Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Andrew's Church of England Infants' School

Vision

Learning together in friendship and faith

St. Andrew's Infant 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 school's Christian vision is clearly articulated and consistently lived out. As a result, pupils feel cherished, supported and enabled to achieve their God-given potential.
- Christian values, linked to the vision, thoughtfully respond to the needs of the community. They inspire resilience, equipping pupils and adults to thrive.
- Collective worship is enjoyed and respected by pupils and adults. It promotes the school's vision and associated values, strengthening bonds.
- Leaders are deeply responsive to the needs of the locality. Their commitment to nurturing creates a compassionate and inclusive environment. The care shown to pupils builds a strong sense of belonging, enabling them to flourish.
- The religious education (RE) curriculum is thoughtfully designed to promote rich learning. 'Big questions' and well-chosen resources help pupils to think critically about a range of world faiths.

Development Points

- Extend planned opportunities for spirituality so that it is interwoven through the curriculum. This is in order to deepen pupils' spiritual awareness.
- Enhance pupils' understanding of justice and responsibility. This is to empower them to promote change both within the school community and beyond.

Inspection Findings

Vision and Leadership

St Andrew's is an inclusive and welcoming school. Strong leadership, including governors, ensure that the Christian vision is widely known and clearly understood. 'Learning together in friendship and faith', inspires both pupils and adults, creating a united community. The school values being part of the Diocese of Chichester Academies Trust. The overarching trust vision focuses on 'God-given potential' and aligns seamlessly with St Andrew's own commitment to nurturing each pupil. The school's vision centres on the three key elements of friendship, togetherness and faith. These principles are lived out daily through the school's Christian values. They respond to local need and inspire positive change. For example, caring initiatives such as aid with transport, help the school community experience the value of compassion in practice. Pupils understand that values, alongside the vision, prepare them not only for each day in school but for life beyond it. Leaders recognise the critical importance of giving their infant-aged pupils a strong start to their educational journey. In line with the school's vision, there is a powerful culture of mutual support. This is exemplified by the school's ethos that 'there is always someone here for someone'. Transitions into and out of the school are carefully planned. This ensures that pupils and families receive effective support at these potentially pivotal times.

Vision and Curriculum

The curriculum has been thoughtfully designed to celebrate individual strengths. It offers support where needed and mirrors the school's inclusive vision. Bespoke learning plans exemplify this personalised approach, ensuring pupils' unique needs and abilities are recognised and developed. An additional classroom provides a nurturing environment that helps remove barriers to learning. This dedicated space enables pupils to develop confidence in a supportive setting. A wide range of carefully planned visits enriches learning and spiritual development. Visits to places such as Bodiam Castle and local beaches are thoughtfully organised. This assures that pupils experience awe and wonder and connect their learning to the wider world. Parents and carers greatly appreciate both these occasions and the variety of extra-curricular clubs offered, such as 'creative club'. It helps them recognise the contribution to their children's spiritual development. The school has introduced a common vocabulary for spirituality. However, whilst a shared understanding of spirituality is emerging, there is a lack of explicitly planned consistent opportunities across the curriculum.

Worship and Spirituality

Collective worship is a joyful and valued time for pupils and adults at St Andrew's. Pupils appreciate the moments of reflection that provide powerful opportunities to pause and be still. Singing creates a sense of unity. Local clergy maintain strong links with the school, providing regular support and leading worship. Invited guests bring additional expertise through puppets that act out Bible stories. Pupil leaders welcome the community to worship and create rhythm and focus through familiar routines. Class-led worship provides further opportunities for pupil participation. For example, Year 1's worship on thankfulness inspired others to consider what they are grateful for and why. Pupils particularly enjoy celebration worship where they reflect on achievements and express their joy. This helps them to recognise awe and wonder moments both in worship and in daily life. The school's approach to worship is rigorous and well evaluated. Leaders systematically gather and respond to feedback, thus sustaining the quality of worship. Significantly, pupils begin and end their infant experience at the Church of St Andrews. This creates a powerful sense of continuity and connection between the school and church community throughout their school journey.

Vision and School Culture

The vision creates a deeply nurturing culture at St. Andrew's, consistently described as a 'family' by pupils, parents and staff alike. Pupils share how they feel safe within this close-knit community. Leaders and staff know pupils and families exceptionally well, fostering a strong sense of belonging. This reflects the vision's emphasis on togetherness, growth and shared responsibility. The school's approach to behaviour is rooted in its values.

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Kindness, forgiveness and clear expectations guide daily relationships. Pupils appreciate the 'golden rules', which provide a framework for positive behaviour. The atmosphere is calm because pupils are respected and understood as individuals. Leaders and staff react to need with compassion and practical help. Examples were shared of how staff actively acknowledge specific pupil needs. This demonstrates the school's commitment to genuine inclusion, welcoming and supporting pupils so that they flourish. Staff wellbeing is prioritised, reflecting the vision's emphasis on mutual care. Staff appreciate the way leaders listen and respond appropriately to any suggestions or concerns. This makes them feel valued and supported in their daily work.

Vision, Justice and Responsibility

The vision fosters a culture of justice, responsibility and community engagement. Pupil voice is valued and acted upon. Leaders acknowledge school council guidance. For example, by adapting playground activities it reflects pupil views. Pupils appreciate these important roles and, as a result, are determined to fulfil them effectively. This demonstrates the vision's emphasis on togetherness in action. Community relationships are strengthened through joint initiatives with St Andrew's Church, such as the flower festival. Pupils are proud of their focus on local issues, including supporting the local food bank and a neighbouring mission. Through their partnership, they also assist a child in Africa, giving them a window into global needs. These charitable ventures help pupils recognise their power to positively impact both their school and wider community. While pupils show care and kindness towards others, most fundraising activities are currently planned and led by adults. This means pupils have fewer opportunities to make their own choices about how to aid others or to take the lead in making a positive difference.

Religious Education

Intuitive leadership of religious education (RE) supports a curriculum and approach to learning in the subject that is well-planned. It matches the needs of the school community. Pupils talk with age-appropriate insight about the connections between world faiths, such as the different ways to pray. Their knowledge of Bible stories and their meanings demonstrate a strong foundation in understanding the Christian faith. A wide range of tasks and challenges extend their learning and inspire pupils. Big questions such as, 'What places are sacred to different people?' in Year 2, deepens thinking and encourages debate. Leaders enable staff to access regular professional development for RE teaching. They draw on diocesan training and the trust network to support staff, fostering continual growth. This collaborative approach ensures that teaching remains current and effective.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Winchelsea Road, Eastbourne, East Sussex, BN22 7PP		
Date	11 June 2026	URN	149965
Type of school	Academy	No. of pupils	213
Diocese	Chichester		
MAT	Diocese of Chichester Academy Trust		
Headteacher	Carol Meakins		
Chair of Governors	Mike Simmons		
Chair of Trust	Mark Talbot		
Inspector	Tom Spurle		

