

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

### Five Ashes Church of England Primary School

#### Vision

With God's love, our overwhelming desire is that throughout their journey at Five Ashes, each child develops respect, courage, compassion and responsibility while building a portfolio of rich experiences and happy memories. Five Ashes Primary is a caring community where all are cherished as individuals and can find comfort in the knowledge that God is with us. Our nurturing community is built on a foundation of Christian values which constantly challenges our pupils, through high quality teaching and learning, to flourish as confident, independent and passionate young people. Now we believe they can thrive.

Don't be afraid or discouraged, for I, the Lord your God, am with you wherever you go. Joshua 1:9

Five Ashes 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 driven by leaders who know their school well. Consequently, there is a strong sense of nurture and inclusivity, where pupils and adults belong and are loved.
- Compassionate leaders live out the Christian vision through caring relationships so that adults and pupils feel valued. This enhances their personal development and wellbeing.
- The Christian vision shapes the broad and balanced curriculum. Crafted around the needs of individuals, it helps pupils to develop their unique gifts both now and for the future.
- Collective worship is inclusive, invitational and engaging. It is a practical outworking of the vision and inspires pupils to play a major role in community life. The partnership with the local church strongly supports this.
- Effective leadership drives the religious education (RE) curriculum, which is inclusive, engaging and creative. It provides many opportunities for pupils to deepen their understanding of Christian belief and practice.

#### Development Points

- Develop pupils' understanding of how the Christian vision has an impact on them and their lives. This is to ensure they understand how it enables them to flourish.
- Enrich learning opportunities within the RE curriculum for pupils to engage in meaningful and informed dialogue with those of other religions and worldviews. This is to deepen their appreciation of how people of different beliefs live out their personal faith.
- Develop the school's understanding of spirituality, in order to improve pupils' understanding and communication of their own spiritual development.



## Inspection Findings

### Vision and Leadership

Guided by their Christian vision, aspirational federation and school leaders work effectively together to help pupils thrive at Five Ashes. Each child is valued for their uniqueness and is carefully nurtured to flourish in both the school and wider community. Leaders and staff go above and beyond to help pupils develop and achieve well regardless of their different starting points. Parents appreciate the caring and challenging ethos of the school, recognising how this prepares pupils well for future life. However, opportunities are missed for ensuring the vision in all its entirety is fully understood by the pupils. This means they are unable to reflect on how it impacts on their lives. Leaders mirror God's love, consequently adults and pupils feel cared for and listened to. Strong links with the diocese provide effective challenge and support. This enables the school to live out its vision in partnership.

### Vision and Curriculum

The curriculum is firmly rooted in the school's Christian vision. Leaders have a clear understanding of the community they serve. They therefore ensure the curriculum is broad and balanced with a focus on experiences that engage and interest pupils. This demonstrates a strong commitment for pupils to enjoy learning and succeed. Pupils are enthusiastic about learning and share their thoughts and opinions. They appreciate that staff take time to explain things, helping pupils to grow in confidence. Provision is enhanced by working closely with other schools and groups. This means pupils are able to participate in activities such as singing, swimming and woodland walks. Staff are committed to ensuring that pupils, including those who have special educational needs and/or disabilities (SEND), learn well. Pupils considered to be vulnerable are included in the same ambitious learning journey. A carefully crafted spirituality document is in place and is an intrinsic part of the curriculum. It effectively enables pupils to explore spiritual development in relation to self, God, others and the world. Staff receive training and support on how to incorporate spiritual moments into the curriculum. However, the pupils are unable to understand, explore and communicate their experience of spiritual instances.

### Worship and Spirituality

The Christian vision helps shape collective worship which is inclusive and invitational. It provides cherished opportunities to sit, think and reflect. Pupils and adults feel comfortable either sharing their ideas or listening to other's opinions. In this way worship contributes to the spiritual flourishing of the school community. Bible stories are linked to the school's Christian values and with the worship focus. Conversations between pupils enable them to deepen their understanding of the worship theme and school values. Pupils also make connections between them and their own lives. Careful consideration has been given to pupils who find worship daunting. Staff help pupils to access worship, whether it be sitting by the open hall door or providing them with ear defenders. These empower the pupils to manage their auditory sensitivities independently. As a result, they can engage in their own way. Pupils are equally compassionate towards each other – a gentle hand on a shoulder helping to calm an agitated peer. Partnerships with the local church and visitors offer a wide variety of worship styles, broadening both pupils and adults' experiences.

### Vision and School Culture

Inspired by the Christian vision, leaders have created a caring community where all are valued and loved. They strive relentlessly to provide the right support for both staff and pupils, who in turn mirror this to those around them. Staff talk of pupils checking in on them if they are feeling unwell. Effective strategies are in place to help pupils and adults during difficult times. Parents appreciate the positive support both they and their children receive when they are struggling. Consequently, their wellbeing is supported and they are able to flourish. Leaders draw on the vision 'to cherish all as individuals.' Therefore, pupils that have struggled both socially and emotionally at other schools, are welcomed and embraced into the school community. Difference is valued and respected at Five Ashes. Recent initiatives to help parents, staff and pupils understand neuro diversity, have



encouraged a dignified, equitable and inclusive culture. Pupils were inspired by the sessions. They comment on how good it is that 'everyone is different in their own way.' In addition, vulnerable pupils celebrate their 'special power'. The governors use the vision to guide their decision making, particularly during difficult times, such as going through a period of restructuring. They reflect the words of Joshua in the Old Testament to not be afraid or discouraged. As a result, parents trust the federation to make the right choices.

#### Vision, Justice and Responsibility

Guided by the school's values of cherish, challenge and thrive, pupils have a strong sense of justice and responsibility. They understand how their actions enhance the lives of others, playing a very active part in the local community. Through a local initiative for the non-residential elderly that live in the parish, pupils sing, dance and play games with them. Pupils value these times to talk to them and learn about the past. These interactions impact positively and reciprocally on both parties. Fairness is important to pupils and is seen both in the school and how they view the wider world. When an issue concerns them, they approach people in authority advocating for change. For example, writing to the Prime Minister about plastic pollution and the Head of School about recycling bins. In this way they are developing their self-confidence to address what they feel to be unfair or unjust.

#### Religious Education

Skilled leadership drives an effective RE curriculum at Five Ashes. Both the school leaders and federation work closely with the diocese to continue to develop the RE curriculum. Leaders keep up to date with national developments by attending diocesan training. This information is then cascaded to staff to support their teaching of RE. Through rigorous monitoring governors and leaders ensure the curriculum is well sequenced, challenging and reflects the needs of the pupils. Leaders effectively use the information gathered to improve practice. As a result, the RE curriculum now includes opportunities for revisiting prior learning. This aids pupils' retention of knowledge and helps them to make important links in their learning. Recognising the limitations of a small teaching staff, the federation provide opportunities to attend RE meetings across the four federation schools. This supports the staff's knowledge acquisition and teaching of RE. Pupils appreciate the importance of RE lessons in helping them understand different peoples' faiths and what they believe in. This helps them foster respect for others. However, other than Christianity, there are limited opportunities to engage in meaningful and informed dialogue with those of other religions and worldviews.

## Information

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|-----------------------|-------------------------------|---------------|--------|
| Address               | Five Ashes, Mayfield TN20 6HY |               |        |
| Date                  | 19 May 2026                   | URN           | 114526 |
| Type of school        | Voluntary controlled          | No. of pupils | 54     |
| Diocese               | Chichester                    |               |        |
| Federation            | The Weald Federation          |               |        |
| Executive Headteacher | Jo Warren                     |               |        |
| Head of school        | Darren Gurr                   |               |        |
| Chair of Governors    | Robert French                 |               |        |
| Inspector             | Sara Williamson               |               |        |