

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| The Holme Church of England VC Primary School | |
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| Address | Openfields, Headley, Bordon, GU35 8PQ |
| School vision | |
| <p>Nourish, Thrive, Bloom. Growing wise, brave, loving children who are nourished from the outset by our values-based community and through God’s word. We believe each unique child should thrive through our rich and diverse curriculum and that they should blossom in our care, being fully prepared for their future.</p> <p>(Jeremiah 17: 7-8) 'They will be like a tree planted by the water that sends its roots out by the stream. It does not fear when heat comes; its leaves are always green. It has no worries in a year of drought and never fails to bear fruit.'</p> | |
| School strengths | |
| <ul style="list-style-type: none"> • Leaders are determined in their ambition to enable all pupils to nourish, thrive and bloom. This means that the school is outward facing and fosters strong partnerships to live out this vision. • The curriculum has been skilfully developed to be purposeful and enrich the lives of all pupils. This includes those pupils with special educational needs and/or disabilities (SEND). Consequently, pupils grow as learners, building resilience and independence. • Underpinned by the vision, leaders foster a culture of care and responsibility. Pupils are supported well to build and maintain positive relationships. • Collective worship is deeply enriched through partnerships with the church. Inclusive, meaningful and creative planning of worship supports the spiritual flourishing of both staff and pupils. • Pupils enjoy religious education (RE) and the newly introduced curriculum offers pupils a diverse, challenging programme of study. Consequently, pupils are enriched by learning in the subject. | |
| Areas for development | |
| <ul style="list-style-type: none"> • Build on opportunities for pupils to explore issues of global injustice so that they can feel empowered to become agents of change. • Further enhance opportunities to connect spiritual development across the curriculum, so that this will deepen understanding. | |
| Inspection findings | |
| <p>The school’s Christian vision to nourish, thrive and bloom permeates through all aspects of school life. Staff and pupils are deeply proud of this caring and nurturing school. Leaders use the imagery of a tree to encapsulate the vision which is securely rooted in biblical teachings. This is skilfully woven into all facets of school life and pupils recognise the tree as a symbol of their own flourishing. Leaders understand their school community well and have carefully shaped the vision to meet these</p> | |



needs. This works in harmony with the Good Shepherd Trust and being 'better together'. This means that leaders are strategic in making ambitious decisions that are right for the school. This is seen through the appointment of a home school link worker and a commitment to fostering strong relationships between school and home. This is further supported through fruitful partnerships that include the local church, diocese and the trust. This means that staff are well-supported through a range of professional networks and development opportunities. This enables leaders to be outward facing and innovative in how they support their pupils and staff to grow and flourish.

Leaders cultivate a rich and bold curriculum that provides a wealth of opportunity for pupils to thrive. For example, pupils work collaboratively with a local photographic group to produce an exhibition showcasing their work for the local community. Pupils cherish their Forest School and benefit enormously from its engaging programme of learning. This builds resilience, independence and fosters a deep appreciation of nature. Similarly, pupils benefit from an ambitious programme of school visits, clubs and the annual school plays. This means that pupils are given opportunities to build confidence and find their talents. Pupils speak with great pride about their experience of singing at the O2 with Young Voices. These experiences broaden horizons and enrich the lives of pupils. Visits to places such as the Natural History Museum and Windsor Castle enhance the enjoyment of learning. This demonstrates the vision and leaders' deep commitment to enable all pupils to grow as unique individuals. Leaders promote a shared understanding of spiritual development that is supported through professional training from the diocese. Staff are confident recognising opportunities in the curriculum for spiritual growth. Whilst this is not yet fully embedded, leaders have begun to develop a 'golden thread' through the curriculum which supports these opportunities. Carefully chosen interventions provide a range of support for pupils, including those pupils with SEND. For example, pupils receive targeted maths and literacy provision and support for emotional literacy. Consequently, staff see positive outcomes for pupils and leaders are robust in their monitoring of this. This embodies the vision for all to be nourished and to thrive.

Worship is inclusive, respectful and uplifting. Leaders foster a shared understanding of how worship supports pupils to develop spiritually. Consequently, worship themes promote creative and rich opportunities for personal reflection and spiritual growth. This is supported through strong partnerships with the local church, trust and diocese. Pupils attending The Good Shepherd's trust service at Guildford Cathedral speak proudly about this unifying occasion. This relationship enhances opportunities to enrich the worship life of the school. Pupils enjoy the diversity and varied worship pattern which includes visits to local churches. At Easter, 'Pause days' give pupils time to explore in depth the Easter story. This deepens their own understanding and promotes curiosity. Pupils value visits to the church and speak of being calm and quiet in their own reflections. Prayer is invitational and an integral aspect of worship. Pupils and staff value this space for personal reflection and the time to think deeply. Dedicated prayer spaces around the school enhance these opportunities for spiritual reflection. The creative use of biblical stories enables pupils to understand the Christian values of love, courage and wisdom. This means that pupils explore 'big questions' and develop a deeper understanding of their place in the world. For instance, pupils think about what it means to have courage and consider how they can act courageously. This supports pupils to think about their own decision making. Pupils embrace singing the school's value songs with great enthusiasm and joy. The words and actions of these songs support pupils in their understanding of living out these values. The school's pupil worship council lead on delivering aspects of worship through readings and prayers. This supports them to contribute to the richness of worship.

Driven by the Christian vision, staff promote a culture of respect, compassion and forgiveness. This fosters positive relationships and cohesion. The Christian value of love is integral to this, and pupils articulate with conviction the importance treating others well. Pupil playground monitors support younger peers to play well during lunchtime and this promotes responsibility. Leaders give priority to supporting the mental health and well-being of both staff and pupils. This is seen through layered

professional development for staff and consequently, an impressive range of support for pupils. This includes the appointment of a home school link worker and collaborative work with a range of partners including the trust. As a result, pupils build resilience and are supported well. Classroom worry boxes ensure that pupils feel listened to. Leaders ensure that staff wellbeing is considered in decision making, and this means that staff feel highly valued.

Pupil leadership cultivates a keen sense of responsibility, and pupils are deeply proud of their roles. They feel listened to and empowered to make change locally. For instance, the school council initiated the introduction of new gym equipment for the school playground. Through collaboration across the whole school, pupils designed the school's new spiritual garden. This supports a strong sense of community and belonging. Pupils are ambitious to make change through fundraising and this fosters a sense of social justice. Through the creation of a promotional video, pupils were empowered to highlight issues that are important to them, such as hunger. Pupils are confident seeing how they can affect change locally but are less confident identifying how they might affect change globally.

The newly introduced RE curriculum is both well-balanced and engaging. Pupils learn about a range of faiths and worldviews, including Christianity. Carefully considered sequencing of the curriculum means that pupils can build on their understanding. For instance, pupils revisit topics such as Islam to build on their prior learning and develop greater depth of understanding. Visits enhance pupil learning, for example, pupils visit different churches to explore different types of worship in Christianity. Creatively planned lessons about festivals include experiential learning and enable pupils to relate this to their own lives. Effective monitoring of teaching and learning in RE supports a strong culture of ongoing professional development. This is further enhanced through strong partnerships and RE networks within the diocese. Consequently, teachers are confident delivering the new curriculum and they are invigorated by the breadth of content.

The inspection findings indicate that The Holme Church of England VC Primary School is living up to its foundation as a Church school.

| Information | | | |
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| Inspection date | 2 May 2024 | URN | 139920 |
| VC/VA/Academy | Academy | Pupils on roll | 187 |
| Diocese | Guildford | | |
| MAT/Federation | The Good Shepherd Trust (GST) | | |
| Headteacher | Sarah Stevenson | | |
| Chair | James Friend | | |
| Inspector | Rachel Croft | No. | 2126 |