Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Lawrence Church of England Primary School

Vision

'Shine like stars in the universe' – Philippians 2:15

St. Lawrence 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

- Leaders have crafted an inclusive Christian vision for the school that continually serves it well. It encourages a deep culture of belonging and aspiration. This Christian vision is a living reality that inspires even the youngest of pupils.
- Pupils and adults are welcomed, accepted and valued for their uniqueness. Consequently, they are enabled to 'shine brightly' and flourish within their school.
- Leaders and governors gather and evaluate a rich range of evidence and then act on what they find. This means they understand and maximise the scope and impact of the vision.
- The positive relationships within the school are a powerful outworking of the Christian vision and values. They are built on a strong foundation of trust and respect. Pupils and adults 'shine' by treating each other with compassion and kindness. They care deeply about each other and build each other up.
- The school's approach to inclusion is led by their vision. They have prioritised professional development across the school. As a result, staff are informed and work with skill to identify and remove barriers to learning or involvement. This enables flourishing for even the most vulnerable of pupils.

Development Points

- Extend the work on spirituality by mapping out meaningful opportunities for spiritual development within the curriculum and across the wider life of the school. This is to enable pupils to deepen their spiritual flourishing.
- Enhance pupils' understanding of how they can challenge injustice by taking action that leads to change. This is to allow pupils themselves to feel empowered to make a difference.

Inspection Findings

Vision and Leadership

After a time of deep reflection and collaboration, leaders crafted their inclusive vision which is underpinned by biblical teaching. This guides St. Lawrence Primary School to be a purposeful learning community that serves the local village and beyond. Led by this vision, leaders show deep commitment to creating a culture of acceptance and belonging. They work purposefully to understand their changing community and provide a warm welcome to those who join them. This means that staff and pupils feel safe and valued and as a result they thrive and shine. Pupils and adults are celebrated and championed for their academic and personal achievements in and out of school. The vision is further supported by five associated values of respect, kindness, aspiration, resilience and collaboration. These are lived out through loving and giving relationships and positive attitudes to challenges in life and learning. The work of the governing body is driven by the vision, with time given to strategic reflection. A robust programme of monitoring and evaluation makes sure there is a continuous focus on school improvement. Consequently, because of the vision pupils and adults are flourishing.

Vision and Curriculum

Leaders have put in place an interesting curriculum that is underpinned by their school vision and values. Consequently, pupils engage enthusiastically with their learning because it is fun and meaningful. Pupils experience a wide range of enrichment opportunities. For example, the on-site swimming pool allows pupils across the school to become confident swimmers. This rich diet means pupils are able to achieve and excel academically, physically and creatively. A variety of well attended extracurricular clubs further enhances the breadth of opportunities. The impact of the inclusive vision means that staff and leaders show high ambition for pupils, including those who have special educational needs and/or disabilities (SEND). Staff provide targeted support and intervention that improves access to and progress in learning for those who have SEND. Leaders have worked to develop the spiritual life of the school. They have a shared understanding of spirituality that is captured visually in their 'flourishing tree' spirituality posters. Pupils and staff are able to explain how spiritual flourishing relies on them 'looking out', looking in' and 'stepping out'. This has been developed further through broad consideration within curriculum subject areas. However, the school's understanding of spirituality has had limited impact. This is because leaders have not mapped out the meaningful opportunities that exist within the curriculum and the wider life of the school.

Worship and Spirituality

In this large school, worship is a vibrant, engaging and joyful experience that also provides space for stillness and reflection. The use of candles, singing and prayers helps to set this time apart from the rest of the school day. Leaders thoughtfully plan and provide a rich and varied worship life through a weekly pattern that supports spiritual flourishing. Pupils and adults enjoy this special time together. Collective worship enables pupils to learn more about themselves, affirm their school vision and values and get to know God better. They enthusiastically respond to 'wondering' questions and are able to express their thoughts with depth and clarity. However, leaders have not fully maximized opportunities for spiritual development by applying their understanding of spirituality within collective worship. Pupils develop a strong sense of self-worth and achievement through weekly celebrations. The flourishing partnership with the local church further enriches collective worship. The exchange of prayers and prayer space themes across these communities widens the impact of the partnership.

Vision and School Culture

The school's vision supports a culture of care and compassion. At St.Lawrence leaders and staff go out of their way to get to know pupils and their families well. Pupils feel valued and understood for who they are as unique individuals. The positive relationships across the school are driven by the values, based on Christ-like respect and kindness. Pupils and adults support and build each other up. They give care and comfort in times of difficulty

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and work to repair and restore harmony. Consequently, pupils and adults flourish. Led by their vision, leaders have prioritised wellbeing. Governors and leaders make regular checks to ensure staff are well supported and strive to reduce staff workload. Staff feel appreciated as a result. Pupils and adults are aware and well informed about the importance of wellbeing. Specialised staff are on-hand to give extra help to those who need it. On-going training and collaboration supports staff professional development. This extends to trainee teachers and volunteers. Therefore, staff are equipped and ready to enable the flourishing of even the pupils deemed vulnerable.

Vision, Justice and Responsibility

Pupils understand the importance of treating people well. They know that there is a need to respond to those in need. They do this through a variety of fund-raising events, for example bake sales and for charities close to their hearts such as Kidscape and Shine Bright. Pupils take on leadership roles such as sparks council leaders, school council leaders and worship leaders. Inspired by the passionate adults behind these initiatives, they enjoy their involvement and the responsibility it gives them. They willingly make contributions that are now bringing about small changes. There are a few examples of pupil-led responsibility such as a recycled theme for Easter Bonnets and litter picks. Some pupils have recognised that others are not being treated well and have taken the lead in their 'kindness award' work to change this. However, the response to injustice across the school is limited as pupils do not possess a full understanding of ways in which they can challenge injustice. The school values the positive partnerships that support the outworking of the vision. These are helping them to share expertise and reflect on their provision. As a single academy trust, they understand the importance of collaboration.

Religious Education

Religious education (RE) is an important part of the curriculum. It is given priority and makes a valuable contribution to pupils' personal development. One pupil explained that RE helped her to strengthen her own beliefs by learning about the beliefs of others. Passionate and experienced RE leaders have recently put in place a new curriculum that meets the needs of the school. They are in the early stages of implementing this. Learning is well sequenced and resourced, so as to develop pupils' knowledge and skills over time. In addition to the weekly RE lessons, leaders have established whole school RE focus days. These support creativity and deepen learning and reflection in RE. Pupils study a wide range of beliefs and worldviews that help them learn more about themselves and others. They appreciate that people live out and express their beliefs in different ways. They also recognize that people with a non-religious world view can still be driven to do good and make a difference in the world.

Diocesan and internal training supports teachers to deliver the RE curriculum with increasing confidence. As a result, teaching is effective and pupils are able to build their learning over time with increasing depth. For example, in a Year 5 lesson, pupils were able to thoughtfully interpret the meaning of selected text from the Bible. They could then link this to the concept of creation. Leaders make good use of systems to evaluate the quality and effectiveness of RE. Teachers use regular assessment and feedback which helps pupils make secure progress.

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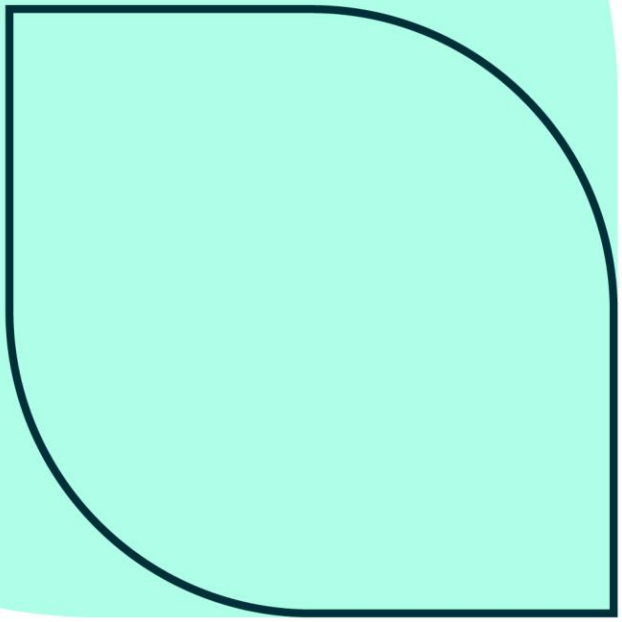
Information

Address	Trinity Road, Hurstpierpoint, West Sussex, BN6 9UY		
Date	10 February 2026	URN	139879
Type of school	Academy	No. of pupils	599
Diocese	Chichester		
SAT	The Academy Trust		
Headteacher	Jeremy Way (interim)		
Chair of Governors	Ian McBain		
Inspector	Paula Bliss