

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Little Horsted Church of England Primary School

Vision

At Little Horsted Church of England Primary School, we Live, Love, Learn in the Light of the Lord.

Rooted in the teaching of “*Let your light shine*” (Matthew 5:16), we seek to provide a school community where every child is known, cherished, and encouraged to flourish academically, emotionally and spiritually. Each child has their own unique light and it is our vision to create a safe, happy and enriching environment where children feel confident to explore, grow, and shine in their own way.

Little Horsted 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 vision is clearly understood by pupils and adults and is lived out daily through relationships, routines and experiences across the school. As a result, pupils and adults flourish as confident, compassionate and caring members of the school community.
- Leaders ensure the Christian vision shapes curriculum development, reflecting the school’s context and aspirations. Spiritual development is woven throughout learning, enabling meaningful reflection on themselves, others and the wider world.
- The highly effective partnership between clergy and the school enriches collective worship and nurtures spiritual growth. Pupils and adults value opportunities for stillness, reflection, awe and wonder, encouraging thoughtful responses to faith and life.
- A deeply nurturing and inclusive culture, inspired by the Christian vision, ensures individuals are known, valued and supported. Compassionate care for wellbeing enables pupils and adults to flourish together.

Development Points

- Strengthen the full governing board’s monitoring of the Christian vision through consistent use of evaluative evidence. This is to inform strategic decision-making as well as supporting and challenging the school’s development as a Church school.
- Enhance the religious education (RE) curriculum by deepening pupils’ understanding of non-religious worldviews. This is so pupils understand and respect the diverse beliefs and worldviews they encounter in wider society.
- Clarify expectations for recording and assessment in RE and identify effective ways to capture pupils’ thinking. This is to ensure pupils’ progression in learning is consistently evidenced over time.



Inspection Findings

Vision and Leadership

Set amidst beautiful rural surroundings, Little Horsted Church of England Primary School stands as a beacon of love and care. Rooted in its Church school foundation, the vision 'Live, Love, Learn, in the Light of the Lord' shapes school life. During a period of leadership change, the Christian vision has provided stability and continuity. Current leaders have carefully reviewed and reaffirmed its relevance, ensuring clarity, consistency and a shared sense of direction. Through thoughtful and decisive leadership, they have strengthened provision and secured sustainable improvements across school life. The diocese is a valued partner in strengthening the school's Christian vision through guidance, reflection and professional development. This enables leaders and staff to ensure it responds to the needs of pupils, families and the wider community. The school's enduring partnership with the Church of St Michael and All Angels enriches its spiritual life and strengthens its sense of community. Governors support the implementation of the Christian vision and values through the ethos committee. They have valuable oversight of the school's Church school character. However, governors' engagement with evaluative evidence is not yet consistently embedded across the full governing board's monitoring processes. This limits their effectiveness in using evidence to shape the strategic direction and ongoing development of the school as a Church school.

Vision and Curriculum

The curriculum reflects the school's Christian vision, enabling pupils to recognise and develop their God-given gifts. Leaders have shaped it to support pupils' personal, academic and spiritual growth. The rural setting and surrounding countryside inform curriculum design, fostering pupils' connection with creation. Through experiences such as forest school and thoughtfully framed enquiry questions, pupils explore stewardship, reflection and responsibility. This approach is woven across subjects, encouraging pupils to understand their place within God's world and the impact of their actions on others. Local links and enrichment opportunities broaden pupils' experiences and understanding of the wider world. Leaders value individual gifts and expertise, enabling staff strengths to enrich learning, including through the introduction of Spanish. The curriculum is adapted effectively, enabling pupils with additional needs and those deemed to be vulnerable, to participate successfully. Spiritual development is embedded throughout learning, encouraging reflection, questioning and appreciation of different perspectives. Pupil discussions show growing confidence in expressing ideas, demonstrating empathy and understanding their responsibilities towards others. The curriculum therefore brings the Christian vision to life, nurturing curiosity, compassion and responsibility.

Worship and Spirituality

Collective worship strongly reflects the vision and values of the school. It is an uplifting part of each day, with leaders providing varied and well-resourced experiences that foster reflection. It is child-centered and purposefully led by dedicated clergy and committed school leaders, who encourage participation and reverence. As a result, pupils are thoroughly engaged and offer thoughtful personal responses including spontaneous, unscripted prayers. Carefully planned themes draw on the school's Christian vision through Bible stories and references. This deepens understanding of Christian beliefs and their relevance to daily life. Worship is shaped by the Christian calendar and Anglican traditions. For example, the class worship candle is carried reverently into whole-school worship, symbolising Christ's presence. It is then returned to the classroom, carrying messages of worship into daily life. This action inspires pupils to live, love and learn in the Light of the Lord. The ritual also strengthens pupils' sense of belonging and shared purpose. The impact of worship extends beyond the school day as parents report that it prompts meaningful conversations at home. Staff describe worship as inspiring, thought-provoking and restorative, offering moments of stillness, renewed purpose and shared hope.



Consequently, collective worship makes a profound contribution to the school's Christian character and the spiritual nourishment of pupils and adults.

Religious Education

The RE curriculum reflects the school vision of helping pupils to 'shine their light' by developing curiosity, respect, and understanding of others. Leaders ensure RE holds a clear and valued place within the curriculum. Provision is well sequenced from Reception to Year 6, building knowledge and understanding over time. Pupils learn about Christianity as a living faith alongside a range of world religions. However, pupils do not have a deep understanding of non-religious worldviews to fully meet the breadth of the curriculum intent. Limited opportunities to visit places of worship and engage with visitors from diverse faith communities reduce pupils' exposure to lived religious diversity.

Pupils engage well and respond thoughtfully in RE lessons. Teaching is enquiry-based and promotes discussion, enabling pupils to express their thinking with increasing confidence. They recall prior learning and use key religious vocabulary with growing accuracy. Their work shows some progression over time. However, assessment is not securely embedded across the school. Expectations for recording pupils' responses, including creative work, are inconsistent. As a result, pupils' thinking and progression are not always clearly evidenced across sequences of learning.

Vision, Justice and Responsibility

The Christian vision is lived out through a culture of justice, responsibility and ethical action. Pupils are encouraged to use their unique gifts to create positive change. They do so by engaging thoughtfully with local and global issues through curriculum themes and current affairs. In this way, they develop their moral awareness and confidence. Leadership opportunities and pupil voice are embedded across the school, strengthening stewardship, belonging and shared responsibility. Pupils identify causes they care about and take action through projects, service and practical support. They use their voices to influence school life, suggest improvements and contribute to a fair and inclusive community. Opportunities to explore wider challenges encourage pupils to develop solutions and share perspectives. For example, pupils work with external partners to consider social and economic issues. They develop and present solutions through a sustained project that builds confidence, resilience and collaboration. Through service, leadership and thoughtful action, pupils develop a sense of purpose. They recognise that their choices can make a positive difference and let their light shine.

Vision and School Culture

The school's commitment to living out its vision has fostered a deeply nurturing culture. Leaders ensure that pupils and adults are known and valued, enabling them to 'shine their light'. Strong relationships and responsive pastoral provision, including wraparound care, promote pupils' wellbeing. Likewise, leaders promote staff wellbeing through flexibility and by valuing the strong relationships that underpin a cohesive staff team. From the earliest stages of their school journey, pupils experience a culture where kindness is consistently modelled. This helps them develop positive relationships and settle quickly into school life. Bible stories and the school's values provide a shared language for understanding how the vision is lived out. Leaders actively remove barriers that may prevent pupils from belonging and participating fully. This is exemplified by arrangements with local transport providers, enabling pupils to travel to school easily. The school community reflects its Christian vision through the way people treat one another. Love, kindness and respect are not simply taught but consistently experienced throughout Little Horsted Church of England Primary School.

Information

Address	Lewes Road, Uckfield, East Sussex TN22 5TS		
Date	26 June 2026	URN	114557
Type of school	Voluntary aided	No. of pupils	92 (10 of this number are in the Nursery)
Diocese	Chichester		
Acting Head of School	Fiona Page		
Chair of Governors	Mathew Green		
Inspector	Pamela Gough		