

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Peter's Church of England (Aided) Primary School

Vision

We are St Peter's, a Christian village school rooted in our community. We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness. Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings. Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others, respect for the environment and their own unique talents in a broad curriculum. When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world. A caring Christian community where we love, learn and aim high.

St. Peter's Church of England (Aided) 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

- Rooted in the story of St Peter as the rock, the school's vision provides a clear biblical foundation for its identity.
- Worship is inspirational and spiritually enriching. It creates memorable experiences that shape pupils' understanding of faith and strengthens the school's Christian character.
- The curriculum provides rich opportunities for pupils to engage in issues of justice. This prompts purposeful action that reflect Christian values and contribute positively to the wider world.
- A culture of care, inclusion and equity is evident in positive interactions across the school day. Staff tailor their approach enabling pupils and colleagues to thrive.
- Religious education (RE) holds a significant place in the school. Teachers explain ideas well and give pupils time to think, talk and ask questions. This nurtures a culture of respectful dialogue.

Development Points

- Make explicit biblical links to the school's values, known as the 'learning friends'. This is to help pupils and adults clearly articulate how these values are rooted in Christian teaching.
- Develop a shared understanding of spirituality across the school. This is to enrich planned opportunities for spiritual growth across the curriculum and nurture pupils' sense of meaning and connection.
- Within RE, broaden learning so pupils encounter the many ways Christians live their beliefs. This is to build pupils' understanding of Christianity as a varied and vibrant faith.



Inspection Findings

Vision and Leadership

The school's Christian vision, grounded in the steadfast example of St Peter, enables pupils and adults to flourish. It galvanises leaders to act with courage and faith when making strategic decisions. Examples include restructuring from five classes to four to sustain high-quality learning or maintaining the swimming pool as part of their commitment to wellbeing. These choices reveal leadership that is grounded in service. Leaders and staff work together with integrity. Their shared commitment to pupils and each other fosters respect, mutual care and epitomises a culture of generosity. These actions create stability and trust, enabling pupils and adults to thrive. Despite this sound foundation, the biblical links to the school's values, known as the 'learning friends', are not made explicit. Pupils recognise these values in practice, but the Christian teaching that underpins them is referenced only occasionally. As a result, pupils and adults have limited opportunities to articulate how the values are rooted in the Christian story and how this supports spiritual growth.

Vision and Curriculum

The curriculum is firmly rooted in the vision, with the commitment to building 'firm foundations' shaping leaders' decisions. Pupils learn through real-life contexts that deepen their insight and compassion. They readily explain how cultural traditions, global issues and community projects build awareness of people's experiences and needs. Pupils find these motivating and use their knowledge and creative skills to strengthen relationships within local and global communities. One example is the long-term partnership with the charity Champion Chanzige, Tanzania. Tailored provision enables pupils with SEND or additional needs to flourish and engage positively with school life. A wide extra-curricular programme broadens pupils' outlook, through varied clubs and enriching trips. Leaders create moments that prompt pupils to wonder and reflect, and the rural setting strengthens these experiences. However, there is not a coherent understanding of spirituality to guide this work. Because of this, pupils do not always recognise these moments as part of their spiritual development. This limits how deeply they reflect across the taught and wider curriculum.

Religious Education

RE is highly valued in the school and is given an appropriate amount of time in the curriculum. Pupils learn about key ideas in Christianity, such as God's promises and connection with people. They also learn about major world religions and how people of different religions practise and express their faith. The curriculum includes humanism and other non-religious worldviews, helping pupils recognise the different ways people make sense of life. The subject is very well led and is carefully monitored and evaluated. Staff benefit from diocesan training and ongoing professional development. They also learn from one another through shared planning, coaching and practical support in the classroom. Leaders monitor provision through conversations with pupils, looking at their work and regular discussions with staff. However, pupils do not have broad enough opportunities to encounter the variety of ways in which Christians live out their faith. As a result, pupils do not always recognise how Christian faith can inform daily choices, relationships and actions.

Teaching in RE is consistently strong. Staff present information with clarity and encourage pupils to reflect, discuss and explore questions together. Teachers check pupils' understanding in simple but effective ways and use this insight to shape the next steps in learning. As a result, pupils think deeply, respond thoughtfully and demonstrate secure, growing knowledge, showing good progress over time.

Worship and Spirituality

Worship is a joyous and spiritually enriching part of the school's life. It draws on story, music, silence, prayer and symbols to create meaningful moments. Singing is especially valued. Pupils describe it as something that 'fills the whole world with light' and 'brings out the inner joy'. Some say it helps them feel closer to God, especially when they feel upset. Worship is strengthened by regular contributions from local clergy and church volunteers who



lead storytelling and drama. These sessions deepen pupils' understanding of Bible stories and build confidence in speaking and performing. School worship leads plan, and guide worship, which develops pupils' confidence and supports their understanding of Christian teaching. Pupils talk about prayer as a time to 'tell God your worries', to 'reflect quietly' or to 'sit respectfully while others pray'. Lighting the candle is meaningful, symbolising 'the light of the world' and reminding them that God is with them. These elements work together to support pupils' spiritual growth. Key dates from different religious traditions are acknowledged, helping pupils from diverse backgrounds feel recognised and valued. Pupils also contribute artwork and ideas to family-focused church gatherings, strengthening the relationship between school, church and community.

Vision and School Culture

The vision shapes a culture where pupils and adults are treated with kindness and respect. A people-centered ethos places wellbeing at the heart of school life. Staff identify pupils' needs early and shape learning so pupils feel included and supported, with appropriate challenge. Pastoral systems draw on specialist partners to offer timely help for pupils with special educational needs and/or disabilities (SEND). Parents rightly describe a caring community where pupils look after one another and feel known across the school. Staff wellbeing is strengthened by open communication, approachable leadership and strong teamwork. New teachers feel guided and encouraged within this warm, supportive environment. Pupils grow in confidence through roles that promote empathy and self-belief. The small school setting helps pupils form bonds across year groups. This deepens pupils' understanding of community and enables them to recognise how positive relationships shape their wellbeing. Collectively, these practices create an inclusive culture where pupils and adults feel safe, known and championed.

Vision, Justice and Responsibility

The school's Christian vision helps pupils understand that their choices affect others and that they share responsibility for a fair and caring community. Pupils talk confidently about voting for their class names and school council representatives, saying this 'feels fair' and gives everyone a voice. Older pupils speak about being 'truly trusted', explaining that this means using their freedom responsibly and supporting younger pupils. This culture encourages pupils to act for justice. They speak proudly about campaigning for safer road signage because 'it helps everyone stay safe'. Realising that children at an orphanage in Tanzania pay for basic school essentials leaves pupils surprised and thankful for what they have. Wanting to help, they set themselves an extra reading challenge as an act of solidarity. Working together on this challenge strengthens their connection to others and reflects the vision to enjoy life in all its fullness. Their commitment echoes St Peter's example as they use their learning to build firm foundations for others. They explain that helping others 'feels right' and 'makes a difference', showing how the vision effectively inspires ethical action.

Information

Address	Potters Green, Station Road, Cowfold, Horsham, West Sussex, RH13 8QZ		
Date	20 March 2026	URN	126025
Type of school	Voluntary aided	No. of pupils	94
Diocese	Chichester		
Headteacher	Giles Kolter		
Chair of Governors	David Miller		
Inspector	Pamela Gough		