

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Goring-By-Sea Church of England Primary School

Vision

To be a Church of England Primary School that: -

- nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress (Faith).
- as a community, demonstrates love and respect for all of God's creation (Love).
- provides an exciting, broad and ambitious curriculum that equips learners for the future (Learning).

Goring-By-Sea 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's Christian vision is the driving force underpinning leaders' effective work. It is evident in their everyday actions.
- Collective worship is central to each school day. Pupils and staff value this time to be together and reflect upon their relationship with God and their place in the world.
- As a result of the impact of the vision and values that include love, pupils and staff are cared for thoughtfully and feel valued. They are supported personally, academically and professionally.
- Through the curriculum and wider well-planned opportunities, pupils gain a secure understanding of justice and responsibility.
- Religious Education (RE) is a strength of the curriculum. Leadership of the subject ensures that it is relevant, engaging and well-sequenced.

Development Points

- Develop pupils' understanding of spirituality and the way that this is supported through the curriculum. This is so that pupils understand and can express their spiritual thinking.



Inspection Findings

Vision and Leadership

This is a school where pupils and adults collectively flourish. Leaders work well to ensure the school's vision underpins decision-making, policies and provision. The vision and values are frequently referred to and used to set the direction of the school's work. They are also used to evaluate the impact of the strategies selected to improve and develop the school. For example, leaders have extended play-based learning across Key Stage 1, for pupils who learn more effectively through this approach. Governors evaluate different aspects of the school, such as the impact of the vision, robustly. This keeps the school on track. Governors' checks on the school's work enables them to see how the Christian vision helps pupils and adults to feel connected to one another. Consequently, pupils and adults model gentleness and warmth in their actions. The school works closely with, and receives support from, the diocese and local clergy. This enhances the strength and impact of the school's vision and aspiration for pupils and adults. Staff model the school's values of faith, love and learning in their language and actions. Pupils therefore recognise the importance of living out these values themselves. As a result, they support and look after one another without being prompted.

Vision and Curriculum

Leaders ensure the Christian vision is used to guide the design for pupils' learning. Pupils work hard and are interested in their lessons. The school has extensive provision for pupils with special educational needs and/or disabilities (SEND). This bears fruit in the curriculum where pupils with SEND access the full range of subjects and do well. Pupils know that persevering in the face of challenge help to lead to success. Staff ensure that pupils engage in a wide range of experiences that are on the school's 'bucket list'. This includes sleeping under the stars and sitting around a campfire. Consequently, pupils experience and are amazed at creation first-hand. Many pupils enjoy the clubs that the school offers, for example karate and dance. These times provide rich opportunities for pupils to hone existing skills and develop new ones. Spiritual development is being developed through academic learning. Pupils are invited to engage in discussion, reflection and contemplation. This helps them to develop a strong sense of identity within it. However, spirituality is not fully embedded within and across the curriculum, limiting pupils' understanding and expression of their spirituality.

Worship and Spirituality

Collective worship is well planned and delivered, with the result that it enables the school community to grow in its spiritual life. Pupils enjoy the inspiring opportunities to ask questions and the encouragement to be curious about Christianity. Worship leaders, including pupils in the Liturgy Team, work closely together to make worship inviting, relevant and understood. A range of church leaders regularly visit the school and support pupils in being spiritually reflective. Worship enables people to understand the Christian message in ways that are profound. It deepens the pupils' and adults' knowledge of a wide range of Bible stories. They link these to the school's values and how they can be acted out in their daily lives and interactions. Worship also brings the school together, developing a strong sense of belonging within this cohesive community. The oneness of the school is enhanced when pupils worship in church, together with the local clergy.

Vision and School Culture

The Christian vision shapes relationships, behaviour and the expectations of how pupils and adults treat one another. Pupils who are more vulnerable are well supported. There are effective systems in place to identify and address additional needs promptly. This ensures pupils can access learning and feel confident, enabling them to do well, both academically and personally. This nurturing ethos is evident in the personal exchanges between people across the school, rooted in respect and compassion. Staff persistently focus on pastoral care and early intervention. As a result pupils are, and feel, supported and included. To help pupils, including those who are more vulnerable, there is a dedicated and diligent inclusion team. Their work means that pupils, including those who find school challenging at times, are cherished and nurtured. Consequently, individual needs are met with



precision and kindness. Adults beyond the inclusion team are quick to respond with compassion and practical help, for example counselling, after difficult times in their lives. Additionally, a range of further pastoral provision enriches the wellbeing of pupils and adults. This includes programmes that support pupils individually and in small groups. For example, 'lunch club' is a reassuring and quiet space for pupils who prefer a less busy environment during lunchtime. Adults' wellbeing is a high priority. Staff are supported by leaders with their workload. This includes taking care about the timetabling of events, particularly at busy periods in the academic year.

Vision, Justice and Responsibility

Inspired by the vision, pupils are motivated to make a difference. This is developed as they undertake responsibilities in a wide range of pupil leader roles. These include sports leaders and those who look out for any pupils that are feeling left out at break times. Their diligent work impacts positively on the lives of others in the school. Through these roles, pupils promote wellbeing and inspire others to take responsibility. Pupils participate in charitable initiatives and environmental projects. These experiences help pupils to recognise and understand injustice and inequality. For example, pupils appreciate some of the challenges for people who are homeless, such as cold temperatures. Importantly, pupils' responses show that they want to make a difference. Partnerships with the diocese, local and international charities further expand pupils' horizons and encourage global awareness.

Religious Education

The RE curriculum is a high priority. Leaders have ensured that the subject is well sequenced so that pupils build their knowledge effectively. Leaders, including governors, evaluate RE teaching and learning methodically. This enables senior staff, together with teachers, to adapt the curriculum. This is particularly important when they make adjustments to enhance pupils' learning. The focus on questions creates a time for meaningful dialogue within lessons. As a result, pupils value RE and engage thoughtfully, developing confidence in expressing and examining their own and others' viewpoints. Partnerships with the diocese offer valuable opportunities, through high-quality professional development, to strengthen teachers' subject knowledge. Therefore, they are equipped to deliver the curriculum well.

Pupils develop a secure and accurate knowledge of a range of religions and worldviews. Teaching strategies encourage pupils to be inquisitive, for example 'how can a synagogue help us to understand the Jewish faith?' Teachers use a wide range of approaches to check pupils retain the knowledge they are taught and apply it thoughtfully. As a result of these wide-ranging and inclusive practices, pupils take part with enthusiasm in lessons and make strong progress. Pupils with SEND receive effective support. This ensures that pupils with additional needs can participate effectively in learning and achieve well in RE.

Information

Address	Mulberry Lane, Worthing, West Sussex, BN12 4RN		
Date	19 March 2026	URN	126045
Type of school	Voluntary aided	No. of pupils	420
Diocese	Chichester		
Headteacher	Laura Brockhurst		
Co-chairs of Governors	Kirsty Luff and Melanie Smith		
Inspector	Richard Blackmore		