

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England Primary School

Vision

A school where all can learn and grow in mind, body and spirit.

St Mary's 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 Christian vision is deeply embedded and shapes decisions, relationships, inclusion, and spiritual growth. It creates a community marked by dignity, compassion and moral purpose.
- The taught and wider curriculum allows pupils to grow in knowledge, gifts and talents.
- Collective worship is inclusive and meaningful, enabling pupils to thrive spiritually.
- Relationships and pastoral care are exemplary. Staff know pupils deeply and are committed to inclusion. They effectively support vulnerable pupils, including those who have special educational needs and/or disabilities (SEND).
- Religious education (RE) provides a rich academic experience, helping pupils understand the diversity of world faiths and world views. Pupils thoughtfully engage with big questions about faith and religious practice.

Development Points

- Enrich pupils' understanding of the practice of justice. This is so that they recognise the impact of their actions as they exercise responsibility and engage in partnerships.
- Enhance consistent assessment processes in RE. This is so that teachers use information effectively and pupils understand their progress in the subject.



Inspection Findings

Vision and Leadership

The Christian vision is lived with integrity and authenticity. This is a community marked by kindness, belonging and moral purpose. It is a school where adults and pupils meaningfully grow and thrive. As a school with a large number of pupils with SEND, leaders ensure learners' individual needs are catered to. Those who study English as an additional language (EAL) are well supported, underpinned by the vision. Pupils flourish socially and spiritually because the vision drives decisions, inclusion, pastoral care and high expectations. Leaders articulate clear Christian values that guide decisions and relationships. The vision ensures fairness and compassion. Pupils and adults are known and supported, which strengthens their confidence in achieving and serving within this school. The motto "Let your light shine" encourages pupils to recognise unique strengths and thrive in them. Through the vision, leaders ensure inclusion is a lived expectation across the school. Adults work as a cohesive team and are supported in their professional development. As a result, they grow holistically. They are proactive and respond to the needs of the pupils, keeping the vision at the heart of all actions. Governors effectively work with school leaders to ensure that the vision is a reality for the school community

Vision and Curriculum

The curriculum reflects the Christian vision by promoting inclusion and representation. Subject leaders review materials so pupils see themselves in learning, and adaptive teaching supports those with varied needs. Staff training strengthens this work. Leaders know the curriculum is effective because pupils speak confidently about their learning. Enrichment experiences connect learning with real-world contexts and broaden pupils' horizons. Learners have meaningful opportunities to develop spiritually, exploring deep questions and experiencing awe and wonder. Forest School encourages respect for creation and supports spiritual reflection. Pupils describe how outdoor learning builds collaboration and appreciation for nature. Purposeful financial support ensures every pupil can participate fully, reflecting the school's commitment to equity. This removes barriers and enables all to flourish through equal access to rich, life-enhancing opportunities. Curriculum structures support vulnerable pupils and those with SEND with care and precision. Staff identify needs early and adapt provision thoughtfully, helping learners grow, persevere and achieve. Leaders effectively evaluate impact through assessment and pupil voice.

Worship and Spirituality

Collective worship enables spiritual flourishing and is the heartbeat of the school. It is meaningful and engaging, with Anglican traditions such as set patterns of worship, confession and peace-making embedded and valued. Pupils understand these patterns and contribute with confidence because adaptations are highly effective. The worship council helps shape themes and content, enriching the spiritual life of the community. Leaders know worship is effective because themes influence pupils' choices, prompting kindness, reflection and thoughtful behaviour. A strong culture of prayer deepens pupils' understanding and expression of their spirituality. Partnership with the church strengthens the school's Christian identity. Clergy contribute regularly to worship and celebrations, supporting shared understanding and spiritual wellbeing. Church-led worship and Open the Book presentations explore biblical stories creatively, helping learners understand how these teachings support their spiritual development. Worship is led with insight that links themes to daily life. Adaptations such as signing and simplified language increase participation for pupils with SEND or EAL. Visitors from a range of Christian traditions broaden pupils' understanding of Christian diversity.

Religious Education

The RE curriculum is effective and has a strong academic status at the school. It provides clear structure and progression, building learners' knowledge of world faiths and world views securely. Pupils enjoy the subject. They confidently compare and contrast different religious beliefs and traditions. This encourages meaningful discussions about faith and its impact on the different ways people live. Visits to places of worship deepen this



learning and help pupils understand the diversity of religious worship and practice. Learners develop a strong understanding of different religions. A focus on key vocabulary helps them explain and evaluate ideas with confidence in RE. Monitoring through book scrutiny and pupil voice refines provision. Governors maintain appropriate oversight of RE, ensuring that it meets the needs of the range of learners. The school's relationship with the diocese enhances the quality of the subject through effective staff training and development. This reflects the school's commitment to high standards. Staff subject knowledge is strong.

Learners gain secure knowledge and skills that strengthen their written and verbal responses in RE. Assessment supports planning, but it does not always inform next steps and progress. Teaching is, however, consistent and reflective. Adults teach with confidence and accuracy, supported by focused professional development. As a result, pupils make strong and sustained progress across the RE curriculum. They demonstrate a growing understanding of how religious people think about God and faith. They are increasingly confident in explaining these ideas.

Vision, Justice and Responsibility

The Christian vision nurtures a culture of justice and ethical responsibility. Pupils understand justice as fairness and responsibility towards others. Leadership roles help them serve the school community with maturity and purpose. Pupils speak confidently about their influence and act on issues they identify with commitment and creativity. The school supports the local food bank with enthusiasm, and environmental projects demonstrate a growing understanding of stewardship. Their dedication to recycling and managing resources shows thoughtful action and genuine care for creation. They see this as a very important part of their service and work within the school and wider community. Pupils co-create rules for outdoor learning initiatives. They encourage peers to think about their responsibility to each other. This reduces conflict and increases enjoyment. Engagement in justice-focused initiatives is strong, and there is clear passion for making a positive difference. However, pupils' understanding of the wider impact of these actions, and of the partnerships the school participates in, is limited.

Vision and School Culture

The Christian vision creates a culture of dignity and mutual respect. Relationships across the school are warm and supportive. Staff know pupils deeply and respond with compassion. Pupils understand restorative approaches and explain how these repair relationships. This approach reduces conflict and strengthens trust. Wellbeing is prioritised through thoughtful policy and practice. Staff describe a culture of trust that supports personal circumstances. This enhances wellbeing and encourages unity. Leaders address discrimination with clarity and courage. Training equips staff to challenge prejudice and promote inclusion. Support for vulnerable pupils and families is carefully structured. The school's targeted emotional-literacy support provision helps learners develop resilience and regulation. Translation services enable EAL families to engage fully. Language ambassadors help new pupils settle quickly and feel part of the school community. The vision genuinely values difference. Learners share cultural and religious traditions with assurance. Staff celebrate identity as well as achievement, which builds pride. This also shapes friendships and positively impacts classroom behaviour. These strategies demonstrate that the vision enables pupils and adults to be treated well.

Information

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| Address | Normandy Road, Horsham, West Sussex RH12 1JL | | |
| Date of inspection | 16 March 2026 | URN | 126029 |
| Type of school | Voluntary aided | No. of pupils | 201 |
| Diocese/Methodist District | Chichester | | |
| Headteacher | Emma McLaughlin | | |
| Chair of Governors | Steve Allen | | |
| Inspector | Andrew Wignal | | |