

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Turners Hill Church of England Primary School

Vision

As each has received a gift, use it to serve, as good stewards of God's love. (1 Peter 4:10)

God gives us gifts (skills, talents, abilities along with the gift of the world). We use these to serve others to show our love for each other and our love of God. In our school, our children live our Christian values that celebrate our love of God and our stewardship of each other and the world. On an ongoing basis, we celebrate these values in action and nurture a love of the Earth.

Turners Hill 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.

Strengths

- Pupils, staff and the school community have a deep understanding of the Christian vision. The vision is the lived experience of Turners Hill and makes a difference to the flourishing of individuals.
- Leaders and staff have established a strong and inclusive culture with high aspirations that permeates the school. As a result, individuals are supported to grow to be the best they can be.
- Collective worship is a special time when the school comes together like a family, to pause, reflect and grow. It allows time to consider deeply the vision and values of the school.
- The school cultivates a strong and tangible culture of stewardship, deeply rooted in its Christian vision and values. Pupils and staff consistently demonstrate responsibility for God's creation, their school community, and their own God-given talents.
- Religious education (RE) is passionately led and has a high status across the school. Creative and inspirational learning fosters a deep understanding of religious and non-religious worldviews.

Development Points

- Ensure opportunities for spiritual development are integrated across the curriculum. This is to enhance the way that pupils and adults flourish spiritually.
- Ensure a consistent Christian focus to collective worship is maintained. This will enhance its Christian distinctiveness and secure its impact on spiritual flourishing.



Inspection Findings

The school's deeply embedded Christian vision is at the heart of this caring and vibrant school. Leaders have expertly shaped a biblically-based vision that powerfully serves the distinctive needs of the school and its community. The vision comes alive through its motto: 'Stewards of the Earth, Eager to Learn, Faithful to God'. This allows it to be understood throughout the school community and lived out on a daily basis. Learning to sign the vision in Makaton deepens pupils' understanding and integrates it into the daily rhythm of school life. The vision and values are the driving force of the school and the basis on which leaders make decisions. Staff are passionate in modelling and embedding the vision in order to help pupils thrive and succeed. Leaders, including governors, regularly evaluate the effectiveness of the school vision. This means that Christian intention constantly drives the work of the school. Leaders have prioritised partnership with other local schools in order to support the ongoing flourishing of the school. This enriches curriculum opportunities for pupils as well as supporting the professional development of staff.

Leaders and Governors are ambitious for pupils. Driven by the Christian vision, staff have crafted a relevant, rich and varied curriculum to meet the needs of individuals. The curriculum inspires pupils to be curious and strive for excellence, knowing their efforts honour the gifts they have received. Pupils show resilience in their learning, embracing new challenges with enthusiasm in their academic, creative, and personal development. The school is passionate about the removal of educational barriers and is committed to an inclusive approach. As a result, the curriculum meets the needs of vulnerable pupils well. Enriching experiences such as trips, visitors and links with other schools add to the deep learning opportunities. Spiritual development is a high priority with times for reflection and stillness embedded into the school day. In class and outdoor reflection areas enable pupils to contemplate the big questions posed in learning and worship times. This, along with the shared definition of spirituality, has resulted in a common understanding of spiritual growth. However, this has not impacted enough on planning for spiritual development opportunities across the curriculum.

Collective worship, focused on the vision and values, is a special time that draws the school community together. The school's Christian vision and values are incorporated into the spoken structure of worship. This embeds it within the daily life of the school and as a result pupils recall and understand them readily. Spiritual development is facilitated through times of reflection and stillness, along with joyful singing of songs and thought-provoking stories. Pupils are engaged throughout, including during times to think and respond individually and collectively. Year 6 pupils serve as 'Worship Warriors', leading call and responses, acting out stories or role plays. This significantly enhances worship, fostering a more inclusive approach and valuing pupil involvement in spiritual development. Worship themes celebrate key times in the Church calendar and unpack each of the school's values so they are understood. High-quality support enables staff to feel confident in leading worship. Partnerships with clergy and local churches are strong, which brings a diversity of worship experiences. Pupils are invited to engage in prayer throughout the day and do so enthusiastically. Classroom reflection areas provide a focal point for pupils to engage further with worship themes and shape their own thoughts. One pupil commented that 'it's good to have a time to be quiet and think about what you have learned'. School worship is Christian in its identity but the focus is sometimes overtaken with wider social or cultural events. This means that the community does not always benefit from the Christian rootedness of the school.

Leaders create a nurturing culture in which people are cherished and supported. Recognising that individuals are made in the image of God, there is a strong sense of community and belonging. As a result, pupils, families and



staff feel valued. Pupils flourish through a strong approach to inclusion, which supports the needs of individuals and equity of opportunity. The school funds visits and supports the acquisition of resources in order to remove barriers to learning. Mutual respect is woven through the school, and diversity and individuality are celebrated widely. Pupils are supported to ensure they are able to access the full range of activities during the school day. For example, social stories ease possible anxieties for pupils going into larger group activities such as collective worship. Pupils are enabled to grow as confident and curious learners ready for the next steps in their learning as they leave the school. Staff feel well supported both in their roles and personally, and are empowered through targeted professional development. They appreciate the way leaders 'check in' with them. They flourish and thrive as a result of this proactive approach.

The school's vision and values inspire pupils and staff to respect and serve others first. They readily articulate the importance of being stewards of God's world. Pupils develop a strong sense of responsibility to one another and their community. The curriculum enables pupils to understand what justice and injustice might look like. Pupils live out the school vision when taking on numerous responsibilities in school. They use suggestion boxes to contribute ideas for the pupil parliament to consider. As a result, they know they can bring about change in their school and community. For example, pupils worked with the parish council on traffic around the school. They gained a sense of being able to make a difference through the resulting posters displayed around the village. The school's decision to take part in a Planet Protection Challenge enables pupils to make changes beyond their local community.

Leaders have carefully considered the design and balance of the RE curriculum. It is systematically planned to ensure coverage and progression across the mixed age classes in the school. The cycle of learning ensures acquisition of skills and knowledge across the curriculum. Because leaders evaluate the impact of this, RE reflects the school's vision. It has a high profile in the school and is enthusiastically led by the subject leader. Pupils explore a broad range of world faiths and worldviews, including Christianity. The use of key questions, leads to deeper understanding. Leaders and staff benefit from high quality professional development through partnership with the diocese and subject experts. Carefully selected resources help teachers to plan a varied approach to learning that motivates and inspires. Pupils highly value RE, one remarking 'learning about religions would help if you wanted to find your own religion'. Leaders invited pupils from local secondary schools to share their faith during a whole school RE day. Pupils enjoyed asking questions about the faith experiences of individuals, resulting in a deeper understanding of life in multicultural Britain.

Information

Address	1828 Church Rd, Turners Hill, Crawley RH10 4PA		
Date	26.6.25	URN	126010
Type of school	Voluntary Controlled	No. of pupils	136
Diocese and Methodist District	Chichester		
MAT/Federation			
Headteacher	Ben Turney		
Chair of Governors	Rob Hurst		
Inspector	Andrew Jervis		