Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sedlescombe Church of England Primary School

Vision

Learning, loving and growing together with God
Our school is a family where curiosity is the seed of all growth and everyone is nurtured and challenged to learn and grow as an individual. Where enquiring minds are developed in a safe, loving environment where everyone belongs and is loved by God.

Sedlescombe 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 clearly permeates across this caring and welcoming school. The vision meets the needs of the community it serves and is lived out in daily school life. Pupils reflect the associated Christian values in their behaviour, learning and relationships with others. As a result, pupils and adults flourish.
- Firmly rooted in the school's vision for all to be 'nurtured and challenged to learn and grow', the curriculum is well developed. Leaders have crafted opportunities throughout for curiosity and creativity, enhancing the school experience for pupils. As a result, they are empowered to be aspirational and fulfil their God-given potential.
- Behaviour throughout the school is caring and respectful. Pupils show respect for diversity and the rights of others, which underpins positive and harmonious relationships. This contributes to an atmosphere of kindness and belonging across the school.

Development Points

- Provide opportunities for pupils to respond to issues that they see as unjust. This is so that they understand how they can make ethical choices and have a positive impact on others.
- Develop a shared approach to spirituality that enables pupils to recognise their spiritual experiences across the curriculum. This is to deepen their spiritual understanding and strengthen how leaders evaluate the impact of the curriculum on their spiritual flourishing.
- Ensure that the religious education (RE) curriculum provides opportunities for pupils to think critically and deeply. This is to enable them to reflect on their personal views about faiths and worldviews.

Inspection Findings

Vision and Leadership

Driven by an aspirational Christian vision, leaders at Sedlescombe have created a nurturing school family where pupils and adults feel valued and included. Rooted in the desire for all to belong, the vision places learning and personal growth at the centre of school life. Carefully articulated Christian values underpin the vision and resonate strongly with pupils and adults. They are understood by pupils, who recognise their importance in shaping their behaviour and relationships. Inspired by the commitment to nurture everyone, leaders create a purposefully calm and supportive environment. This has a positive impact on pupils and staff, supporting emotional security and strengthening their sense of belonging. Guided by the vision, leaders prioritise pupils and adults in their decision-making, ensuring choices consistently support their growth, wellbeing and flourishing. As a result, strategic choices are thoughtfully made and clearly aligned with the school's Christian foundation. Governors hold the vision firmly at the heart of their leadership, using it to shape challenge and support. Through effective monitoring and evaluation, they ensure decisions remain faithful to the school's purpose.

Vision and Curriculum

Reflecting the school's Christian vision, the curriculum at Sedlescombe is effectively designed to inspire curious and motivated learners. Carefully structured planning ensures pupils encounter learning that stimulates interest and deepens their understanding of the curriculum. For example, during forest school days, pupils are able to connect with nature and engage in creative art activities. Rooted in high expectations, planned opportunities reflect leaders' ambition for pupils to flourish academically and personally. Beyond the classroom, a thoughtfully developed wider curriculum offers pupils distinctive experiences, including for those considered the most vulnerable. Inspired by a commitment to enrichment, initiatives such as '50 Things to Do at Sedlescombe' broaden pupils' horizons. Activities including theatre visits, growing their own produce and paddleboarding provide new experiences, deepening pupils' curiosity and their understanding of the world. As a result, pupils encounter rich moments for reflection, awe and spiritual growth. Through this and within daily school life, spiritual development is intentionally woven through learning and enrichment. However, pupils struggle to express how these experiences enhance their spiritual development as there is not a shared understanding of spirituality. Consequently, leaders find it more challenging to evaluate the impact of the curriculum on pupils' spiritual development.

Worship and Spirituality

Carefully planned collective worship at Sedlescombe reflects the Christian vision and is meaningfully linked to the school's Christian values. Pupil feedback informs worship planning, ensuring it remains purposeful and responsive. Pupils and adults benefit from a broad range of worship experiences, including stillness, music, prayer and reflection. Shaped by the vision, worship provides moments for pupils to develop their own understanding of stories from the Bible. As a result, they are able to consider Jesus's teachings and how these may impact on decisions they make. For example, pupils explain how the parable of the good Samaritan reminds them to help those in need. Recently introduced pop-up prayer spaces provide further time for reflection and stillness. A strengthened partnership with Sedlescombe Church has further broadened worship experiences, enriching pupils' understanding of Christian practice. This provides older pupils with opportunities to experience Eucharistic worship, fostering their understanding of sacred Anglican traditions. Parents and carers are warmly welcomed into church for worship with their children, which strengthens church links and community relationships. Newly established pupil leaders are beginning to shape aspects of collective worship through their planning and delivery of weekly worship in class. Although this initiative is in its early stages, pupils value the opportunity to contribute in their own way.

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Vision and School Culture

Nurture and care are central to this school community, shaping a culture where pupils and adults are treated with dignity and respect. Rooted in the school's Christian vision, the associated values are clearly lived out and underpin policy and daily practice. For example, a restorative behaviour policy prioritises forgiveness and reconciliation, enabling pupils to reflect on actions and repair relationships. As a result, pupils demonstrate increasing self-regulation and responsibility for their behaviour. Calming and reflective strategies are embedded across the school day, supporting mental health and wellbeing. This leads to pupils being increasingly able to identify and manage their emotions, enabling readiness to learn. Staff work proactively to understand underlying barriers to behaviour, ensuring pupils receive timely and appropriate support. Consequently, pupils feel understood and valued, strengthening their emotional security. Inspired by compassionate leadership, staff wellbeing is a high priority. As a result, staff feel listened to and supported, fostering strong professional relationships. Parents and carers value how their children are individually cared for, reinforcing trust and partnership with the school.

Vision, Justice and Responsibility

Underpinned by the Christian vision, the curriculum enables pupils to develop an understanding of the wider world and their place within it. Thoughtfully chosen texts and learning experiences support pupils' appreciation of diversity, difference and global contexts. As a result, they demonstrate a growing awareness of injustice and inequality. However, opportunities for pupils to respond to issues that they see as unjust are limited. Consequently, they do not fully recognise their own potential in making a positive difference to others. The trust and diocese enhance the work of the school through training, advice and opportunities for school-to-school support. This enables leaders and staff to reflect on practice, share expertise and strengthen provision across the school. Parents and carers engage positively with the school and value its inclusive and supportive ethos. As a result, strong relationships underpin a sense of shared responsibility for pupils' flourishing.

Religious Education

RE is well led and given high status within the school. The curriculum content and key learning points are carefully identified by leaders of RE. As a result, the curriculum is coherent, building on prior knowledge and allowing pupils to make links with their learning. Pupils can recall key elements of knowledge and have an understanding of a range of world faiths and views. Whilst the curriculum is well sequenced in content, there are limited planned opportunities for pupils to articulate their own philosophical questions and explore personal beliefs within RE lessons. This hinders their development of critical thinking and restricts deeper engagement with key concepts. As such, pupils' capacity to engage confidently with challenging religious and ethical ideas are not fully realised. Training opportunities, including RE-specific training from the trust and diocese, strengthen teachers' understanding of the RE curriculum. Teachers of RE are confident teaching the curriculum due to the support received, including clear documentation, resources and RE planning workshops. Pupils value their RE lessons. The planned RE curriculum enables them to discuss world faiths with interest and explain why respecting different religions and beliefs matters.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Brede Lane, Sedlescombe, East Sussex, TN33 0RQ		
Date	15 January 2026	URN	147996
Type of school	Academy	No. of pupils	199
Diocese	Chichester		
MAT	Diocese of Chichester Academy Trust (DCAT)		
MAT Chair	Jack Dunn		
Headteacher	Caroline Harvey		
Chair of Governors	Chris Butler		
Inspector	Rosie Piper		