

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Margaret's Church of England Primary School

Vision

Created to shine! 'You are the light of the world. A town built on a hill cannot be hidden.' Matthew 5.14

At the heart of our Church of England school is our vision to be a shining light of love, aspiration and excellence that nurtures and enables all children to grow into the person God intended them to be.

We aim to be deliberately distinctive — shining for Jesus in all we do, and making a purposeful impact in our school, village, and the wider world. We seek to be a beacon of light in our community through both the excellent education we provide and also in the ways we serve others — all rooted in love and aspiration.

We believe every individual is special in God's eyes — created in his image and gifted with unique potential and talents that we strive to nurture and grow. With love, encouragement, and high aspiration, we inspire children to let their light shine and make a positive difference in our school, local community, and beyond.

St Margaret'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

- Leaders articulate a Christian vision that shapes school life. Rooted in theology, it consistently informs strategic decisions and strengthens the school's Christian character.
- Inspired by the Christian vision, leaders foster a highly inclusive culture where pupils and adults are valued, celebrated and nurtured. Relationships are built on love and aspiration, enabling pupils and adults to flourish.
- The valued partnership between clergy and the school enriches collective worship. It promotes reflection, shared values and a strong sense of community, supporting spiritual flourishing for pupils and adults.
- Pupils show a strong sense of responsibility towards others and the wider world. They know that their views matter and willingly take on leadership roles to improve the school and community. Through this, they learn how they can make a difference.
- Religious education (RE) is prioritised as a core subject and is carefully planned and monitored. Pupils value RE and understand the importance of learning about different faiths and worldviews.

Development Points

- Strengthen the RE curriculum to ensure that pupils build deeper knowledge and make clear progress over time.
- Develop a shared understanding of spiritual development. This is to enable pupils to recognise and articulate their own spiritual flourishing.



Inspection Findings

Vision and Leadership

St Margaret's Primary School is characterised by a welcoming and deeply inclusive ethos. The Christian vision is widely understood as the foundation for life and learning. Inspired by biblical teaching, pupils and staff embrace the image of 'a beacon on a hill.' This inspires them to shine as compassionate and responsible members of the community. Through the values of love and aspiration, the vision is embedded in daily school life. Policies and practices are carefully designed to reflect the vision consistently. Governors provide effective challenge and support through regular monitoring and evaluation. They work to keep the vision central to the school's work, driving strategic improvements. For example, a restructure of senior leadership has strengthened learning, inclusion and pastoral care. Positive and respectful relationships underpin the school community. Staff model the vision through their words and actions. As a result, pupils feel safe, valued and well supported.

Vision and School Culture

Driven by the vision, love and aspiration are central to school life for pupils, families and staff. Leaders create a culture where pupils and adults are valued and treated with dignity and respect. Carefully planned opportunities for social interaction positively support pupils' wellbeing. The outdoor environment is used purposefully to promote enjoyment and positive relationships. Older pupils develop leadership skills by organising play activities for younger pupils. Targeted pastoral care enables pupils to live well together and flourish. Leaders ensure that pupils who have special educational needs and/or disabilities (SEND) receive effective support. A special support centre supports pupils with social communication needs. This provision enables pupils to access mainstream learning and experience success. Dedicated staff work with love and aspiration to help these pupils to 'shine'. This inclusive approach reflects the school's commitment to meeting the needs of every pupil. Staff celebrate pupils' progress and personal achievements across the school community. Pupils demonstrate kindness, respect and positive behaviour in their relationships with others. They understand that some pupils need additional support to flourish. Families value the strong relationships that they share with the school community. They benefit from the care, guidance and encouragement provided by staff. Staff show commitment to professional development through effective training opportunities. This training strengthens practice.

Vision and Curriculum

Reflecting the vision, leaders consider how pupils can shine through their learning experiences. This understanding shapes the curriculum effectively. Inspiring projects encourage pupils to create, discover and explore. For example, pupils consider the question, 'If the world could speak, what would it say?' As a result, pupils understand environmental responsibility and care for the world. Pupils benefit from rich practical experiences within and beyond the curriculum. They embrace opportunities in music, drama and outdoor learning. Such opportunities contribute positively to pupils' spiritual flourishing. Leaders recognise that learning supports pupils' spiritual development, enabling them to develop greater understanding of themselves, others and the world. However, a shared understanding of spirituality is not embedded across the school. Consequently, pupils and adults do not consistently reflect meaningfully on spiritual growth and flourishing. Provision for pupils deemed vulnerable and disadvantaged pupils is characterised by effective targeted support, high expectations and inclusive practice. This ensures that pupils' access to learning and wider school life.

Vision, Justice and Responsibility

The Christian vision shapes pupils' values, choices and actions. Older pupils explain how their calling 'to lead and leave something behind' inspires positive action and service. Many pupils demonstrate this through positions of responsibility within the school. For example, eco-leaders proudly share regular environmental advice with pupils and adults. This includes reducing paper use and encouraging walking to school. Other pupils build meaningful relationships with residents at a local care home. They explain how these encounters deepen their



respect for others and lift residents' spirits. The curriculum further develops pupils' understanding of justice and responsibility. Older pupils speak confidently about historical figures who showed courage in promoting justice and freedom. Pupils understand that everyone deserves dignity, respect and equal value. They discuss important issues thoughtfully and with maturity, reflecting how the vision shapes both hearts and minds.

Religious Education

RE is a high-profile subject within the curriculum. Leaders ensure that it reflects the school's values and supports pupils' personal development. Leaders monitor RE through learning walks and book scrutiny. They support colleagues with planning and promote consistent assessment practices. Staff benefit from training provided by the school and diocese. This strengthens subject knowledge and promotes professional development. The curriculum has a strong focus on Christianity. Pupils demonstrate secure understanding of concepts such as creation and salvation. However, their knowledge and understanding of a wide range of religious and non-religious worldviews, beyond Christianity, lacks depth and accuracy. This means that they do not consistently build on their prior learning or make appropriate links between faiths and beliefs.

Teaching in RE is engaging. Pupils value the subject and understand its importance in respecting others. Known as 'faith and wonder', lessons explore a range of religions and worldviews. Pupils reflect on how beliefs shape people's lives. Learning is structured around big questions which encourage dialogue and reflection. Pupils express ideas within a respectful environment. Creative approaches, such as drama and art, enrich learning experiences. Marking is regular, enabling teachers to give feedback for pupils to improve their work. Activities are adapted carefully to support pupils with additional needs. Consequently, they participate successfully in RE.

Worship and Spirituality

Collective worship brings the vision and values to life in inspiring and inclusive ways. School leaders and clergy work in partnership to plan carefully sequenced themes. These guide reflection and support spiritual understanding, in the context of collective worship. Themes are explored through Bible messages, supporting moral and social decision-making. A strong sense of community is developed through daily worship, involving singing, reflection and prayer. Inclusive approaches, including signing and visual cues, ensure that pupils access and remember key messages. They value shared singing and the messages that they apply to their daily lives. Older pupils recall a memory verse about giving worries to God, finding courage for tests. Pupils and staff reflect, and are encouraged, to record their thoughts. Adults appreciate opportunities for shared reflection during daily collective worship. Religious festivals are celebrated through church services and are valued by families. This affirms their belonging within the school community.

Information

Address	Arundel Road, Angmering, West Sussex, BN16 4LP.		
Date	18 May 2026	URN	126018
Type of school	Voluntary aided	No. of pupils	410
Diocese	Chichester		
Headteacher	George Lumley		
Co-chairs of Governors	Emma Craughan and Jane Burke		
Inspector	Susan Costa		