

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Horton Church of England VA Primary School

Vision

Loving, learning and flourishing together.

Everyone knows that they are loved by God and learns all that they need to flourish, contributing to the good of others in the school community and the wider world.

Happy children is at the heart of all we do. By promoting respect, fostering resilience and encouraging independence, our children can reach their full potential and be fully equipped to take on life's challenges knowing they are loved and valued.

'I am come that they might have life and have it to the full' – John 10:10

'Love your neighbour as yourself' – Mark 12:31

Horton Church of England VA 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 Christian vision of 'loving, learning and flourishing together' fundamentally drives the school's work. It shapes relationships so pupils and adults genuinely love, learn and flourish together.
- Carefully planned collective worship enables pupils to think deeply and grow spiritually. Daily opportunities for reflection, celebration and prayer inspire personal development.
- Well-planned learning opportunities bring the beauty of the world to pupils. They care for, appreciate and value their school and the wider environment.
- Rooted in the vision, an inclusive culture secures belonging and individual identity. Pupils and adults benefit from mutual support and collective strength.
- Leaders are ambitious for pupils who may be vulnerable, providing conscious support. This deliberate focus improves pupils' academic and personal progress.

Development Points

- Strengthen pupils' understanding of Christianity as a global faith. This is so they are better equipped to understand different perspectives within the wider world.
- Fully embed the newly formalised assessment system in Religious Education (RE). This is to further monitor and improve pupils' achievement in lessons and over time.



Inspection Findings

Vision and Leadership

The theologically-rooted vision is the cornerstone of Horton Church of England Primary School. Love is the basis of relationships that are strong and sustained. Leaders champion a people-centred approach, nurturing individuals. The impact of this work creates a community bound by shared responsibility. Governors build on this further by successfully translating the vision into purposeful oversight. They offer informed evaluation, support and challenge. A calm, focused atmosphere enables pupils to learn confidently because they know they are safe. This empowers them to engage in learning, develop friendships and give positively to the school community. Adults feel valued and supported, contributing to a stable and nurturing environment where connections thrive.

Vision and Curriculum

Teamwork powers the curriculum, turning the vision into shared success. Staff collaborate to structure the learning for small cohorts. This secures continuity for pupils. Mixed-aged classes enhance transition between year groups because staff know pupils' needs very well. Collaboration with the federated school enriches 'wow days' that ignite curiosity at the start of each topic. Furthermore, school values are meaningfully embedded through the enrichment curriculum. Respect for others is promoted and this prepares pupils to contribute positively to society. For example, through sport, cookery and environmental studies, pupils broaden their skills, confidence and experiences. Art and outdoor learning lessons enrich language and cultivate care for the natural world. Shared cathedral services and residential visits strengthen relationships, enrich spiritual development and build confidence for transition to secondary school. Staff coordinate a team-based approach, enabling those who need additional encouragement to participate in school life. The school's mental health curriculum signposts pupils, including those who may be vulnerable, to access appropriate help. Additionally, clear routines and tailored adjustments assist pupils to engage confidently in learning. This strong foundation nurtures growing resilience and self-belief, equipping them to embrace future challenges.

Worship and Spirituality

A richly designed programme helps collective worship shape understanding of shared, significant moments. Leaders plan worship that is relevant, supported by foundation governors. Celebration days are highlighted with age-appropriate liturgy, enabling pupils to value the vibrancy of faith communities. Pupils are championed to take roles and participate in storytelling or by offering reflections. Worship is joyfully delivered and leaders' evaluation illustrates active participation. Sustained pupil attentiveness, confident contributions and a warm staff presence make prayer deeply communal. Restoration is fostered, as pupils reflect on their choices and take steps to resolve any relationship conflict with empathy. Beautifully published written work underlines the tangible impact of collective worship through invitational prayer spaces. Pupils explain how engaging makes them feel 'next to God'. They understand how taking part in worship helps them grow as better people. This illustrates the vision in action. Pupils and adults are encouraged to nominate each other in the school Values Book, an embedded part of daily life. This develops positive pupils' attitudes and guides their actions for outworking of the vision. The school's shared definition of spirituality combines the four dimensions of self, others, the world and beyond. As a result, pupils can confidently explain the school's understanding of spirituality using a common vocabulary. They speak with clarity about their own contemplation or sensitively suggest the way others may feel.

Religious Education

The RE programme opens pupils' eyes beyond their community through a well-balanced curriculum. A mixed-age planning group, supported by the diocese, ensures that national requirements are met. Through their study of Christianity, Islam, Judaism and Hinduism, pupils develop a secure understanding of different religious beliefs. They engage with aspects of what is considered sacred in different religious traditions, appreciate the significance and model respect for different faiths and worldviews. However, there are limited opportunities to



explore Christianity as a global faith. Consequently, pupils' understanding of the diversity and lived experiences of Christians worldwide is underdeveloped. Further insight is gained from philosophical questions such as 'Why do people believe?' and 'What is it like to follow God?'. With confidence, pupils investigate how thoughts shape communities and behaviour. Religious beliefs and practices are contrasted with Humanist perspectives, recognising similarities and differences.

Teaching is purposeful and supports pupils to progress. Lessons promote connections and expand their understanding. Pupils regularly revisit learning, helping them to remember prior work. However, the use of assessment varies in how effectively it identifies pupils' existing knowledge and informs their next steps. Leaders evaluate teaching regularly to ensure pupils benefit from high-quality RE resources, including artefacts, videos and discussions that focus learning. The school places a high value on RE, giving it a prominent place within the curriculum. Less experienced colleagues are supported through mentoring and guidance, strengthening the quality of teaching over time.

Vision, Justice and Responsibility

The vision's commitment to justice and shared responsibility is reflected in the established ethos of togetherness. Individuals offer support to one another and act for the common good. At times, members of the community spend periods working away from the local area or pupils are dual registered for part of the year. Leaders maintain relationships by tracking pupils' locations on a school map. They keep them in mind and value them when they return. Culturally informed liaison partnerships inform flexible curriculum and attendance systems. By combining expert advice with responsive approaches, the school helps pupils reconnect and reintegrate successfully. For example, teachers motivate pupils to use the outdoor spaces. Their enjoyment and curiosity help them rejoin school life and return to learning quickly. Pupils are encouraged to notice and enjoy the beauty of creation and evidently grow a deeper appreciation of the world around them. They speak of the wonder in nature and the creatures that God has created. The school links this learning to service awards for environmental protection. Here, pupils learn to become planetary stewards and understand why this role matters. Wider partnerships with the parish council and arts organisations deepen pupils' understanding of their community. Through involvement in events and projects, they develop a strong sense of connection to the local area.

Vision and School Culture

Pupils at the heart of the vision means compassionate care is offered. They are valued as individuals and know they are genuinely cherished. Trusted to take on leadership responsibilities as school councillors, they help improve the school's ethos, safety and digital systems. Pupils work alongside adults to bring about positive change within the school community. Leaders' purpose unites staff in a wholehearted commitment to pupils. This inspires rapid, positive change through teamwork, ensuring the vision remains at the centre of decision-making. To this end, enduring bonds and collective wellbeing is secured. Communication between staff is deliberate and purposeful, ensuring information is shared promptly. As a result, staff work with a clear understanding of pupils' needs and feel confident seeking guidance to progress their work. Morale is high across the school team because leaders believe in people's abilities. They draw out individuals' strengths for mentoring, art expertise and family work. This school community thrives within a culture of empathy that promotes respect and responsible action.

Information

Address	School House, Horton Hill, Horton, Chipping Sodbury, Bristol BS37 6QP		
Date	01 July 2026	URN	109262
Type of school	Voluntary aided	No. of pupils	41
Diocese	Gloucester		
Federation	The Sodbury Vale Federation		
Federation Chair	Suzanne Elmore		
Executive Headteacher	Dean Hudd		
Inspector	Faye Kitchen		