

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Margaret's Church of England VA Primary School

Vision

Loving God, serving others, fulfilling our potential.

St Margaret's is a welcoming church school where we learn how to love God, one another and ourselves. We foster a Christian ethos and develop positive relationships with our church, Ifield and the wider community. Through the highest quality of teaching and learning, our children fulfil their unique potential. Our school is a nurturing haven where pupils thrive in a culture of care, respect, and belonging, inspiring them to make a meaningful difference in the world.

St. Margaret's Church of England VA 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 distinctively Christian vision is clearly articulated and well understood by leaders and the community. It shapes decision making and is lived out in the daily life of the school. As a result, there is a nurturing, inclusive culture where pupils and adults feel valued and special.
- Leaders at all levels demonstrate ambition and drive, modelling the vision through their actions. They have fostered a staff team who ensure this vision is evident in their daily practice. Consequently, the school community feel inspired to make positive contributions within and beyond the school.
- Collective worship is central to the daily life of the school. It offers rich and purposeful opportunities to engage with, reflect on and deepen understanding of the school's Christian vision and associated values.
- Pupils demonstrate care for one another, showing kindness, compassion and an appreciation of unity. Relationships between pupils and adults are positive, creating a happy school community.
- The religious education (RE) curriculum is well planned, creative and engaging. It equips pupils with a secure knowledge of Christianity and a range of world faiths. As a result, they develop an appreciation of diversity which nurtures respect and understanding towards others.

Development Points

- Enhance a shared understanding of spirituality across the whole school community. This is to strengthen how pupils and adults can confidently express the impact opportunities for spiritual development have on their lives.
- Extend the range of opportunities for pupils to explore issues of justice. This is to enable them to recognise their role in making a positive difference in the world.



Inspection Findings

Vision and Leadership

St. Margaret's Church of England Primary School is committed to its biblically rooted Christian vision of 'Loving God, serving others, fulfilling our potential.' It is a welcoming and inclusive school where pupils and adults are known as individuals and nurtured to flourish. Leaders model the school's Christian vision through their decisions and actions, providing a wide range of opportunities for pupils and adults. As a result, the vision and its associated Christian values are lived out consistently, contributing to a positive and joyful school community. Pupils appreciate the half termly 'golden leaves' they receive for embodying the school's Christian '18 values for life'. Leaders respond proactively to the academic, spiritual and personal needs of pupils and their families. This ensures that the school's support extends beyond the classroom. The collaborative approach of the whole team has a positive impact on pupils' lives both in and beyond the school day. School leaders, including governors, monitor and evaluate the impact of the vision on the school as a Church school effectively. They review it regularly as part of a robust and well-established process, ensuring it drives actions and decisions.

Vision and Curriculum

Leaders are committed to developing pupils to be confident, secure citizens whilst ensuring that they thrive academically. The strong culture of support across the school nurtures resilience and wellbeing, enabling pupils to flourish. This is particularly significant for the most vulnerable, for whom the sustained encouragement and care they receive directly impacts their ability to prosper. Strategies and interventions are inclusive, ensuring that pupils, including those with special educational needs and disabilities (SEND) are well supported. Pupils learn empathy, patience and respect by engaging with peers in the Special Support Centre (SSC). This deepens their understanding of community and diversity. They greatly value the wide range of opportunities provided to enhance their learning and pastoral development. The 'Jesus and Me' club and forest school are particularly significant in offering rich spaces for spiritual growth. Learning is further enriched through carefully chosen visits and visitors, which contribute to pupils' spiritual flourishing. Although opportunities for spiritual development are intentionally woven throughout the curriculum, pupils are less able to articulate the impact of these experiences. This is due to the absence of a shared understanding of what spirituality means across the school community.

Worship and Spirituality

Joyful and enthusiastic singing fills the hall during worship, creating a powerful sense of the school community coming together as one. Staff offer sensitive support so that pupils with a wide range of individual needs are included and able to participate fully. Leaders use the Bible as a source of inspiration and learning, while evaluative support is provided by an enthusiastic worship group. These pupils play an active role in reflecting on acts of worship which ensures it is meaningful and inclusive. Worship is recognised by the school community as being at the heart of school life and is enjoyed by pupils and staff. The school's close partnership with the local church makes a significant contribution to the life of the community through the range and richness of worship offered. Clergy play an active role in leading weekly worship, providing opportunities that support spiritual flourishing. However, the school community is less confident in expressing the impact of this on them. Services held in church at Christmas and Easter are highly valued by pupils, staff and families, deepening the sense of belonging and shared celebration. Opportunities for prayer and reflection extend beyond collective worship.



Vision and School Culture

The school benefits from clear and inspirational leadership that is firmly rooted in its Christian vision. This creates a strong sense of community and a welcoming atmosphere throughout the school. Highly positive relationships make a substantial contribution to the pastoral flourishing of adults and pupils. Leaders go above and beyond to ensure that members of the school community are embraced and valued. Consequently parents, staff and pupils feel a sense of unity and appreciate being part of a 'loving family.' Leaders have invested in both high quality, effective staff and in external agencies, to ensure that pupils' needs are diligently planned for. For example, the school's work with a mental health provider, ensures that the wellbeing of pupils and staff is monitored effectively. Pupils prosper as a result of the care and compassion provided, while staff thrive in response to the professional and personal support they receive. The provision of regular staff wellbeing afternoons is greatly appreciated and reflects the school's Christian vision of nurturing every individual. They contribute significantly to the flourishing of staff, ensuring that adults, as well as pupils, are supported.

Vision, Justice and Responsibility

Pupils develop strong and supportive relationships within the school community and are inspired to serve others. Leadership opportunities, such as the worship and school councils, enable pupils to make meaningful contributions to school life. Meeting weekly with school leaders, these groups value the opportunity to have a voice in shaping the life and direction of the school. Pupils demonstrate a clear understanding of justice within their local context and are eager to support causes that impact their immediate community. They participate in charitable initiatives and respond compassionately to local need, such as raising money for the local hospice. This shows that pupils recognise the importance of fairness and care for others nearby. However, pupils' awareness of issues of broader injustice is less developed. As a result, opportunities for them to consider how their actions might contribute to tackling wider injustices are limited.

Religious Education

RE holds a significant profile within the school and is valued highly by both staff and pupils. The subject leader provides clear strategic direction, ensuring that RE remains a curriculum priority. The subject is well supported and resourced, with both the trust and the diocese providing high-quality training opportunities. This includes access to networks such as the RE subject leader group. Well-planned lessons underpin a curriculum that is relevant, engaging and connected to pupils' lived experiences. The study of a number of major world faiths is meaningfully related to pupils' growing understanding of Christianity as a global and living faith. Pupils enjoy RE lessons and speak with confidence about the key concepts and ideas they have encountered. They are able to articulate their learning clearly, demonstrating secure knowledge and understanding of a range of religious and theological themes. For example, pupils in Year One can clearly explain their views on the events of a range of creation stories learned in Reception.

The subject leader and governors ensure that teaching and learning in RE are consistently strong across the school. Teachers demonstrate secure subject knowledge and deliver lessons that are engaging, well-paced and effectively adapted to meet the needs of pupils, including those with SEND. An effective assessment system tracks progress and informs future planning, leading to targeted teaching and improved outcomes. Pupils demonstrate positive attitudes towards RE. They articulate clearly how the subject supports their understanding of diverse beliefs and contributes to the development of empathy and respect. Consequently, a culture of respectful dialogue is embedded, with pupils feeling that their views are valued. Pupils are consistently challenged through examining links between Christianity and other world faiths which stimulate deep thinking and discussion. They thrive within a learning environment that nurtures curiosity, promotes inclusion and fosters mutual understanding.



Information

Address	The Mardens, Ifield, Crawley, West Sussex, RH11 0AQ		
Date	16 September 2025	URN	151192
Type of school	Academy	No. of pupils	424
Diocese	Chichester		
MAT	Diocese of Chichester		
Headteacher	Jill Hine		
Chair of Governors	Steve Burston		
Chair of Trust	Mark Talbot		
Inspector	Tom Spurle		

