

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

### St Faiths' Church of England Primary School

#### Vision

Our vision is to create a school where every pupil and adult has self-belief and the opportunity to be the best that they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do: Matthew 7:16. Our vision fosters the values of Compassion, Responsibility, Honesty, Forgiveness and Perseverance. We encourage every pupil to flourish within an inclusive culture that celebrates individuality. We nurture the ethos that we never leave anyone behind; everyone is important and valued and together we are stronger: Luke 15:4-6

St Faiths' 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 school's Christian vision is aspirational and rooted in inclusivity. It shapes a culture of compassion and respect where every pupil feels a sense of belonging and uniqueness. The vision and values ensure that pupils are enabled to achieve their potential and 'be the best they can be'.
- Guided by the vision and values, inclusivity and equity are high priorities. There is a deep-rooted culture of love and care for pupils, regardless of starting points. The curriculum is designed to support pupils as unique individuals. It encourages the development of gifts and talents, acknowledging that pupils can be successful in different ways. This ensures plentiful opportunities for pupils to flourish.
- Leadership is highly effective. The determined and passionate staff team ensure that the vision is lived out daily. Relationships are extremely strong. The Christian values of compassion, responsibility, honesty, forgiveness and perseverance inspire adults to work unstintingly for the wellbeing of others. Consequently, staff and pupils feel appreciated and valued. As a result, the school community thrives.
- Opportunities for spiritual development are threaded throughout school life. This enables pupils to develop curiosity, ask questions, consider their experiences and change their perspectives. As a result, pupils grow spiritually.
- Adults are empowered by school leaders and by the Nebula Federation. They are valued, listened to and respected for who they are and what they can offer. This ensures that they look outward across the federation and are responsible for enabling others through nurture and support.

#### Development Points

- Create opportunities which empower pupils to make decisions which challenge injustice. This is to strengthen the ways in which they actively use their sense of personal responsibility to benefit others.



## Inspection Findings

### Vision and Leadership

St Faiths' vision that every pupil and adult has the opportunity to be the best they can be is at the heart of all decision-making. Passionate and dedicated leadership drives the vision through the continual focus on meeting the needs of both pupils and adults. Flowing from this vision, the values of compassion, responsibility, honesty, forgiveness and perseverance are embedded and actively celebrated. This shapes the culture and guides leaders in their decisions. The highly inclusive environment means that pupils feel safe and valued. This enables them to become confident and reflective learners. The school benefits from being part of the Nebula Federation. As a result of this, staff are actively supported to grow and share their skills, and training is highly valued. This enables successful teamwork and continuous improvement. Parents and carers are supported, listened to and respected. They appreciate the benefits for their children from collaboration with the clergy as well as the pastoral and outdoor opportunities offered by the crematorium.

### Vision and Curriculum

The school's vision to 'be the best you can be' underpins a culture of high aspiration. The curriculum ensures that the most vulnerable learners are well supported to thrive, both academically and personally. The vision drives a strong commitment to inclusivity. This ensures that the carefully chosen curriculum enables pupils with additional needs to access learning and achieve success in their own unique ways. Staff use personalised strategies and targeted support to help pupils to progress from their individual starting points. This enables them to work towards aspirational goals. The school also ensures that every pupil is able to participate fully in visits and enrichment opportunities, embedding inclusivity throughout school life. Because the vision and values are consistently reflected in both staff practice and pupil dialogue, they shape a shared understanding of self-belief and belonging. This creates a positive learning environment where pupils feel valued and encouraged to succeed. As a result, learning is diverse and rich in vocabulary. This enables pupils to develop confidence, curiosity, the ability to reflect and a strong sense of self-worth. A shared commitment to spiritual development is deeply embedded. Opportunities for awe and wonder are woven through the curriculum. Questioning is used effectively with prompts such as 'I wonder...' and 'can you reflect on...?' This enables pupils to think for themselves, express their views confidently, and reflect deeply.

### Worship and Spirituality

Daily collective worship is given a high level of importance within the school. This enables pupils to meaningfully connect the vision and values to their own lives. Worship is attended by teaching and support staff. It is valued by pupils and adults alike as a calm moment to be still, reflect, and enjoy joyful and active singing. Biblical texts, particularly the school emphasis on the story of Noah's Ark, deepen understanding of the vision's roots in Christian teaching. This encourages pupils to reflect and develop personal spirituality. Collective worship is inclusive, with proactive support ensuring that those pupils considered vulnerable can participate fully and confidently. Invitations to pray or quietly reflect allow pupils to explore spirituality in their own way. Carefully planned and monitored, worship follows a consistent structure that helps pupils to feel secure and fosters belonging. Messages from worship influence behaviour choices, nurturing a caring community where pupils support one another. Worship is led fortnightly by a local pastor. Strong cultural, faith and nature-based links with the local crematorium have also been developed. This enables opportunities for reflection and spiritual experiences beyond the school.

### Vision and School Culture

The Christian vision of the school creates an inclusive ethos that forms the foundation for strong, positive relationships. Leaders ensure that the school's approach to behaviour is firmly underpinned by the values of forgiveness and compassion. Therefore, pupils feel safe, valued, and respected. Supporting positive mental health and wellbeing is a clear priority. The pastoral team leads on a wide range of strategies to respond to the



complex and varied needs of pupils. This ensures that individual needs are well understood and that high-quality support is provided. Parents and carers feel supported and are confident in explaining how the school helps their children to grow, flourish, and develop as individuals. Families are respected and valued, resulting in strong relationships based on trust and mutual understanding. Parents and carers feel comfortable in seeking advice or support, confident that they will be listened to without judgement. Leaders are visible, approachable, and supportive, fostering fairness and equity. Pastoral support for families is highly valued. Staff wellbeing is also prioritised through access to training and support services, creating a positive and confident working environment.

#### Vision, Justice and Responsibility

Pupils understand justice as “the need to be fair” and “when everyone gets the same”. Inspired by the school’s vision, pupils actively participate in fundraising events and are able to explain the reasons behind their efforts. They live out the school’s vision of striving to be the best they can be through a range of roles and responsibilities. They plan and lead clubs, and house captains particularly thrive on the responsibility of being positive role models for younger pupils. Through collaborations with the local crematorium and a village gardening group, pupils have delivered singing performances and contributed to caring for their community. These experiences encourage pupils to think about justice, fairness and the importance of supporting others. Pupils view their school as a fair place where everyone is treated with equality and kindness. Circle groups provide opportunities for pupils to share their thoughts, ensuring that pupils feels listened to and respected. However, there are limited opportunities for pupils to challenge injustice more actively. This means that they lack the motivation to independently or corporately take responsibility for seeking justice.

#### Religious Education

The RE curriculum effectively meets the needs of pupils. It has a high profile within the school. The curriculum is engaging and develops enthusiastic critical thinkers who can ask and answer deep questions. It balances teaching Christianity alongside a range of religious and non-religious worldviews. Pupils, therefore, feel informed to talk about these with knowledge and understanding. The curriculum is explored through the lens of how people live out their beliefs in their lives, with focused questions to encourage deep thinking. Pupils confidently explain and discuss these approaches. Through RE, pupils engage with profound thinking. They courageously ask questions whilst maintaining respect for others. Pupils articulate a clear, respectful understanding that all views are valid, and should be shared and heard. Learners, therefore, show compassion and empathy. Regular monitoring ensures that leaders provide effective training so that staff feel supported and knowledgeable about the RE curriculum. This means that they enjoy and are confident in their roles.

## Information

Address	Manor Road, Horsham St Faith, Norwich NR10 3LF		
Date	12 March 2026	URN	121082
Type of school	Voluntary controlled	No. of pupils	81
Diocese	Norwich		
Federation	Nebula Federation		
Headteacher	Ashley Best-White		
Chair of Governors	Sue Hill		
Inspector	Laura Davies		