

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Holy Trinity Church of England Primary School

Vision

Love your neighbour as yourself, and do to others as you'd have them do to you.' Matthew 22:39

Our vision is to develop happy, young people who can flourish as individuals. As they grow and mature their personalities, we want them to develop academic aspirations, a love of learning, and a desire to succeed and take care of others. We celebrate the unique gifts of every child. We are a Church of England Primary School, and hope to achieve our vision through the Christian tradition aiming for the common good of the whole community. This concept of community is rooted in the Christian understanding of love: love of God and of one another. This vision, in line with the Church of England's Vision for Education, encompasses the whole of our community and the wider world. We therefore aim to build an inclusive and nurturing environment which welcomes people from all backgrounds and traditions.

Holy Trinity Church of England Primary School has a number of strengths, but there are also areas that leaders need to address as a matter of priority. These are set out in the Development Points section below.

Notable Strengths

- Inspired by the school's vision and values, leaders and staff provide an inclusive and nurturing environment. As a result, pupils demonstrate high levels of wellbeing and are able to engage confidently in their learning.
- Motivated to 'love your neighbour as yourself', staff use the school's Christian values to teach pupils how to live well together. This builds a culture of respect across the school, where pupils take responsibility and accept each other's differences.
- A range of engaging experiences within collective worship is enriched by the valuable contributions made by the local church. This fruitful partnership enables pupils to understand how biblical teaching can help people to make wise choices.

Development Points

- Because school leaders have not ensured that the provision, profile and priority of religious education (RE) result in an effective curriculum, they should raise the status of RE to fully meet the expectations of a Church school. This is in order to deepen pupils' knowledge and understanding of Christianity as well as other religions and worldviews. Furthermore, leaders should prioritise relevant training for staff so that they are effectively equipped to deliver the curriculum.
- Extend and widen pupils' understanding of justice to empower them to challenge injustices. This is so that they understand the range of ways that they can make a positive difference to others.
- Develop an agreed, school-wide approach to spirituality. Use this to plan opportunities across the curriculum to deepen pupils' spiritual growth.



Inspection Findings

Vision and Leadership

Driven by the Christian vision to 'love your neighbour', leaders nurture a community where pupils and adults understand the importance of caring for others. The school lives out its vision through a set of well-embedded Christian values. To this end, leaders consider how to achieve their vision through the decisions that they make. For example, they organise classes flexibly so that pupils build strong bonds of friendship between age groups. Governors understand the school's vision and associated values. They monitor and evaluate the impact of the Christian vision to support leaders' decision making. Following feedback from parents and carers, leaders act to strengthen aspects of how the vision is lived out in school. Staff, inspired by a commitment to foster individuality, know their pupils well and respond sensitively to their academic and emotional needs. This ensures that pupils feel valued and supported as unique members of the school community.

Vision and Curriculum

Leaders support pupils to develop a love of learning through a curriculum designed to engage and inspire. In many areas of the curriculum, plans are thoughtfully structured to capture pupils' interest, encouraging curiosity and enthusiasm. Pupils demonstrate positive attitudes to learning. They use their school values to help them to build resilience and learn to respect the views of others. Leaders are responsive to the wide range of pupils' needs. To this end, staff adapt lessons carefully, including for those who have additional needs. As a result, pupils grow in confidence and are proud of their achievements. Through the wider curriculum, pupils engage with new experiences that develop their self-esteem and ability to work as a team. Time spent within the forest school provides memorable moments for pupils. Through activities such as den building, pupils develop their creativity and build positive relationships with their peers. Staff also use opportunities, such as those within the outdoor environment, to foster pupils' spirituality. However, there is no whole-school approach to spiritual development. Thus, experiences are not intentionally planned across the curriculum, limiting its potential to nurture pupils' spiritual growth.

Worship and Spirituality

Collective worship is a central part of the school day, providing pupils and staff with meaningful moments to pause and reflect. Leaders thoughtfully plan worship to explore the school's vision and values. A consistent pattern of Bible teaching, reflection, singing and prayer invites pupils and adults to participate in a way that feels comfortable for them. Pupils respond with respect and attentiveness, developing a shared sense of unity. A variety of leaders, including clergy, enrich pupils and adults' experiences and perspectives. Partnerships between the school and its community further deepen engagement. For example, students from a nearby secondary school lead collective worship, prompting individuals to respond meaningfully. Although the school is in the early stages of expressing how worship fosters spiritual growth, pupils and adults value its nourishing impact. Through exploring Bible stories, pupils understand how Jesus' teaching can help them to care for each other. Strong links with Holy Trinity Church further enrich worship. Families appreciate the chance to join class worship and services within the church. This strengthens connections and fosters a shared sense of belonging within the school and wider faith community.

Vision, Justice and Responsibility

Motivated by the vision to care for others, pupils are encouraged to take responsibility within the school community. Roles such as 'eco-warriors' empower pupils to contribute meaningfully, promoting an awareness of how their actions can help others and protect the natural world. For example, they monitor electricity usage and care for the school wildlife garden. Some experiences within the curriculum enable pupils to understand injustice more widely. For instance, in history, pupils learn about people who moved to a new country and the challenges some faced when they were treated unfairly. As a result, pupils recognise the importance of being welcoming towards those who are new to their own community. Through fundraising and charity events, pupils



are beginning to identify some of the ways that they can help others. However, opportunities for pupils to consider issues of justice more broadly are limited and their understanding is underdeveloped. Consequently, they do not fully appreciate the broad range of ways that they can make a positive difference to others.

Religious Education

RE leaders have identified that the curriculum requires development and are in the early stages of reviewing and refining its content. Decisions about which religions to study have been thoughtfully made, taking account of the school's context and the needs of its pupils. However, school leaders have not prioritised RE at a strategic level, which significantly limits the curriculum's effectiveness. Professional development is not a clear focus and training for staff who teach RE is limited. Activities taking place within RE lessons are not consistently aligned with the set RE curriculum. As a result, the curriculum is not delivered in a way that provides appropriate depth and challenge. Because of this, pupils' understanding of the different ways that people think about and practise their beliefs is undeveloped. In addition, insufficient time is allocated for RE lessons. For topics that have very recently been taught, pupils are able to show that they have some understanding of key religious concepts. For example, younger pupils understand some of the religious principles that guide the Jewish way of life. However, a lack of sufficiently regular teaching makes it difficult for teachers to build on what has already been learnt. This restricts pupils' ability to acquire, retain and recall knowledge about Christianity, as well as other religions and worldviews.

Vision and School Culture

The school community embodies its vision of nurture and care, with leaders placing a clear emphasis on the wellbeing of pupils and staff. Leaders provide support that enables staff to feel heard. Adults appreciate how leaders act upon their feedback, fostering good relationships across their small team. Staff know pupils individually, enabling sensitive and tailored support for their academic and personal needs. They actively help pupils to develop resilience and confidence, ensuring that they feel secure, happy and ready to learn. Leaders and staff work proactively with families, including those whose children are facing challenges. Effective links with a range of support agencies give parents and carers valuable help and assurance. Guided by the school's 'golden rule' to love your neighbour, pupils and adults understand the importance of treating others with kindness and respect. They appreciate and celebrate the range of backgrounds and heritages within the school. Shared experiences, such as trips to a pantomime, bring the whole school community together and strengthen pupils' sense of belonging.

Information

Address	Church Close, Lower Beeding, Horsham, West Sussex, RH13 6NS		
Date	12 March 2026	URN	125987
Type of school	Voluntary controlled	No. of pupils	82
Diocese	Chichester		
Headteacher	Tracey Bishop		
Chair of Governors	Pete Robinson		
Inspector	Rosie Piper		