are chosen from Bible stories and are able to apply them to their own lives. Visitors, parents and carers recognise this and extol the loving culture within the school community. Adults also thrive through leaders and governors who nurture and care for them. Time is taken to make sure staff feel loved and valued. They are therefore able to grow in spirit and professionally. Governors and leaders effectively evaluate the impact of the school's vision. They ask pupils about their learning, conduct staff surveys and analyse data. Consequently, they make audacious, strategic decisions to ensure that pupils and adults thrive.

The school's values of love, friendship and perseverance weave naturally into a creative curriculum designed to reveal the best in each pupil. For example, within geography, pupils are given opportunities to convey their own feelings about their place in the world. However, in some subjects, the vision is less prominent in influencing the curriculum. This limits pupils' understanding of how the vision helps them learn well. Purchased schemes, selected to reduce staff workload, are adapted to individual needs. This flexibility enables learners to help shape the curriculum with their own ideas and interests. Teachers have high aspirations, nurturing pupils' unique talents. Therefore, pupils are well prepared for life beyond the school. A rich variety of extracurricular activities, such as music, sports and plentiful clubs, enhance their holistic flourishing. Some subjects provide opportunities for pupils to express their spiritual awareness, such as spiritual movement in physical education. However, pupils' use of a common language to express spirituality is at its early stages. Thus, their understanding is underdeveloped. Parents and carers value the love and support they receive, demonstrating close school and family bonds. Staff who work with learners who have special educational needs and/or disabilities (SEND) promote inclusion. Skilful staff are deployed thoughtfully. They actively listen to pupils' views in forming the curriculum. Consequently, pupils from a wide range of backgrounds and starting points enjoy school and experience personal success.

Collective worship is a much-cherished part of the school day. True to its Christian foundation, worship welcomes all. The school's vision permeates through each gathering, reinforcing a love for all. Led by a range of leaders and styles, it offers celebration, learning key messages from Bible stories and quiet reflection. Clergy are proactive in the community, strengthening relationships. Their involvement secures a greater understanding of Anglican traditions and invitational prayer, enriching spiritual awareness. Pupils gather for daily worship in church, understanding that it is their special time with God. They sing passionately and, even the youngest children, join in with prayer. Acted-out Bible stories are engaging and immersive. As a result, pupils accurately remember biblical teaching and understand how to treat others with respect. Moving acts of worship bring the whole community together. This often inspires pupils to act. For example, after learning about compassion, students were motivated to raise money for a local charity supporting childhood disfigurement.

Respectful relationships based on 'love and friendship' are central to the school's vision. This is witnessed by pupils' exemplary behaviour and calm, focussed attitudes during lessons. Staff and pupils talk passionately about all being equal and part of the Horsley family. Pupils say, 'it is cool to be unique' and this nurtures a culture of tolerance and respect. Their views and ideas are taken seriously, cementing school as a fun and safe place to be. Good mental health is a high priority in school. Leaders show unequivocal compassion towards staff. They encourage flexible working hours, support family time and enable staff to 'flourish in their ministry'. Staff, in turn,



are committed to fostering supportive relationships with families. They offer valuable assistance, for example, helping with form filling, offering food parcels and providing pastoral guidance.

The vision's values of compassion and generosity, coupled with the biblical story of The Good Samaritan, engender a culture of care and responsibility. Pupils demonstrate the vision when they look out for each other by giving a 'thumbs up' to make sure a friend is all right. Moreover, older pupils are 'buddies' to younger pupils and peer mediators help sort out minor disagreements at playtimes. This nurtures a culture of forgiveness and justice. Leadership roles, such as school council membership, help pupils develop responsibility towards others. They fundraise by holding cake stalls for the Salvation Army or Red Nose Day. Parents and carers value how pupils are encouraged to 'have a voice' about social injustice. However, pupils are not routinely given opportunities to explore and act upon issues that they see are unjust. Therefore, pupils' understanding of what they can do to make positive changes locally and further afield is underdeveloped. Partnerships locally are strong and encouraged. Working with link schools assists pupils by expanding their horizons and friendships. Community initiatives with residents and church members, such as partnership reading schemes, shows pupils how building positive community relationships benefits everyone.

The RE curriculum encompasses depth and diversity. Rich experiences ensure that learners are prepared for living in today's world. Pupils value visits to places of worship as well as visitors from a range of religions, who explain their faith. These experiences deepen pupils' knowledge and understanding of Christianity and a range of other world religions and worldviews. Older pupils relish leading 'experience days'. For example, during 'Experience Pentecost', key Christian concepts were explored, boosting pupils' understanding. Learners confidently discuss diversity within religions, such as the importance of the Hajj pilgrimage within Islam. Experienced subject leaders and the diocese provide regular professional development for teachers. This makes a significant impact upon shaping a curriculum relevant to their pupils. For example, younger children act out the Christian sacrament of baptism, using familiar items such as a builder's hat, enabling them to see its importance.

Teachers plan adventurous RE lessons, therefore providing quality teaching experiences. This makes a significant contribution to pupils' motivation, bringing about inquisitiveness. Older students ask questions about how faith inspires different ways of thinking. Younger pupils ask and answer challenging questions. These lively discussions lead to a superior quality of work, presented with care. Inevitably, standards are high in RE. Learners revisit topics on a cyclical system. Carefully sequenced lessons, building on previous information, deepens understanding and, consequently, pupils make good progress. Subject leaders rigorously moderate, monitor and evaluate standards of work. Staff share good practice and, as a result, pupils often exceed expectations.

## Information

Address	The Street, Horsley, Gloucestershire, GL6 0PU		
Date	09 October 2024	URN	115685
Type of school	Voluntary Aided Primary	No. of pupils	99
Diocese/District	Diocese of Gloucester		
MAT/Federation	N/A		
Headteacher	Gary Price		
Chair of Governors	David Savage		
Inspector	Carol Dougill		