

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Horsley Church of England Primary School

Vision

Growing and Learning Together with God's Love

'Therefore encourage one another and build each other up'

1 Thessalonians 5:11

Horsley 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.

Notable Strengths

- Leaders and governors demonstrate an unwavering commitment to the pupils and adults they serve. They embody the school's Christian vision through decisions and actions that prioritise their wellbeing. This fosters a happy, safe and inclusive environment where pupils and adults are empowered to grow and flourish.
- Loving and trusting relationships at all levels are deeply embedded. They shape daily words and actions across the school. Living out the vision, pupils and adults encourage one another, both in times of sorrow and joy.
- An embedded partnership between the school and its local church creates a culture of mutual encouragement and care. This relationship is lived out through shared worship, collaborative projects and pastoral support, creating a profound sense of belonging.
- Inclusive collective worship nurtures the spiritual growth of pupils and adults through stillness, music and prayer. Opportunities for reflection throughout the curriculum sustain and deepen this growth.
- Strong leadership in religious education (RE) gives the subject a high profile in the school. A well-planned programme of professional development ensures that teachers feel supported.

Development Points

- Formalise a shared language to describe spirituality. This is so that pupils can communicate their experiences and give meaning to them.
- Increase opportunities for pupils to learn about justice and responsibility beyond the school. This is so that they are equipped to become informed citizens who make ethical and meaningful contributions to society.



Inspection Findings

Vision and Leadership

The deeply embedded Christian vision powerfully shapes the life and work of Horsley Church of England Primary School. It is understood and embraced by pupils, staff, governors and parents and carers, creating a compelling sense of shared purpose. The desire to 'build each other up' is manifested in relationships, daily interactions and the Christian hospitality extended to visitors. Leaders, including governors, demonstrate unwavering determination that every pupil and adult should flourish in a nurturing and loving environment. Bold, forward-thinking decisions, such as federation with a local school, exemplify strategic leadership that helps to secure the school's future. The federation strengthens professional collaboration and enriches learning opportunities for both pupils and adults. Leaders systematically evaluate the school's effectiveness as a Church school. The information they gain enables them to celebrate successes and identify improvements. They use this insight to inform strategic priorities and policies so that the vision remains central and transformational.

Vision and Curriculum

Driven by the vision, the curriculum effectively inspires learners to think critically and respond to social and moral issues. This is achieved through the four interconnected themes of culture, conservation, communication and conflict. For example, pupils consider why conservation is important and how it is being tackled. The curriculum is deliberately structured to provide meaningful opportunities for spiritual growth, demonstrating a clear and purposeful intent. Leaders have rightly identified spiritual development as a school priority, evident in the breadth of experiences offered to pupils. However, the lack of a shared language for spirituality constrains opportunities for deeper dialogue. This limits pupils' ability to articulate their thoughts and experiences with confidence. Staff consistently encourage pupils to 'aim high' fostering ambition and resilience. A wide variety of extra-curricular activities, including sport, music and gardening, enrich the curriculum for pupils. Opportunities to sing at Derby Cathedral and other visits (including to outdoor education centres) extend pupils' horizons beyond their experience. Leaders are determined that all pupils are included. They ensure that provision for pupils deemed as vulnerable makes a measurable difference to them. Bespoke, carefully planned interventions address pupils' diverse needs. As a result of this personalised support, pupils thrive.

Worship and Spirituality

Collective worship stands as a cornerstone of the school's vision. It is fully inclusive and valued by staff, pupils and parents and carers. In this safe space, pupils and adults are invited to encounter faith and develop spiritually. Worship is enriched through varied styles, including music and storytelling, which represent global Christian traditions and promote reflection. Pupils participate with enthusiasm, leading prayers, drama and music, demonstrating growing confidence and responsibility. They sing joyfully and appreciate moments of stillness. Staff welcome worship as a 'pause' that brings calm and connection in a busy world. The positive influence of collective worship is evident in many other aspects of school life. For example, prayers, often proudly written by pupils, are offered throughout the day. The strong partnership with St Clement's Church enhances the school's worship life, creating a profound sense of rootedness and community. The vicar offers consistent encouragement and prayerful guidance, nurturing the school's spiritual life and strengthening its provision. Participation in church initiatives, including the recent installation of peace doves, deepens the school's connection with the wider faith community.

Vision and School Culture

Positive, trusting relationships reflect the school's Christian vision and create a culture of care and belonging. Staff, pupils and families feel valued and supported because leaders model openness and active listening. Parents and carers appreciate this transparency, which enables their questions to be answered swiftly and constructively, and strengthens trust. Leaders' open-door policy enhances staff morale and resilience, especially



at difficult times. Staff know that their voices matter and that their concerns will be heard and acted upon. They appreciate the wellbeing days and the support they receive to carry out their roles. Collaboration with the linked school helps to reduce workload and improves practice through shared training and resources. Pupils thrive in this nurturing and loving environment. They describe the school as 'kind', knowing staff will share in their joys and offer comfort in their sorrows. One pupil commented, 'I never feel alone here.' Carefully planned transitions ensure that they feel prepared for times of change. Year 6 visits and transitional teddy bears for Reception pupils help them to adjust to new settings and feel secure. These strategies promote successful beginnings and endings and engender hope for the future.

Vision, Justice and Responsibility

The school's Christian vision to 'build each other up' drives its outward-looking ethos and commitment to partnerships. Strong, mutually supportive relationships with the linked school, local professional networks and the diocese enhance capacity and sustain improvement. The heroes and marvels award book offers pupils structured opportunities to embody the school's values of aspiration, love and community. As a result, they consider others and take responsibility for how their actions affect those around them. Leadership roles, including mini leaders and school council, empower them to make an active contribution to school life. The curriculum and collective worship are carefully designed to introduce and explore principles of justice and responsibility. For older pupils, this learning is sometimes transformative, inspiring them to make the world a better place. For many pupils, however, this understanding is not secure beyond the school context. This limits their ability to apply these concepts to wider ethical and social concerns and to consider their responses to them.

Religious Education

RE has a high profile in the school, underpinned by effective leadership and a vision for excellence. The comprehensive curriculum prioritises the study of Christianity, while providing rich opportunities to explore diverse religions and worldviews. Opportunities to engage critically with questions of belief, meaning and ethics through discussion and drama foster respectful dialogue between pupils. Regular curriculum review by the subject leader is responsive to the school's changing needs. This approach keeps the curriculum balanced and ambitious, so that pupils build knowledge progressively throughout their school journey. The priority afforded to professional development ensures that it is purposeful and well structured. The subject leader evaluates its impact and identifies next steps for improvement so that teachers feel skilled and confident. Collaboration with local schools and engagement with diocesan support further strengthen the provision. This demonstrates the school's commitment to high-quality RE that enriches pupils' holistic development.

Information

Address	Church Street, Horsley, Derbyshire. DE21 5BR		
Date	18 November 2025	URN	112830
Type of school	Voluntary controlled	No. of pupils	90
Diocese	Derby		
Federation	The Horsley and Mapperley Federation of Schools		
Headteacher	Richard Cripps		
Chair of Governors	Charlie Dean		
Inspector	Joanna Redfern		