

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Chorleywood Church of England School

Vision

What we nurture today, flourishes tomorrow.

'I am the vine and you are the branches.' John 15:5

We seek to ensure that every member of our community is known, valued and enabled to flourish.

Christ Church Chorleywood Church of England 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

- Deeply rooted in its school community, the Christian vision sits at the heart of school life. Values underpinning the vision are wholeheartedly embraced and drive school priorities and decisions. As a result, adults and pupils are lovingly nurtured.
- Inspired by the vision, adults actively create a school culture of inclusion, acceptance and equity. Pupils and adults value each other as unique children of God. Consequently, this is a community that demonstrates a care for one another which is exemplary and promotes flourishing.
- Religious education (RE) is innovative and inspirational. It expertly promotes the knowledge and understanding of major religions as living faiths. It seamlessly incorporates the vision and enables pupils to explore beliefs with confidence and security resulting in significant progress.
- Pupils have a profound understanding of justice and responsibility. They know that their actions have consequences and are wholeheartedly committed to bringing about positive change.
- Collective worship unites and inspires. It is enriched by meaningful opportunities to explore and reflect on the vision and values. This creates a treasured sense of togetherness and valued time to reflect on teachings from the Bible resulting in spiritual flourishing.

Development Points

- Extend a shared understanding of spirituality that is woven throughout the curriculum and life of the school. This is to enrich the flourishing of pupils and adults.



Inspection Findings

Vision and Leadership

Carefully crafted to enable individuals to navigate life in today's society, the vision expertly nurtures the flourishing of adults and pupils. It is the lens through which pupils face challenges and celebrate achievements. There is a focus on the growth of inner strength and resilience and consideration of the impact that pupils can have in the world. Leaders are unswerving in their commitment to ensuring that pupils flourish personally, academically and spiritually. They know and understand the community that they serve and make strategic choices in light of this knowledge. This includes working with a local charity to offer work experience to young adults with disabilities. Driven by the vision, governors have supported the expansion of the school's leadership. This underpins a staff team that is highly collaborative. Work within the trust is mutually supportive and enhances opportunities for professional development.

Vision and Curriculum

The curriculum has been developed with the vision at its heart. Learning opportunities embrace practical activities such as science lessons in the outside environment that promote a recognition of the wonder of creation. Extracurricular activities encourage an appreciation of awe and wonder. A 'take one photo' competition inspires pupils to share what they most appreciate in the world around them. Although there are planned and unplanned spiritual experiences, a coherent approach to spirituality across the whole curriculum is not in place. This means that some opportunities for spiritual development are lost. The inclusive nature of the school is impressive. Informed by the school's Christian vision, there is a relentless commitment to overcome barriers. Pupils, including those who have special educational needs and/or disabilities (SEND) thrive in their learning from each individual starting point. Individual needs are sensitively met with Christian love and professional care.

Worship and Spirituality

The spiritual development of adults and pupils is nourished through inspirational collective worship. It brings the community together at the start of each day in recognition of the centrality of its role in the life of school. In gathering, pupils know that they are welcome and important, regardless of any personal beliefs or none. Inclusivity is fundamental to worship. This is apparent in the way that individuals are enabled to overcome difficulties and fears to take a leading role. Consequently, pupils feel included and know that their interests and talents contribute to worship that positively impacts others. The school's values and key Christian principles are the focus of worship themes and are explored through the Bible. Pupils articulate how the biblical story of the widow's mite teaches them that the attitude and sacrifice behind any offering outweighs the monetary value. Therefore, pupils make connections and understand the relevance of Jesus' teachings in their lives. Opportunities for prayer and reflection are extended in the daily life of the school and at home. Parents explain that their children have introduced prayers before meals and at bedtime. They rightly recognise how these occasions enable them to reflect and appreciate life. The school's relationship with the local parish is a strength. After school clubs led by church representatives promote connectiveness and build bonds. Special services and events in church bring the community together to give thanks to God and celebrate.

Religious Education

The RE curriculum has been expertly designed to enable pupils to gain a depth of knowledge that is meaningful and relevant. It ensures that prior learning can be built on methodically and that learning is relevant to today's society. For example, pupils first encounter Christianity and Judaism and explore their commonalities and differences, before learning about other religions. The exploration of world religions promotes pupils' understanding of different beliefs and practices in Britain's diverse society. Common themes ensure that pupils have opportunities to explore beliefs and values alongside their own. When learning about Langar in Sikhism, Tzedakah in Judaism and Zakat in Islam, pupils consider their own motivation for charity and generosity. Pupils



explore Christianity as a living faith around the world. Opportunities to consider Christian persecution in the world and the variety of beliefs and practices in Christianity support this. Rigorous monitoring and evaluation of the curriculum by leaders ensures that the RE curriculum is relevant and vibrant. Regular training for staff appropriately supports the development of the subject.

Pupils achieve highly in RE. Diligent assessment systems are in place and regular monitoring of pupils' knowledge and understanding is undertaken. There are frequent and carefully planned opportunities to make relevant links with prior learning. This enables pupils, including those with SEND, to make superb progress from their starting points. Lessons are challenging and encourage pupils to become resilient learners. They are excited by their learning and confidently articulate their understanding and progress. Teaching provides time for valuable discussion, debate and reflection. When learning about the ten commandments in Christianity and how to live a good life in Humanism, pupils explore their own values and those of the school. They write their own commandments and write a recipe for a happy life and consider how these enable them to flourish. In such ways RE underpins the vision and values of the school.

Vision, Justice and Responsibility

Adults empower pupils to take responsibility and bring about positive change. Staff and parents climbing the three peaks of Britain to raise funds serves as an inspiration to pupils. Pupils have a comprehensive understanding of what is just. They apply this in their daily lives and interactions with one another. Pupils consider inequality during refugee week and undertake citizenship challenges to make a difference to their own community and beyond. They learn of the unjust and devastating impact that waste has in other parts of the world. This motivates them to consider their own impact on the world. Opportunities to develop leadership roles in school further promote an understanding of responsibility and justice. Pupils consider how they can contribute to the battle to address climate change. They develop the school grounds, raise funds and engage in a diocesan project on stewardship of the earth. As a result, pupils know that their actions make a difference and contribute to positive transformation.

Vision and School Culture

Love, respect, dignity and acceptance permeate life and relationships at this school. Pupils and adults recognise that all are created in the image of God and are valued as unique individuals. Pupils are taught about neurodiversity to help understand themselves and others and appreciate difference. They demonstrate exemplary care for one another built on the foundations of the school's values. They discuss how their value of self-control empowers them to stay calm in difficult circumstances. Forgiveness and reconciliation are the bedrock of strong and stable relationships. Adults lead by example and support pupils in the healing of discord where needed. Parents are rightly effusive in their appreciation of the impact that the vision and values have on their children both at school and at home. Consequently, mental health and wellbeing is good. Staff work together exceptionally well and are overwhelmingly supportive of each other. They are united in their commitment to the children in their care. Leaders, including the trust, promote opportunities for adults to develop professionally. As a result, adults and pupils are nurtured, grow and flourish.

Information

Address	The Common, Chorleywood, Rickmansworth, Hertfordshire WD3 5SG		
Date	9 July 2026	URN	139507
Type of school	Academy	No. of pupils	231
Diocese	St Albans		
MAT	Chess Valley Primary Learning Trust		
MAT Chair	Geoffrey Roberts		
Headteacher	Sarah Selleck		
Chair of Governors	Stephen Jarman		
Inspector	Joanna Brookes		