

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John the Baptist Church of England Primary School

Vision

Our vision is to grow in Christ, to belong to community and to serve with purpose.

Inspired by Colossians 2:7, we strive to help each child put down deep roots in faith, build strong foundations in truth, and grow in character. Rooted in Christian values of respect, resilience and honesty, we nurture every child spiritually, academically, and socially. We celebrate the uniqueness of each individual, fostering a sense of belonging where every child feels seen, valued, and included, which helps our children become confident and compassionate, so that they bring joy to others and live with purpose in their community and beyond.

St John the Baptist 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 central to school life. It shapes decisions and drives continual improvement of this small, rural village Church school.
- Strong relationships and a flourishing community embody the vision. Pupils and adults demonstrate kindness and respect so that they live well together.
- Collective worship unites pupils and staff. It is valued by those who take part and nurtures spiritual growth.
- Pupils have a strong sense of responsibility to others and the world around them. They readily care for the natural environment and contribute through acts of service.

Development Points

- Strengthen evaluation systems to assess the impact of the Christian vision to inform strategic Church school development.
- Establish a shared understanding of spirituality. This is to deepen reflection across the curriculum and enrich spiritual expression for pupils and adults.
- Review and develop the religious education (RE) curriculum to strengthen pupils' understanding of non-religious worldviews.



Inspection Findings

Vision and Leadership

The school's Christian vision, rooted in Colossians 2:7, is integral to the daily lives of pupils and adults. There is a shared understanding that the school provides the foundations upon which pupils build their future. Driven by committed leaders and supported by the school community, the vision continually shapes decisions and practice. Through carefully chosen language and actions, it is accessible to pupils, creating a strong sense of unity and respect. As a result, the vision is embedded across school life. Pupils articulate it confidently and explain how it influences their behaviour and attitudes. Systems for monitoring and evaluation enable leaders and governors to gather information across a range of aspects of school life. They know the school well and explain clearly how evaluation informs improvement. For example, feedback from parents and carers guides the programme of enrichment activities, ensuring it responds to pupils' needs. However, documentation does not show how the Christian vision shapes strategic decision-making. Strong diocesan partnerships provide valuable support, challenge and expertise, making a positive contribution to the school's ongoing development.

Vision and Curriculum

Underpinned by the vision, the curriculum enables pupils to flourish academically and personally. It nurtures resilience, curiosity and confidence. Consequently, pupils enjoy learning and build strong foundations for the future. Local studies deepen pupils' understanding of the area's geography and history. Visits and expert contributions bring learning to life. For example, older pupils gain insights into past communities through visits to Cissbury Ring. Outdoor learning provides abundant opportunities for exploration. Pupils grow vegetables, care for allotments and engage directly with nature. Younger pupils observe caterpillars transform into butterflies. They proudly release butterflies into a specially designed wildlife garden. These experiences foster awe, wonder and a love of the natural world. They make a positive contribution to pupils' spiritual development. However, a shared understanding of spirituality is not fully established. As a result, opportunities for deep reflection are not consistently developed. Learning is adapted effectively to meet pupils' individual needs. Staff tailor support so that pupils with special educational needs and/or disabilities (SEND) thrive. Additional provision promotes emotional wellbeing and engagement. An open-door approach strengthens relationships with families and provides valued support. A range of wider curriculum activities enriches pupils' experiences. Opportunities in sport and music nurture talents, interests and confidence.

Worship and Spirituality

Pupils and adults value coming together for collective worship. It is inclusive and builds a strong sense of community. Adults are supported and encouraged to lead worship, increasing engagement and strengthening the shared ethos and values. Carefully planned themes provide opportunities for pupils to deepen their understanding of Christian practice. Discussion and song are used effectively, making key messages memorable and relevant to pupils today. As a result, they explain how the values of respect, resilience and honesty shape their attitudes and behaviour. Pupils express how collective worship helps their 'hearts to grow and become more kind and caring like Jesus'. Singing is a powerful feature that contributes to pupils' spiritual flourishing. They reflect on how music celebrates, uplifts and provides calm. Time for peace and reflection is valued by pupils and adults. It enables them to be still, wonder, and connect with others and with God.

Vision and School Culture

Inspired by the Christian vision, leaders foster a caring, inclusive culture where pupils feel confident, supported and ready to learn. Staff nurture respectful relationships through reassuring, thoughtful support that promotes kindness and honesty. As a result, pupils are appreciated and recognise everyone's uniqueness. They understand that they belong together as a community, showing care and respect for those around them. Appropriate adaptations are provided for pupils with additional needs. Calm spaces and sensitive adult responses enable pupils to continue learning during difficult moments. This support helps pupils develop emotional awareness and



wellbeing. Leaders and staff are approachable, building trust and encouraging pupils and families to seek help when needed. Staff wellbeing is prioritised by leaders who provide support, practical help and access to training. As a result, adults feel confident, respected and work collaboratively to uphold the school's inclusive ethos.

Vision, Justice and Responsibility

The Christian vision inspires pupils to serve others with kindness and care. The curriculum provides opportunities for pupils to develop an understanding of justice and responsibility. Through outdoor learning, younger pupils understand their role in caring for God's creation and the natural world. Older pupils study historical figures whose courage and determination enabled them to stand against injustice. They reflect on the importance of serving others and supporting those considered to be vulnerable. This inspires them to make a positive difference in their own communities. An intergenerational singing project with a local care home helps pupils understand how their actions positively impact the elderly. They recognise that this brings joy to those around them. Pupils also understand the significance of Harvest donations for those who receive them. Within school, pupil leadership opportunities develop responsibility and transferable skills for the future. For example, the school council influences decisions, including playground improvements. Discussions with leaders help pupils reflect on how learning can be improved across the school. These partnerships and actions reflect the Christian vision to live with purpose in the community.

Religious Education

Leaders ensure that RE has a high profile within the curriculum. Staff receive effective training and support from the subject leader. Consequently, pupils benefit from confident and knowledgeable teaching. Following class restructuring, the curriculum has been adapted. It focuses on building knowledge, vocabulary and conceptual understanding. The curriculum enables pupils to develop a strong understanding of Christianity, including its diverse beliefs, practices and traditions. They also learn about a variety of faith traditions, including Judaism, Islam and Buddhism. However, opportunities to explore non-religious worldviews are less well developed.

In RE lessons, pupils are encouraged to ask thoughtful questions and explore a range of perspectives. Discussion and creative responses make learning engaging and impactful. Pupils value the subject and explain its relevance to their lives. It develops their understanding of diverse faiths and promotes respect for varying beliefs. The school's approach to feedback and marking helps teachers identify individual progress and guide next steps. Assessment practices are at an early stage of implementation. They are beginning to provide the subject leader with useful information about strengths and areas for development. Leaders monitor and evaluate RE regularly and provide constructive feedback. This is improving consistency across the subject and driving ongoing improvement.

Information

Address	School Hill, Findon, West Sussex. BN14 0TR		
Date	22 June 2026	URN	126027
Type of school	Voluntary aided	No. of pupils	114
Diocese	Chichester		
Headteacher	Jane Sharrock		
Chair of Governors	Mark Scott		
Inspector	Susan Costa		