

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Mayfield Church of England Primary School

Vision

“Those who trust in the Lord will soar on wings like eagles” (Isaiah: 40:31)

NURTURE – INSPIRE - SOAR

At Mayfield CE Primary School, we are guided by our Christian values of respect, responsibility, compassion and perseverance. Children are at the centre of everything we do. Working closely in partnership with parents, carers and the wider community we ensure that children respect themselves, others and the world in which they live. Our school provides an inspiring, creative and nurturing environment where everybody matters. Through excellent teaching and care, we enable our children to flourish, preparing them for their future lives. Guided by our Christian ethos, we give our children wings to soar.

Mayfield 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.

Strengths

- The vision accurately mirrors the religious foundation and community context of the school. It is strongly promoted in all aspects of school life and drives developments.
- The school’s values are clearly reflected in everyday life through its warm, nurturing ethos and the school community’s positive relationships.
- The vision and values solidly underpin the school’s child-centred curriculum and practices. This impacts positively on the lives, learning and wellbeing of the school community.
- Rich, mutually beneficial partnerships with the church, community and federation positively enables the school to live out the vision.
- Pupils flourish in religious education (RE). Effective curriculum provision, using well-chosen resources, enables pupils to have a secure knowledge and understanding of the subject.

Development Points

- Develop well-planned, meaningful occasions for spiritual development across the curriculum to enable pupils an equal opportunity to flourish spiritually.
- Broaden opportunities for pupils to explore issues relating to justice and responsibility and how to respond. This is in order to develop their understanding of their place in the world and how they can make a difference.



Inspection Findings

Mayfield's vision is at the heart of this warm and nurturing small school. It is part of a local federation of four schools, and its vision closely aligns with the federation's. The vision accurately reflects the context and ambitions of the community, and is firmly rooted in biblical teaching. It is strongly promoted in daily life through the school's four core Christian values and those shared by the federation. Pupils and adults confidently articulate these and actively demonstrate them. The vision and values solidly underpin all aspects of school life and flows consistently through the curriculum and practices. Governors and school leaders are deeply committed to ensuring the best provision for the pupils to achieve the vision. This is reflected in recent changes to school and curriculum leadership across the federation schools, and the adoption of new resources. Robust monitoring and evaluation by governors and school leaders are complemented by effective feedback from pupils, parents, and staff. Consequently, governors and leaders have a secure knowledge of the school and the impact of its developments.

The school's values of respect and compassion are clearly reflected in its calm, deeply caring and nurturing ethos. Positive relationships among the school community are strong. Pupils are respectful and polite to adults, and compassionately care for each other. Staff willingly support each other personally and professionally, and are kind and friendly towards pupils. Parents are effectively cared for, especially at difficult times, with networks providing help and assistance regularly signposted in newsletters. The school is enthusiastically inclusive, further promoting respect and compassion. This is clearly seen by the successful integration and settling of its numerous Ukrainian refugee pupils. Good mental health and wellbeing of the school community have high importance. Quality provision and practices promote this such as adopting a whole school approach that supports pupils' behaviour, engagement, and motivation. Class 'worry monsters', for pupils to share their concerns, further promotes pupils' wellbeing. Consequently, they enjoy school, behave well, and take pride in their work. Staff wellbeing is equally important. It is a regular item at governor meetings and appropriate action taken, such as amending staff workload. Consequently, staff are dedicated, feel valued and respected, resulting in high levels of retention.

The school's vision ensuring 'children are at the centre of everything' fully informs curriculum provision and practices. The curriculum is firmly child-centred with adaptations carefully made to challenge and support pupils. Vulnerable pupils and those with special educational needs and/or disabilities are especially well-provided for. A diverse range of extra-curricular clubs and activities enhance pupils' learning opportunities. A close partnership with the federation and local community further enriches their learning experiences. For example, enjoying a federation Chinese New Year dance workshop and a musical play performed at the local independent school. Spiritual development is an intrinsic part of school life and its curriculum. It is a focus of recent and ongoing staff and curriculum development. Staff confidently articulate their personal understanding of spirituality and spiritual development, and how they provide opportunities for spiritual flourishing. However, these opportunities are not consistent or planned equally across the whole school curriculum. Robust and effective monitoring and evaluation by the school leadership ensures they know the impact of the curriculum on the pupils.

Responsibility is a core school value. It contributes significantly to pupils' firm sense of justice and responsibility. Well-planned curriculum opportunities, such as a rainforests topic, raise pupils' awareness to issues of social and climate responsibility and justice. Pupil responsibility roles further promote their understanding of this, for example the school council and peer mediators. Consequently, pupils are motivated to take action to address what they feel is unfair. The school council successfully lobbied for improvements to the school environment and pupils fundraise for various local and global charities. Broader opportunities for pupils to explore issues of justice and responsibility,



and engage in action beyond charitable fundraising are underdeveloped. The school is rich in mutually beneficial partnerships with the local community, church and schools. These are highly valued, enabling the school to live out its vision. For example, the school enjoys the facilities of an independent school and welcomes their students for work experience. Strong partnerships with the federation schools enables collaborative pupil activities and shared staff planning, expertise and training.

Collective worship is a key part of the school day promoting the school's vision. It nurtures spiritual development effectively through exploration of the school's values. These are linked to the Christian calendar, biblical teaching and global events. A close partnership with the local church strongly supports worship. It is held daily in school and in church at key Christian times of the year. It is led by staff, pupils and members of the church community. Worship led by 'St Dunstan's Story Tellers' is much enjoyed by the school. Displaying a cross and lighting candles are an integral part of worship. Pupils confidently articulate their meaning, deepening their spiritual understanding of the Anglican faith and traditions. Prayer and reflection form an important part of worship providing significant opportunities for spiritual growth. Everyone is invited to join with this and follow it up in reflection areas in classrooms and about the school. Pupils confidently describe prayer and reflection as an important time to speak to God and 'think things through'. They enjoy worship and explain ways it has inspired them to live differently. Staff describe worship as a positive experience. They articulate a range of views about what spirituality means to them and how worship supports their own spiritual development.

Pupils flourish in RE through the adoption of well-chosen resources and quality curriculum provision. The subject is well-led and has a positive impact on the effectiveness of RE provision. Thorough collaborative planning by the federation schools ensures the curriculum is appropriately sequenced, well-balanced, and challenging. Careful adaption of the planning by school staff and effective use of resources enables the curriculum to meet pupils' needs. Monitoring and evaluation by the RE leadership and governors successfully ensures quality RE provision is maintained. Consequently, pupils demonstrate secure knowledge and understanding of Christianity and other world religions and views, such as Humanism. They confidently discuss challenging questions such as 'Why do some people believe God exists?' Visits to different places of worship, such as a Hindu temple, enrich the curriculum. This deepens their knowledge and understanding of diversity and the range of world religions. Regular diocesan, federation and school-based staff training, alongside networking with other schools ensures the quality of RE is sustained.

Information

Address	Fletching Street, Mayfield, East Sussex. TN20 6TA		
Date	06 February 2025	URN	114512
Type of school	Voluntary Controlled	No. of pupils	139
Diocese	Chichester		
Federation	Weald		
Headteacher	Federation Executive Headteacher – Joanne Warren Head of School – Emily Ramsey		
Chair of Governors	Robert French		
Inspector	Richard Dyer		