

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

### Nutley Church of England Primary School

#### Vision

A foundation for lifelong learning,

To reach our full potential,

By following the example of Jesus.

“For I have given you an example, that you should do as I have done to you”, John 13:15

Nutley 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 distinctly Christian vision reflects the federation’s vision and solidly underpins all aspects of school life. It impacts positively through effective provision of secure foundations for learning that promote pupils and adults to reach their potential.
- The vision and associated golden values strongly inform the school’s carefully adapted curriculum provision and teaching, enabling pupils to flourish.
- The vision is reflected in the school’s deeply caring, nurturing ethos. It is clearly seen in the positive relationships, behaviour and support the school community demonstrates towards each other.
- Valued partnerships with the local church and federation positively promote the fulfilment of the vision. They enable the vision to be lived and achieved through a spirit of mutual benefit and respect.
- The religious education (RE) curriculum is highly effective. Quality curriculum provision supported by well-chosen resources strongly promote the vision, values and pupils’ spiritual development. This enables pupils to understand the diversity of world beliefs and views, and how they are lived.

#### Development Points

- Establish a whole school approach to spiritual development that supports and deepens pupils and adults’ understanding of spirituality. This is to ensure more effective support for their spiritual flourishing.
- Develop greater opportunities for pupils to respond to issues about injustice in ways that go beyond charitable fundraising. This is to enhance the ways they use their sense of responsibility towards others, and be more effective agents of change.



## Inspection Findings

### Vision and Leadership

Nutley Church of England Primary School is a thriving small village school. It has greatly benefitted from recently joining the local federation of similar small schools but proudly retains its 'Team Nutley' individuality. The school's new Christian vision accurately reflects the federation's vision and is strongly driving significant changes and developments. For example, the adoption of a new mixed age curriculum and ways of teaching it. The vision solidly underpins all aspects of school life and is lived out daily through the school's golden values. For example, respect and compassion are clearly expressed in the positive relationships within the school community. Robust monitoring and evaluation systems by the new school leadership team and new governing body are established, but need embedding. These systems are providing leaders with an increasingly secure knowledge of the school's effectiveness and the impact of school improvements. The vision is clearly impacting positively on pupils and adults. For example, the newly adopted curriculum is helping pupils achieve their potential. Similarly, staff expertise and confidence to deliver the curriculum are strengthened.

### Vision and Curriculum

The vision and its associated golden values strongly inform the school's curriculum provision and how it is taught. A diverse range of curriculum enrichment and extra-curricular activities enhance this, broadening the foundation of pupils' lifelong learning. The newly adopted federation curriculum is appropriately adapted to meet pupils' individual needs and help them reach their full potential. Carefully identified and well-considered intervention provision and strategies support pupils with additional needs. Evaluations from regular scrutiny and moderation of pupils' work by both school and subject leaders is shared with governors. Consequently, leaders at all levels know the impact of the curriculum on the pupils. This enables them to accurately identify further curriculum improvements to promote the vision in helping pupils to reach their full potential. Spiritual development is considered an important part of the curriculum. However, effective opportunities for this beyond RE and collective worship are variable. This is because there is no whole school approach to spirituality.

### Worship and Spirituality

Collective worship is a special part of the school day. It strongly supports the spiritual flourishing of the whole school through inspiring music, imagery, songs, prayer and reflection. Well-planned half termly themes exploring the golden values promote the school's vision to follow the example of Jesus. Worship is strongly supported by the local church. It is held there on special occasions and the vicar regularly leads worship in school. Worship is highly inclusive, invitational and inspiring. Pupils describe how worship inspires them to behave differently, such as wanting to help those less fortunate than themselves. Pupils and staff readily attend worship with parents invited on special occasions in school and in church. Pupils enthusiastically lead worship by saying the opening and closing liturgy, lighting the candle, leading prayers, and acting Bible stories. Consequently, they demonstrate a secure knowledge of the teachings of Jesus and the Christian religion and traditions. Prayer and reflection are an integral part of worship, promoting spiritual development. Pupils and adults respectfully engage with prayer and willingly share their views when reflecting and discussing the theme during worship. Spiritual flourishing is further supported by activities after worship. These invite pupils and adults to reflect more deeply on the worship theme. Pupils and adults confidently express positive views about worship; however, they are less able to articulate its impact on them spiritually. This is because there is no shared understanding of spirituality which limits opportunities for deeper spiritual flourishing.

### Vision and School Culture

The vision to follow the example of Jesus underpins and firmly shapes the school's culture. It is strongly reflected in the deeply caring, nurturing school ethos. Pupils and staff clearly demonstrate positive relationships, behaviour and support towards each other, especially at difficult times. Pupils are respectful and polite, enjoy mixed age friendships, and genuinely care for each other. Staff support each other personally and professionally, and appreciate the compassionate care from the senior leaders. The vision for the school community to reach their full potential strongly promotes exemplary good mental health and wellbeing practices. Nurture groups using a well-resourced special room improve pupils' readiness for learning and helps regulate their emotions and



behaviour. A restorative justice behaviour approach, class worry boxes for sharing concerns, and enrichment activities such as forest school enhance wellbeing. Consequently, pupils enjoy school and behave well. Staff welfare is important and an agenda item at leadership meetings. Shared workload with other schools in the federation improves the work-life balance for staff. Therefore, they are dedicated and feel respected. Commendable provision and practices also support parents. The school's 'open door' policy enables bespoke school-based parent support. Signposting community help networks in the weekly newsletter enhance this.

#### Vision, Justice and Responsibility

Living the vision to follow the example of Jesus strongly supports the pupils in developing a sense of justice and responsibility. Various curriculum topics, worship themes, and charity appeals, enable pupils to explore issues about environmental and human injustice and responsibility. For example, deforestation and child poverty. Pupils frequently feel motivated to respond to these issues and to initiate change. Consequently, they keenly take responsibility to organise successful charitable fundraising events. However, responding in ways that go beyond charitable fundraising are less frequent, impacting on pupils' effectiveness as agents of change. Numerous pupil leadership roles, such as school councillors, further support pupils' understanding of responsibility. Pupils speak confidently of their responsibilities in these roles and how the vision and values support them. Valued partnerships with the local church and schools within the federation promote the vision in a spirit of mutual benefit and respect. The school's partnership with the local church enhances pupils' learning and deepens their understanding of Christianity, and the school supports the church's chosen charity. Similarly, the federation partnership broadens opportunities for pupils' learning and staff development, helping them reach their full potential. Networking with the diocese and other school clusters further enriches this.

#### Religious Education

The RE curriculum is highly effective. Quality curriculum provision, supported by well-chosen resources and imaginative ways of teaching, strongly promote the vision, values, and pupils' spiritual development. This enables pupils to understand the diversity of world beliefs and views, and how they are lived. Thorough shared planning across the federation ensures the curriculum is appropriately sequenced, well balanced, and challenging. Leaders prioritise RE and ensure teachers are well trained to teach it. Impressive school-based support for staff is complimented by quality federation professional training and networking with schools in nearby towns. Regular monitoring and evaluation by school leaders ensure high quality provision is sustained and further improvements accurately identified. Support by the vicar with RE lessons about Christianity and visits to the local church enrich pupils' learning.

## Information

Address	High Street, Nutley, Uckfield, East Sussex. TN22 3NW		
Date	23 October 2025	URN	114517
Type of school	Voluntary controlled	No. of pupils	62
Diocese	Chichester		
Federation	Pioneer		
Federation Chair	Alan Brundle		
Headteacher	Helen Denton (Head of School), James Proctor (Pioneer Executive Headteacher)		
Inspector	Richard Dyer		