

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Horsford Church of England Primary School

Vision

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do. A place for all to flourish.

'I have come that they may have life and have it to the full.' John 10:10

Horsford 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.

Strengths

- The school's Christian vision, expressed through the values of courage, compassion and responsibility, is the driving force of action and policy. Leaders at all levels are passionately motivated that pupils and adults in the school community can 'be the best they can be'.
- Religious Education's (RE) highly effective curriculum is well-balanced and includes a range of faiths and worldviews. As a result, pupils are knowledgeable, confidently discussing complex ideas in the subject.
- Motivated by core Christian values, leaders have prioritised help for those in need. Pastoral support, academic help and compassionate approaches to wellbeing enable pupils, including the most vulnerable, to thrive.
- A clear view of spirituality has been developed, which informs the school's approach to the curriculum and wider experiences offered. Subject leaders find opportunities to weave 'wow' moments and big questions into learning, promoting the spiritual development of pupils.

Development Points

- Build on current evaluation practices to monitor the impact of collective worship . This is in order to enrich the spiritual flourishing of adults and pupils.



Inspection Findings

The school's distinctive Christian vision is at the heart of decision making and action. It motivates adults and pupils to be compassionate, courageous and responsible in their learning, relationships and choices. Supported by effective partnerships with the church and the Nebula Federation, leaders have promoted the vision. It is effective in providing funding, for example, the extensive range of pastoral provision. The vision is accessible through the choice of core values. These have a high profile, inspiring and motivating pupils. Leaders help pupils understand how acting with compassion or courage can bring positive change. They use relevant Bible stories, such as the Good Samaritan and Esther's story, to bring these values to life. Leaders monitor and evaluate the school's effectiveness. Their core purpose is to enable pupils and adults to 'be the best that they can be'. They implement change as a result of self-evaluation, such as involving pupils in the planning and delivery of collective worship. This furthers the development of Horsford as a Church school.

Leaders have designed the curriculum to enable pupils to flourish holistically in their learning. Pupils are encouraged to consider 'big questions', such as, 'is war ever worth fighting?' In English, approaches have been chosen that promote questioning, reflection and opinion. As a result of this thought provoking curriculum, pupils confidently approach philosophical questions and can analyse and evaluate complex ideas. Spiritual development is at the heart of the curriculum. Pupils understand that spiritual experiences can be different for each individual and are confident to describe their feelings. Some younger pupils, for example, described 'wow' moments when delighting in the colours of a butterfly. Motivated by the vision, and enabled by the federation, a large team of staff is available to ensure that learning needs are met. Leaders intervene quickly to help those who are experiencing challenges and support individuals. They thoughtfully tailor provision for those who have special educational needs and/or disabilities. Resources, such as a sensory room, have been put in place to meet pupils' needs. Consequently, those pupils who are vulnerable or disadvantaged in some way, feel positive about their learning.

Collective worship is planned around the school's distinctive Christian values and reflects the Anglican foundation of the school. A highly effective partnership with the local church has a positive impact on the development of collective worship. Staff and pupils receive supportive training from clergy in how to lead worship. Prayer, stories, reflection and the use of key phrases are central to each worship time. As a result, it is valued by pupils and adults alike. Worship is appreciated as a time of peace and reflection, a time to pause and be still. Some feel it is an opportunity to grow in their faith, for others, it is a motivating time to get them 'up and running'. In this way it contributes to the spiritual flourishing of the school community. Pupil collective worship leaders meet regularly with staff and clergy to plan and deliver worship. Opportunities to lead worship helps pupils understand Bible stories better. Acting out the stories has brought the past into the present, making it 'more realistic' and accessible. Pupils' spiritual development is enriched as a result of undertaking these leadership roles. Routine monitoring of worship ensures that key elements are included. However, there is less evaluation of the monitoring of its impact. Therefore, this limits the extent of opportunities for spiritual growth within worship.

Leaders have prioritised the development of a school culture that is inclusive, dignifying and fair. They are inspired by the vision's aim that people have a sense of belonging and feel valued. In partnership with the federation, the pastoral team is on hand to bring specific expertise as required. Early intervention to mental health and family support services mean that help is targeted quickly. This is of immense value to individuals and their families. Staff



access specialist services for pupils who are experiencing difficult times. For example, the school works closely with partners such as child bereavement services and a charity delivering Christmas gifts. Staff feel cared for and that their wellbeing is prioritised. Those who have been through difficult times speak warmly of the help they have received. In this way, the school ensures a culture of support. The school is a place of welcome and sanctuary for those who have moved into the area. Motivated by compassion, staff work hard to ensure that families flourish and are helped.

Inspired by the core value of responsibility, the school finds ways to foster opportunities to look outwards. Pupil leadership roles enable pupils to motivate and help others. They make a positive impact close to home and further away. The eco club, for example, promote messages about being champions for the planet. Pupils become advocates for litter picking and turning lights off. Other pupils demonstrate compassion. Worried that care home residents might be lonely, they chose to send Christmas cards. The school council work with all pupils to choose local, national and international charities to support. Pupils are compassionate, reflecting the school's core value and responding to injustice with positive action.

The curriculum for RE is effective. It is balanced, taking account of Christianity as well as a range of faiths and worldviews. Weekly lessons, and regular RE days, ensure that the subject has a high profile. Pupils approach their learning by looking at belief, big questions and the impact of faith on life. Over the course of the year, the depth and complexity of a subject increases. For example, when studying Islam, pupils first learn how belief impacts daily life. Later in the year, they consider what Muslims believe about God. In this way, leaders ensure that pupils progress so that they flourish in the subject. Staff training is thorough and they feel confident teaching RE. Monitoring by leaders is effective and leads to improvement such as, revising the approach to the curriculum. This enables pupils to connect more to their learning as they study religion through the eyes of different young people.

Pupils make good progress in their RE learning. Teachers use progress and skills maps to plan next steps in learning. Pupils self-assess at the beginning and end of each unit of work; these assessments demonstrate clear evidence of progress. Pupils talk about their learning in a mature and informed manner. They discuss difficult concepts with remarkable dexterity. Philosophical ideas such as, 'is believing in God reasonable?' are confidently debated. Pupils value their classmates' opinions even if these differ from their own. Pupils understand Christian principles such as salvation. They can explain why Jesus' death and resurrection are significant. Books are well-presented and pupils enjoy their work, they know that the subject is an important one. The school has rightly received recognition for the quality RE that it provides. RE is clearly a subject where pupils are enabled to 'be the best that they can be'.

Information

Address	Mill Lane, Horsford, Norwich NR10 3ES		
Date	12 March 2025	URN	141991
Type of school	Voluntary Aided	No. of pupils	354
Diocese	Norwich		
Federation	The Nebula Federation		
Headteacher	Ashley Best-White		
Chair of Governors	Sue Hill		
Inspector	Jane Trampnow		