

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Horsell Church of England VA Junior School	
Address	Meadway Drive, Horsell, Woking, GU21 4TA
School vision	
<p>At Horsell Church of England Junior School we believe that we are all ‘made in the image of God’*. Through a commitment to Christian values and high academic aspirations, we strive to provide a rich and inclusive education for every member of our school family.</p> <p>*Genesis 1:27</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision, coupled with the dedication and ambition of leaders, inspires provision that ensures that all who are represented in the diversity of this community are able to flourish. • Biblically rooted values known by all in the community, create a supportive and nurturing culture where relationships are positive and supportive and where the wellbeing of all is prioritised. • Collective worship is an important expression of the school’s Christian vision. Varied in nature, it provides opportunities for reflection and inspiration and effectively supports spiritual development for pupils and adults. • Religious education (RE) has a high profile and is enjoyed by pupils of all ages. Confident and clear leadership is ensuring that the new curriculum is leading to improvements in teaching and learning. • Well-established partnerships such as with 'Engage', support the school’s vision of a rich and inclusive education. They enrich the experience of pupils and provide support which is valued by all in the Horsell school community. 	
Areas for development	
<ul style="list-style-type: none"> • Further develop the assessment of RE so that it can drive future developments and continue to improve teaching and learning. • Continue the current work on developing spirituality. This is so that pupils and adults can confidently articulate their understanding, and the different ways in which spirituality is nurtured at this school. 	
Inspection findings	
<p>Horsell is a nurturing and happy Church school. Provision is inspired by its Christian vision and this leads to the flourishing of pupils and adults alike. Strong leadership and the approachable and supportive staff team are rightly appreciated by parents and carers. One expressed how the whole school community is impacted by the vision because each pupil is known and loved.</p> <p>The Christian vision is expressed through six biblically rooted values that are clearly understood by</p>	

all. Collective worship and values newsletters, ensure that they remain at the heart of the school, continuing to drive culture and behaviour. Pupils are polite and well behaved. They explain the positive impact of the values on their relationships, and are clear that bullying is never acceptable. One pupil explained, 'forgiveness is the hardest to get right, but if we do, we are living as Jesus wants us to'. Senior leaders are inspired by the Christian vision and take bold decisions in order to serve the changing needs of their community. For example, the employment of an inclusion teacher in a newly designated classroom reflects governors' commitment to the flourishing of every pupil. The Christian vision inspires curriculum provision. Pupils with additional needs are well-supported through interventions, while those who are disadvantaged are provided with material resources that can help them learn. High quality literature is rightly provided for all, and the popular 'diversity' section of the school library helps pupils learn about different cultures. A multi-faith prayer space is available, demonstrating the importance of inclusivity in this school. The careful use of performance data equips leaders to challenge and support with clear knowledge about the effectiveness of teaching and learning.

Staff are justifiably proud of their school. The team is both supportive and supported. This emanates from a well-established culture that prioritises wellbeing and professional development. A fortnightly programme of training, for teaching assistants, demonstrates the commitment to their development. Thoughtfully developed systems help to manage the workload of teachers. A mental health first aider and line managers ensure that the staff know how to ask for help when it is needed.

Strong partnerships benefit all in the school community. These are rightly praised by pupils, staff, parents and governors. The school works closely with the diocese and leaders benefit from a wide variety of support. Close links with the local church mean that pupils and adults are able to enjoy the weekly 'Open the Book' collective worship. Pupils and staff appreciate their connection with the local church which they visit for special services such as the annual school eucharist. The school's provision for young carers is highly valued, with pupils, parents and staff praising its considerable impact on pupils' wellbeing. Staff from the local 'Engage' charity provide effective mentoring support to individual pupils 'so that they can be who God wants them to be'. Pupils' emotional development is effectively supported in this Church school.

Collective worship makes an effective contribution to the spiritual flourishing of pupils and adults. Thoughtfully planned to be celebrated after busy lunchtimes, it provides a calm space for stillness and reflection. Worship is invitational because pupils and adults are invited to contribute and to pray after a period of reflection. The inclusivity of worship is demonstrated by a pupil who explained how this special time day helps her. She said that it enables her, 'to understand Christianity better and think about my Hindu faith at the same time'. The weekly pattern of worship is varied, providing effective opportunities for pupils to plan and lead, for example in house assemblies. Pupils enjoy worship and talk about how it has inspired them, in particular with the recent focus on climate justice. Prayer is an important aspect of worship and spiritual development. Led by staff from the 'Engage' charity, 'prayer space' activities and a lunchtime prayer group contribute towards pupils' spiritual development. Pupils and staff are currently learning The Lord's Prayer in sign language to ensure all can share in this prayer and to enhance their understanding of its meaning. Pupils' spiritual development is further nurtured in activities across the curriculum. The recently introduced 'Dove Award' encourages all pupils to ask and consider 'big questions' in order to develop their deeper philosophical thinking focused on these challenges. Although the school has an agreed definition of spirituality, this has not yet ensured a full understanding or provision of spiritual development.

RE is a curriculum strength. Clear leadership with staff training and curriculum time prioritised, ensure high quality provision. Pupils of all ages describe how they enjoy learning about Christianity, as well as other world religions and worldviews. One pupil explained that 'it's important to learn

about different religions so I can understand what's going on in the world'. The recently adopted curriculum, planned with the support of the diocese, has been carefully structured and is effectively resourced. Golden threads including the influence of religious teachings on different traditions, and the opportunity for pupils to consider their own responses are embedded. These ensure that the curriculum is well-balanced. Pupils also benefit from 'pause days' on which they focus more deeply on a particular Christian festival or aspect of the curriculum. Teachers have good subject knowledge. Discussions with pupils and the evidence from their books demonstrate that teaching is both effective and engaging. Curriculum enrichment ensures that learning is memorable with each year group visiting a different place of worship each year. Visiting speakers, recently including one from a humanist perspective, also bring learning to life for pupils. Progress for all pupils in RE is good. It is accurately evaluated through effective assessment systems that have been introduced alongside the revised curriculum. However, the use of assessment is not sufficiently embedded in order to have enough impact on teaching and learning across the school.

Pupils have a developing understanding of social justice. The eco-committee encourages all in the community to consider their impact on the natural world. For example, 'cut your carbon November' equipped pupils to drive change at home as well as at school. Work on climate justice within the curriculum has inspired one class to write and record their own song. Pupils rightly understand themselves to be responsible for leading change in the world around them.

The inspection findings indicate that Horsell Church of England Junior School is living up to its foundation as a Church school.

Information			
Inspection date	16 November 2023	URN	125201
VC/VA/Academy	Voluntary aided	Pupils on roll	355
Diocese	Guildford		
MAT/Federation			
Headteacher	Celia Wand		
Chair	Anne Elizabeth Smith		
Inspector	Nicola Flower	No.	2224