

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Petworth Church of England Primary School

#### Vision

Inspire, nurture and challenge with JOY at the heart in all we do.

Our vision is for the children, parents and staff to share enthusiasm and curiosity as they become life-long learners in a happy and safe school, where they reach their full potential as individuals.

We will achieve this:

- with J.O.Y. (Jesus, others, yourself) at the heart of all we do
- by providing a challenging and creative curriculum to inspire and nurture enthusiasm for learning
- by being part of a wider community developing compassion and respect for others, and the world around us
- by developing high self-esteem and encouraging independence
- by providing a safe and caring environment for the whole school community
- as we aspire to excellence.

Petworth 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 is embedded in the life of the school. It drives decision making and teaches pupils and adults to value themselves and others.
- The school is a highly inclusive, caring community. Compassionate, well-designed support enables pupils, including those with additional needs, to flourish.
- Deeply nurturing relationships underpin daily school life, ensuring pupils and adults feel loved and celebrated as unique individuals.
- The vision-driven curriculum is inspiring. Varied enrichment experiences, including caring for a wide range of farm animals, engage learners and foster confidence, purpose, and respect.
- Pupils show a strong sense of justice and responsibility, taking their roles within school very seriously. They care deeply for one another and actively contribute to the wider world.

#### Development Points

- Extend and deepen staff understanding of world religions and non-religious worldviews beyond Christianity. This is to promote the confidence of staff in teaching these topics and thereby extend pupil knowledge.
- Develop staff's understanding of how spirituality is developed throughout the curriculum and enrichment programme. This is so opportunities for pupils to reflect deeply are enhanced
- Sharpen systems to evaluate the impact of the Christian vision. This is to explicitly support the ongoing development of the school.



## Inspection Findings

### Vision and Leadership

Petworth Primary School is a joyful community. The Christian vision lies at its heart. Guided by the vision, leaders serve with compassion and respect. Inspired by Jesus' example, these values are lived out by pupils and staff. A strong sense of belonging is valued. The nurturing environment helps people feel supported and consequently they flourish. Leaders' decision-making consistently focuses on enabling individuals to thrive. Inclusion and pastoral care are central priorities, demonstrating a commitment to meet individual needs. Governors are knowledgeable about the school's life and work. Regular visits and active involvement deepen their understanding of daily practice. Leaders and governors evaluate key areas such as religious education (RE), gathering feedback from pupils and parents. This informs their understanding of the school's work. However, systems for evaluating the impact of the Christian vision overall are underdeveloped.

### Vision and Curriculum

The curriculum, shaped by the Christian vision, motivates pupils' curiosity and enthusiasm for learning. They are excited to learn because of the wide range of rich opportunities. For example, pupils explore in science, developing understanding of forces and how things work. Studying the work of artists allows pupils to express ideas creatively and appreciate the individuality of others' work. Pupils take pride in their achievements and respect the efforts of their peers. The extensive enrichment offer includes learning musical instruments and visiting local places of interest. Outdoor learning significantly enhances pupils' experiences, deepening their connection to nature and God's creation. This teaches them valuable skills. For example, they learn to use tools safely and understand risks of exploring woodland and rivers. The school farm has a profound impact on pupils. Caring for animals develops practical skills and experience of loss. These experiences support pupils' personal growth, wellbeing, and spiritual awareness. However, spiritual development is not consistently understood by staff, and opportunities for deeper reflection are missed. At the heart of the vision is a determination to inspire and nurture individuals. Pupils facing challenges, including those with special educational needs and disability (SEND), are treated with understanding. The creation of a dedicated space has strengthened inclusive provision. In partnership with parents, effective strategies support learning and personal development. Restorative discussions and targeted interventions give vulnerable pupils a fresh start. Leaders monitor attendance and give it priority. Creative approaches support pupils who find regular attendance challenging, ensuring they remain engaged in learning.

### Worship and Spirituality

Collective worship is an expression of the school's Christian vision. Through exploration of Scripture, pupils develop a deep understanding of Jesus' life and teachings. They reflect thoughtfully on how these apply to their lives. This helps pupils build strong moral foundations, shaping behaviour and interactions with others. Worship fosters a shared sense of community as pupils and staff come together, deepening their spiritual connection. Pupils participate enthusiastically, enjoying singing, prayer, and moments of reflection. Worship is enriched through close links with the local church. The vicar regularly leads worship, modelling meaningful ways to engage with spirituality. This guidance enhances the experiences of both pupils and adults. Church celebrations further develop connections between the school and the wider community. Parents and staff value these occasions as times of community gathering and joyful singing. However, without a school-wide understanding of spiritual development, the impact of collective worship is not fully understood.

### Vision and School Culture

Guided by the vision, a culture of respect and nurture pervades the school. Pupils show consideration for others, managing relationships confidently while knowing that adults are readily available to support them. For example, pupil play leaders promote positive interactions at breaktimes. The on-site school farm plays a significant role in helping pupils develop compassion and empathy. Pupils speak thoughtfully about the importance of nurturing



and caring for a pig that has been left alone following the recent loss of its companion. Success is celebrated in a variety of ways, boosting self-confidence. Pupils are delighted to ring the school's celebration bell to recognise significant achievements. Pupils and adults alike value the support they receive. Staff feel part of a mutually supportive team and are motivated by training and career development opportunities. These build confidence and promote professional growth. Wellbeing is prioritised across the school, with particularly effective support for families. Parents are encouraged to share concerns and work in partnership with staff. They receive caring, honest, and respectful responses, helping to establish trusting and effective home-school links. Putting others first is evident in the positive relationships that characterise the school.

#### Vision, Justice and Responsibility

Pupils develop a strong sense of justice and responsibility, guided by the school's principle of 'Jesus, others, yourself'. This enables them to contribute positively to the school and wider world. Through caring for animals, pupils take great responsibility for the wellbeing of living things. The curriculum introduces issues of justice. For example, older pupils discuss racism and homelessness. They understand that injustice does not reflect the kingdom of God. Responding with kindness, pupils devise projects to make a meaningful difference to the lives of others. By accepting positions of responsibility, such as school councillor and eco ambassador, pupils develop confidence and organisational skills. They are proud that their ideas, such as improving the outdoor environment, are realised in practice. The school encourages pupils and families to identify and support the needs of others. They contribute to local charities, including the food bank and hospice. Through these experiences, pupils understand how their choices and efforts positively enhance the lives of others.

#### Religious Education

RE is a high-profile area of the curriculum. Staff value training provided through the school and wider partnerships including the diocese. This training supports curriculum planning and professional growth. As a result, staff develop confidence and deepen their understanding of teaching Christian concepts. The RE curriculum has a strong focus on Christianity. The use of text, alongside hearing from local Christians, enables pupils' understanding of the impact of belief. Pupils demonstrate secure knowledge of concepts including incarnation and the kingdom of God. However, understanding of Christianity as a global world faith is underdeveloped. The curriculum includes learning about world religions, including Islam and Judaism. However, pupils' recall of this learning lacks depth. Pupils value RE and recognise its role in learning about faith, belief, and respect for others. They make thoughtful links to personal experiences and share opinions respectfully.

## Information

Address	South Grove, Petworth, West Sussex. GU28 0EE.		
Date	19 January 2026	URN	125990
Type of school	Voluntary controlled	No. of pupils	163
Diocese	Chichester		
Headteacher	John Galvin		
Chair of Governors	Sara Bennie and Eileen Lintill		
Inspector	Susan Costa		