

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Horsington Church School			
Address	Horsington, Templecombe, Somerset, BA8 0BW		
Date of inspection	3 December 2019	Status of school	Academy inspected as voluntary controlled Bath and Wells Multi Academy Trust (BWMAT)
Diocese	Bath and Wells	URN	140456

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgement	The impact of collective worship	Grade	Good

School context

Horsington church school is a primary school with 87. The majority of pupils are of white British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. The school is part of Bath and Wells Multi Academy Trust (BWMAT). The headteacher has worked in the school for 20 years and was appointed to their substantive role in September 2018.

The school's Christian vision

'That they may have life, life in all its fullness' John 10:10

Key findings

- The school lives out its Christian vision not least through the holistic approach it takes to pupils' learning.
- Partnerships between the school and the community are strong and purposeful, enabling the vision to be shared more widely.
- Collective worship is inspiring. Pupil involvement is meaningful and impacts on the lives of the school community.
- Support for pupils with special education needs and disabilities (SEND) is a strength.
- The curriculum, including in RE, is rich. It has recently been revised. However, gaps in knowledge and understanding particularly around diversity and difference still exist.
- Spiritual development is threaded through the curriculum, but the impact is not always apparent.

Areas for development

- Ensure the new curriculum in RE is embedded so that pupils continue to learn from rich and varied experiences and their understanding of diversity and difference is improved.
- Develop spiritual literacy and a shared understanding of spirituality amongst the whole school community so that experiences can be recognised and articulated.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school holds fast to its Christian vision of providing education that enables pupils to enjoy 'life in all its fullness'. The Christian vision was recently reviewed by staff and governors, who agreed that it could not be bettered as it clearly represents the essence of the school. Pupils understand the vision as 'every opportunity you get, grab it with both hands.' They provide numerous examples of how the school gives them chances to do this. The headteacher is passionate in enabling pupils to thrive in all ways including academically. They are supported by staff who share their high expectations. Parents value this holistic approach and know that it helps their children to flourish. They attribute this to the schools' Christian vision. The Biblical values which underpin the vision are a 'blueprint' for how members of the school community behave towards to each other. They provide a foundation for life. The welcoming ethos of the school, driven by the vision and values, means that pupils are happy to come, and attendance rates are high. Staff absence rates are amongst the lowest in BWMAT. Many staff, including the headteacher, have worked at the school for many years, because of the positive impact of the Christian ethos on their well-being. Relationships with the church and wider community are a strength of the school.

Curriculum design and provision is an outworking of the Christian vision. It was recently revised to provide even greater breadth and depth. The needs of all pupils are taken into account and subjects are planned to challenge and engage accordingly. Experiences of 'life in all its fullness' include using an outdoor learning area where pupils are encouraged to take risks such as climbing trees and wading in the stream. Values such as wisdom are fostered through knowing how high to climb together with developing co-operation and working together as part of living well together. Pupils grow in confidence as learners and this transfers to their achievement in the classroom. Provision for pupils with SEND is a strength of the school. In line with the Christian vision for all to succeed, funding is provided for an emotional literacy support adviser (ELSA) who provides creative, bespoke support to pupils. This includes child led outdoor learning experiences that promote pupil well-being such as looking after goats and facilitating discussion groups. Notices around the school are in braille, and pupils are proud to learn to read them. Because of this commitment to inclusion, where all are treated with dignity and respect, SEND pupils make accelerated progress.

Although only pupils in years five and six hold responsibilities, such as being members of the school council, all pupils have a voice. They are clear that values such as kindness must be shown to each other so that everyone can enjoy school and succeed. Bullying is rare and pupils are confident that if they are not able to reconcile disagreements themselves, an adult will help them to do so. They are courageous advocates for change and raise money and awareness of local and global issues. A recent tree dressing day, involving the wider community, funded tree planting in the Amazon rain forests. Pupils understand that they are stewards of God's world and must look after it. One said, 'we are working so that Earth can have life in all its fullness too.' School leaders are entrepreneurial in raising money to make physical improvements to the school so that it is better able to provide an attractive environment where pupils can enjoy life in all its fullness. Successful crowd funding and fund raising has resulted in money being available to redecorate classrooms. Pupils are excited to be involved in this project, which involves raising money to help each other have greater opportunities.

Governors are active in the school and support leaders' passion in delivering the Christian vision. The ethos committee holds leaders to account for church school distinctiveness. Funding is allocated for resources and staff training so that they continue to have a high profile and evolve in line with the school's needs. The vision is referenced when governors make key strategic decisions such as the allocation of pupil premium spending. Money is spent so that value added is high and maximum benefit is gained for the most pupils. Most school-based policies link to the vision, but they do not always reflect the good practice taking place. All appreciate the role of BWMAT in helping the school to fulfil its Christian vision.

RE is well lead and managed. The RE leader works with other local schools to share good practice. Pupils achieve well because they are able to access learning through music, art and drama. In line with changes to the whole school curriculum, RE provision was recently revised. Because of the way in which RE is now taught, it is possible

that some pupils have missed out on learning about world religions. Their knowledge and understanding of difference and diversity is not as strong. Pupils confidently engage in debating big questions such as 'how can following God bring about freedom and justice?' They are respectful of the views of others and disagree well. Pupils knowledge and understanding of Christianity is very good. They are able to relate Bible stories to their own lives and the school's vision such as the actions of the good Samaritan. Spirituality is planned to be threaded across the curriculum including in RE. However, this is not always evident. The reflection areas around the school are used by pupils as calm, quiet spaces, but they do not always appreciate their significance as places to prayer and reflect.

Collective worship is a corner stone of school life. It is invitational and inclusive. Older pupils plan collective worship once a week. They received training from the vicar who modelled how to lead an act of worship. As a result, they competently deliver collective worship on themes which promote the vision and values. Pupils' understand the purpose of prayer and know that they can talk to God to say thank you or ask for help in times of difficulty. Their knowledge of Christianity as a living faith was deepened through a special Eucharist day held in the church.

Headteacher	Mary Alexander
Inspector's name and number	Rachel Beeson 952