

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Heene Church of England Primary School

Vision

‘Together in faith, we love, grow and learn’

Our vision is based on the parable of the mustard seed;

“...like a mustard seed, which someone took and planted in the field; it is the smallest of all seeds, but when it has grown it is the greatest of plants and becomes a tree, so that the birds of the air come and make nests in its branches.” Matthew ch13 v31

Heene 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 underpins and drives the actions of leaders. As a result, pupils and adults are valued in this inclusive school.
- Leaders use the vision to determine the curriculum and how pupils learn the knowledge that they need. Consequently, pupils deepen their understanding of the world around them and grow in confidence.
- The positive behaviour of pupils reflects their secure grasp of the Christian vision and values. Kindness echoes through relationships helping this to be a happy and thriving place.
- Collective worship is central to the spiritual life of the school. It is engaging and uplifting. It is enriched by the work of senior leaders and the strong partnership with the local church.
- The effective leadership of religious education (RE) results in a well-designed and challenging curriculum. Learning is balanced carefully so that pupils’ knowledge and understanding of a range of religions and worldviews develops well.

Development Points

- Foster a shared and strong understanding of spirituality and plan for spiritual development across the curriculum. This is to enhance spiritual flourishing.
- Ensure pupils have an age-appropriate understanding of justice. This is to support them in understanding the positive difference they can make to the lives of others.



Inspection Findings

Vision and Leadership

This is a warm, caring and welcoming school at the heart of its locality. Inspired by the clear Christian vision, leaders support and nurture growth in many different aspects of pupils' and adults' lives. It frames a common purpose, brings consistency and is accelerating improvement. The vision is expressed throughout the school's daily life and work and is central to decision making. Leaders' intentions, through clear strategic planning, are for pupils and adults to 'grow', like the mustard seed in the school's vision. It drives the school's aspiration for those within the school community to reach their potential. This includes pupils with special educational needs and/or disabilities (SEND). Dedicated governors monitor and evaluate this aspiration and the impact of leaders' actions effectively. Their support, feedback and challenge strengthen leaders' actions for further improvement. The trust's vision is aligned with that of the school. The decisions made by the trust align with the school's aspirations for the pupils and adults.

Vision and Curriculum

The Christian vision provides the bedrock on which the school's curriculum stands. Leaders ensure pupils, including those who are vulnerable, are excited, challenged and supported to learn the curriculum. Staff are committed to, and successful in creating an inclusive environment where they thrive. Those with SEND benefit from personalised support tailored to their specific needs. This provision empowers them to achieve academically and personally. For example, pupils are helped to manage their emotions through a range of well-planned activities and support. The school structures the curriculum around questions that encourage curiosity and active engagement in learning. This approach enables pupils to contribute meaningfully to classroom discussions and deepen their understanding. However, opportunities for enhancing spiritual understanding are not fully embedded within the curriculum. This limits the impact on their spiritual development. The curriculum and extracurricular activities are rich and diverse. Pupils delight in and gain much from the many interesting and relevant activities, including the 'wild beach' curriculum. This connects people to nature and their coastal community. This enables pupils with varied interests and aptitudes to develop their current talents and develop new skills. For example, West End musical professionals work with pupils to create a performance of song and dance. These events expose them to opportunities beyond their everyday experiences.

Worship and Spirituality

Collective worship is carefully planned to ensure it is nourishing, relevant and accessible. Provision is rightly made to ensure that everyone can take part in their own way. It encourages considered reflection on the vision and values and how these relate to people's lives. Worship is a valued part of the school day. It makes a significant contribution to the spiritual flourishing of pupils and adults. Carefully chosen biblical references gently but firmly challenge those who learn and work in the school to consider themselves and others. For example, Luke chapter 16, verse 10 is used effectively to challenge people's perspective on taking responsibility. It reinforces the idea that integrity in small matters is a test of character and prepares individuals for greater responsibility. Staff appreciate the time it provides to pause, be still and reflect. Leaders, staff and pupils contribute by leading and evaluating worship. The evaluations made continually develop worship. Church leaders lead worship in school, and this partnership enhances this time of coming together. For example, this link supports pupils' understanding of the Bible and how it inspires and is used by Christians in their everyday lives.

Vision and School Culture

Inspired by the Christian vision, there is a warm and tender culture that pervades the school. The building of positive relationships between pupils and adults is a key element to the school's ethos and aims. The deep understanding of the school's Christian vision helps promote a climate where both feel and are valued. Pupils know that they are important. They learn how to develop positive friendships through their exploration of the Christian values. To this end they, and adults, understand the power of being loving and this is seen through their



treatment of one another. Staff are encouraged by leaders to pursue their professional growth and know that their skills are used and appreciated. For example, staff are placed into senior leader positions due to their depth of knowledge and professional skills. They undertake their duties diligently and effectively and work cohesively together to serve the community. As a result, there is a strong sense of teamwork which enhances the wellbeing of pupils, staff and parents.

Vision, Justice and Responsibility

Leaders have established a strong culture of shared responsibility. This means that pupils play a strong role in the school. As a result, they make meaningful contributions to daily life. For example, as 'worship leaders' they plan and deliver worship and write prayers, including the school prayer. Pupils take these duties seriously. Their work as school and environment councilors ensures that they play a part in making decisions. For example, pupils lead on making sure that the school is energy efficient. They play a part in determining how the school site is used and is to be maintained. Pupils have a developing sense of justice. They talk about the importance of fair rules and showing respect. However, their understanding of justice lacks depth and breadth. This limits their ability to fully understand the impact of their actions on causes they care about.

Religious Education

RE has a significant place in the school's curriculum and is valued. The curriculum is coherent and well sequenced. The leader provides engaging resources to support teaching and learning. For example, well-designed questions are provided for teachers to immediately involve and excite pupils in their learning. This ensures that the curriculum deepens pupils' understanding of world faiths and worldviews. Staff are well supported to understand the curriculum through professional development from leaders and the diocese. Systematic monitoring ensures that the curriculum is impactful.

The teaching of RE is effective. Lessons are well-structured and ambitious. This means that the most is made of the time given to this subject in the curriculum. Pupils engage readily in learning about religions and worldviews with high levels of concentration sustained during lessons. Teachers' assessment of their learning in RE is accurate. It helps them to understand what pupils know and understand about a range of religions and beliefs. Therefore, teachers know what to teach next, enabling pupils to make strong progress. Enriched by trips to different places of worship, pupils understand that people practice their faith in a range of ways. Therefore, pupils appreciate diversity within and beyond their local community. The school's leadership has used support from the trust advisory team and the diocese well to develop teaching. As a result, the quality of pupils' learning has strengthened and is strong. Staff, through support from the subject leader that is high-quality, understand the most appropriate way to teach the curriculum. Consequently, they choose the right teaching approaches for what pupils are learning.

Information

Address	Norfolk Street, Worthing, West Sussex, BN11 4BB		
Date	7 July 2026	URN	149713
Type of school	Academy	No. of pupils	376
Diocese	Chichester		
MAT	Diocese of Chichester Academy Trust		
MAT Chair	Jack Dunn		
Headteacher	Laura Turner		
Chair of Governors	Jenny Barnard-Langston		
Inspector	Richard Blackmore		