

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Hazlemere Church of England Combined School & Nursery

#### Vision

'Encourage one another and build one another up.' 1 Thessalonians 5:11

Hazlemere Church of England Combined School & Nursery 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

- Leaders have developed a Christian vision which reflects the needs of the community. The vision drives the work of the school. It serves the children and adults well.
- The well-being of children and staff is given special attention. They feel cared for and enabled to build themselves up in line with their own interests and talents. This impacts positively on their sense of self-worth and purpose. Staff flourish through tailored professional development.
- Religious education (RE) has a high priority within the school and is well led. The RE curriculum has been carefully organised and sequenced. It contributes to children's personal development.
- The Christian vision drives leaders' decisions on provision for vulnerable children. School leaders are skilful in planning and implementing this important work. This creates a strong sense of belonging within a highly inclusive culture.
- There is a strong and effective relationship between the school and church. This is particularly evident through the worship life of the school, which is a valued time for the children. The school prioritises time for children to deepen their understanding of Bible stories and worship themes. This contributes to their spiritual development.

#### Development Points

- Agree a shared understanding of spirituality. This is in order to create more planned opportunities for spiritual development, so that children can flourish further in this way.
- Secure and deepen children's understanding of fairness and justice. This is so that they can take further action on issues which matter to them.
- Extend children's knowledge of Christianity as a global and diverse faith. This is so that they can understand the wide variety of Christian beliefs and how these are lived out in different ways.



## Inspection Findings

The Christian vision is central to the daily life of the school. It has been carefully crafted to reflect and serve the needs of the community. The school values are effective in helping adults and children understand how to 'encourage and build each other up'. Leaders have wisely involved the church community in developing the biblical underpinning of the vision statement. This means that the vision reflects and shapes the Christian character of this Church school. Children talk about being 'encouraged and built up' by staff in their learning and about supporting each other. This develops children's self-esteem and confidence. Skilled and driven leaders and governors have established a culture of openness and honesty. This has enabled accurate evaluation and a clear sense of direction and growth as a Church school. As a result, the relatively new vision has quickly grown roots and shoots. It is known and understood by adults and children. Leaders are working purposefully to ensure the vision has the maximum impact on children's flourishing.

The vision motivates leaders to prioritise the well-being of staff, who are valued both professionally and personally. As a result, staff encourage and support each other in times of personal joy and challenge. They express gratitude for the extensive professional development they receive, including that offered by the diocese. The school engages in regular diocesan training and has a strong commitment to implementing recommendations with pace and enthusiasm. This commitment has been central to the journey of continuous improvement as a Church school. Children are very well known and cared for by the staff team. They recognise that the school values help them in their learning and when they face challenges. The values of honesty and kindness help children when they fall out or make mistakes. They recognise that they have a responsibility to 'encourage one another and build each other up.' One child expressed this clearly, saying that 'When I say positive things to others, I know I've helped them and it also makes me feel good.' The system devised by the school for recognising the values in action contributes to children's personal development. The vision has motivated leaders to take courageous action in providing the right care and support for vulnerable children. This enables these children to flourish.

Leaders have worked relentlessly on developing the school's curriculum so that it enables children to find their own individual strengths. Changes made to the extra-curricular opportunities have been particularly well-received by parents and children. These opportunities encourage children to try new things and discover new interests and talents. There are numerous opportunities for personal reflection. This allows children to develop spiritually in some ways. However, there is no shared definition or understanding of spirituality. This limits opportunities to nourish children's spiritual development, as it is not intentionally planned for. Leaders and other staff keep the needs of vulnerable children central to their thoughts when planning an inclusive curriculum, which serves children well.

Collective worship is important to staff and children. Time for worship is prioritised and protected. This includes daily acts of worship as well as additional time to respond to worship themes and Bible stories. This means that children have a broad knowledge and understanding of biblical stories and characters. They link these to the school values and this has a clear impact on their spiritual and personal development. Younger children talk about how the stories of Joseph and Zaccheus have helped them learn about respect. Older children refer to a range of Old and New Testament characters when talking about what to do and what not to do in their own lives. Weekly collective worship in Church is a cherished time for members of the school and Church communities. This worship time contributes significantly to the effective partnership between the school and church. There are opportunities for children to be actively involved as leaders and participants in the worship life of the school and this brings a



sense of purpose and belonging. The carefully considered pattern of worship at the school enables spiritual flourishing for children and adults.

Leaders have established a culture of shared responsibility, where children have a voice and are listened to. They are trusted to take on various responsibilities as they progress through the school. This means they make a genuine contribution to the life and work of the school. Children have a developing sense of fairness and justice. They talk about fair rules, freedom to be themselves and 'doing what's right.' They live this out through some purposeful initiatives, such as reducing electricity usage and charity fundraising. However, there is not a deep or broad enough understanding of fairness or justice. This limits opportunities for children to take action and be advocates for causes which matter to them.

RE is highly valued, well-resourced and is given a sufficient amount of time. The RE curriculum has been skilfully organised to ensure it is well-balanced, with clear progression. This is the result of leaders' commitment to high quality professional development. The RE leader has taken swift action following tailored training and guidance from the diocese. There is systematic and ongoing review and evaluation of the curriculum content, with a variety of faiths and a non-religious worldview included. Governors recognise the important place of RE within their Church school. They carry out meaningful monitoring alongside the subject leader. This supports the work of school leaders in maintaining an ongoing cycle of improvement. The curriculum is enriched with memorable experiences. This includes a visit from a Rabbi during lessons on Judaism and use of the church as a resource to strengthen children's understanding of Christian festivals and worship. However, children have less knowledge about Christianity as a global and diverse faith. There are not enough opportunities for them to learn that not all Christians have the same beliefs.

Children experience rich and engaging RE lessons, meaning they develop a secure and broad knowledge and understanding of a range of religions as they move through the school. Effective assessment strategies ensure that children build on prior knowledge and remember key facts about the religions they have studied. The school value of respect is particularly evident in children's attitudes in RE. Children particularly enjoy learning about a range of religions, as articulated in their discussion of learning about the festivals of Pentecost and Diwali. These opportunities deepen children's understanding of different faiths. They recognise the benefits of the RE curriculum, that 'if you encounter people of other religions it helps you understand their life.'

## Information

Address	262 Amersham Road, Hazlemere, Buckinghamshire, HP15 7PZ		
Date	17 <sup>th</sup> June 2025	URN	110462
Type of school	Voluntary Aided	No. of pupils	189
Diocese and Methodist District	Diocese of Oxford		
MAT/Federation	N/A		
Headteacher	Brian Daniels		
Chair of Governors	Drew Wotherspoon		
Inspector	Hannah Inglis		