

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

High Hurstwood Church of England Primary School

Vision

A loving and caring Christian community where everyone can flourish together; inspiring a love of learning, where we grow in confidence to contribute to the local community and the wider world. Equipping children with the skills to live a happy, healthy and fulfilling life. Our values are at the heart of everything we do, kindness, curiosity, resilience and belief. The values help the school to achieve the motto which is: Where we all enjoy (John 10:10), belong (Luke 10:27), excel (Luke 2:52).

High Hurstwood 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

- The school is a loving and caring Christian community. This is a happy school where pupils and adults feel that they belong and are cared for. Pupils take their responsibilities seriously and show kindness to one another during the school day.
- The vision has shaped an enriched curriculum. Teachers promote the school's Christian values in different subjects. There are many, varied extended learning opportunities provided and, as a result, pupils thrive.
- Collective worship explores biblical text in depth. This is explored through discussing real life challenges faced locally and nationally. This approach has enabled pupils to reflect and respond to world issues and have an understanding of justice.
- The school has developed strong partnerships with the local church and other organisations. As a result, pupils are given opportunities to contribute to the local community.

Development Points

- Embed a shared language of spiritual development which enriches the whole curriculum. This is so that pupils can express their personal responses in ways which lead to their spiritual growth.



Vision and Leadership

The Christian vision of High Hurstwood is lived out by following Jesus' example of growing in wisdom, strength and friendship. Biblical verses, which are taken from the life of Jesus, underpin the school motto, BEE (belong, enjoy, excel). This means that there is a clear mandate which the senior leadership team drives through the various aspects of school life. By embedding the vision, they create a culture where pupils and adults lead a happy, healthy, fulfilling life and they flourish. The practical and lived out values of curiosity, kindness, belief and resilience flow from the vision. School leaders focus effectively on a love of learning alongside other school activities that encourage pupils to be good neighbours and to be kind. Building on this, subject leaders have planned a meaningful curriculum where pupils are encouraged to reflect on their place in the world. They encourage pupils to apply resilience and to never give up on a challenge. Parents and carers know that the motto reflects the school's approach to daily life. School leaders and the Diocesan Board of Education adviser monitor the impact of the vision regularly. Alongside them, Governors fulfil their role in ensuring that the school meets pupils' needs. They also support staff wellbeing and focus on strategies to improve the school.

Vision and Curriculum

The school values underpin the curriculum. Pupils apply the value of resilience in school and beyond and to achieve personal goals. This means that pupils are not afraid to 'have a go' and make mistakes. Teachers plan around big questions in every subject, which promotes curiosity. By encouraging resilience and kindness, adults show pupils how to support one another. For example, Year 5 pupils act as reading buddies for Year 1 pupils. The curriculum offers many opportunities to nurture a love of learning. Activities such as forest school and visits to local places of interest engage pupils. The Glyndebourne experience is one example of how the enriched curriculum helps pupils to grow in confidence and apply new skills. This has led to pupils auditioning to sing in an operatic production. The enriched curriculum encourages pupils to believe in themselves. Teachers identify opportunities for spiritual development within the curriculum and, thus, they encourage pupils to learn to understand their own feelings and emotions. This enables their pupils to reflect and to learn about themselves. However, a language to support pupils in expressing their individual responses is not embedded which limits their spiritual growth.

Worship and Spirituality

Daily collective worship is planned sequentially. The school explores its values in depth each term. As a result, pupils apply these values throughout the school day. Pupils explain how they help them, such as being more resilient in class. Worship is inspirational and includes discussions on local and world issues every week. The headteacher sets pupil challenges following his collective worship. This provides opportunities for pupils to reflect and respond to the worship focus in depth and encourages spiritual growth. Worship includes relevant biblical texts, prayer, singing, drama, news and discussion. This approach helps pupils to develop curiosity about the world and to understand justice. The school celebrates Christian festivals, as well as the leavers' service, in the church and the whole school community attends. The church youth leader leads collective worship once a week, in addition to school staff. This strong partnership enriches pupils' worship experience.

Vision and School Culture

Kindness is deeply embedded in the life of the school and, therefore, pupils are kind to one another. This is evident in the roles that they take on. Year 6 support Reception pupils and help them to settle happily into school life. Other roles include sports leaders and being members of the school council. Pupils say that the 'rainbow room' helps them to calm down when they feel angry or worried. They also use the worry box in class when they want help from their teacher. As a result, pupils feel safe. A Year 5 pupil said, 'It's a lovely calm place where everyone works well together'. Teachers are supported by colleagues, both during difficult times and in their career development. Continuing professional development (CPD) is relevant and useful. Staff feel supported by school leaders and governors. For example, last year the special educational needs and disability coordinator (SENDCo) organised training which helped staff support specific pupil needs more effectively.

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Vision, Justice and Responsibility

Pupils explain what justice means because the school provides opportunities to reflect and respond to local and world issues. For example, Year 5 pupils interview scientists working in the polar region. They can then explain their concerns about environmental issues there and the impact of human behaviour on the area. The curriculum is reviewed regularly to provide opportunities for pupils to explore examples of people challenging injustice. This is achieved by studying different role models from diverse backgrounds. The school values positive partnerships with the local community. These partnerships help pupils and adults to feel rooted in the local community. Older pupils have leadership roles through which they show an understanding of fairness and justice. These pupil leaders make a positive difference to others. For example, they lead games at playtime and make sure that no-one feels left out. The school takes part in local and church events, such as Harvest Festival. The school council asks the local food bank what they need, shops for items and delivers the food. These events, alongside other fundraising activities, encourage pupils to be kind to others, like the good neighbour in Luke 10:27.

Religious Education

Religious education (RE) is led well and teachers receive support in planning, resourcing and teaching. The diocese and the RE leader monitor the impact of the RE curriculum through learning walks and book looks. This enables the RE leader to identify further CPD for staff. New teachers receive targeted support through induction and beyond. The RE leader attends diocesan training and works with other leaders as part of a village schools alliance. They share expertise and support one another across schools. This has led to strong leadership. RE is planned sequentially and pupils are challenged. Pupils enjoy RE, especially when they can express their ideas creatively. Teachers promote curiosity by asking big questions to encourage debate. For example, a Year 6 pupil said they enjoyed debating the creation story in relation to scientific theories.

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Information

Address	Chillies Lane, High Hurstwood. TN22 4AD		
Date	20 November 2025	URN	114507
Type of school	Voluntary controlled	No. of pupils	101
Diocese	Chichester		
Headteacher	Mark Pollard		
Chair of Governors	Ed Bartlett		
Inspector	Sam Crinnion		