Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hurst Green Church of England Primary School and Nursery

Vision

At Hurst Green Church of England School and Nursery, we want everyone to aspire, create and achieve and “let their light shine”. (Matthew 5:16)

Hurst Green Church of England Primary School and Nursery 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, ‘let your light shine’, is understood and lived across the school community. It shapes leadership, governance and everyday decisions, creating a culture where individual talents are recognised, celebrated and developed.
- The school's commitment to inclusion is rooted in compassion and a determination to remove barriers. Personalised support enables pupils facing significant challenges to participate more confidently in school life. It also strengthens their sense of belonging.
- The Christian vision underpins a compassionate approach to staff wellbeing and professional development. This creates a supportive culture where adults feel valued, listened to and encouraged to develop their individual strengths.
- Collective worship brings the school community together through prayer, reflection and engagement with Christian values. Pupils are encouraged to participate in ways that are meaningful to them, including making personal choices about prayer. This strengthens their sense of belonging and reflects the school's inclusive Christian character.

Development Points

- Embed a shared understanding of spiritual development across the curriculum. This is so that pupils benefit from meaningful opportunities for reflection, questioning and spiritual growth.
- Deepen pupils' understanding of justice and the reasons why they might take action. This is so that they recognise injustice, understand how their actions respond to it and appreciate the difference they make.

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Inspection Findings orship warriors

Vision and Leadership

The Christian vision shapes leadership decisions and is evident in the experiences of pupils and adults. Rooted in Matthew 5:16, 'let your light shine' establishes a culture where individual talents are recognised, celebrated and developed. Leaders provide opportunities for pupils to discover their strengths through enrichment, creativity and responsibilities. Pupils explain how the vision encourages them to persevere, support others and recognise their potential. Their contributions to a prominent entrance display demonstrate their understanding of the vision and sense of belonging. Governors understand its biblical foundation and use it to inform their strategic oversight. For example. their challenge led to revisions of the collective worship policy to reflect the needs of the changing school community. This demonstrates how the vision informs governance decisions. The Diocese of Chichester Academy Trust supports leadership development through shared expertise. This includes regular meetings of religious education leaders. Consequently, the vision provides a coherent foundation for decision-making. It helps leaders and governors to promote the flourishing of pupils and adults.

Worship and Spirituality

Collective worship brings the school community together, enabling pupils to participate in ways that reflect their individual needs and beliefs. Through prayer, song, biblical teaching and stillness, pupils experience opportunities for shared worship and personal reflection. Its connection to the Christian vision and values encourages pupils to consider their relationships and actions. Pupils value opportunities for calm and reflection. They understand that participation in prayer is a personal choice. Leaders adapt worship to meet different needs, enabling pupils to participate in ways that are meaningful to them. 'Worship warriors' contribute to its delivery, developing responsibility and a sense of ownership. The developing church partnership provides opportunities to experience Christian traditions. These include church visits for religious education (RE) and the Year 6 leavers' service. Children have an impact on their families by sharing worship songs and experiences at home, demonstrating its influence beyond the school day. Governors provide constructive challenge to ensure that worship remains responsive to the changing school community. Consequently, collective worship reinforces Hurst Green's Christian character and provides a shared experience of reflection, belonging and community.

Vision and Curriculum

The curriculum reflects the school's ambition for pupils to aspire, create and achieve, providing opportunities for academic and personal development. Leaders recognise the importance of nurturing pupils' confidence, curiosity and individual talents. Enrichment, creative experiences and responsibilities broaden pupils' horizons and encourage them to recognise their potential. Reflection spaces reflect the school's Christian vision and values. They encourage pupils to consider their aspirations. Prayer spaces, including a prayer tent and pebble prayer area, provide opportunities for personal reflection. These demonstrate the school's commitment to nurturing spiritual development. Leaders have introduced a shared approach to spirituality. However, staff do not share a consistently secure understanding of how spiritual development is nurtured through the curriculum. Consequently, opportunities for deeper questioning and reflection vary across the school. Leaders are not consistently evaluating how these opportunities contribute to pupils' spiritual development.

Vision and School Culture

The school's compassionate and inclusive culture is a significant expression of its Christian vision, enabling pupils and adults to flourish. Relationships are characterised by care, respect and a determination to ensure that individuals feel valued. Leaders understand the circumstances of pupils and families, adapting provision to remove barriers to participation. This is particularly evident for pupils who have special educational needs and/or disabilities (SEND) and those experiencing significant difficulties. Personalised approaches build pupils' confidence and engagement with education. For example, carefully planned support has enabled those whose schooling has been disrupted to settle at Hurst Green. This demonstrates the impact of the school's relational and inclusive approach. Older pupils help younger children through buddy arrangements, fostering relationships and a sense of belonging. Families value the compassionate care they receive during challenging circumstances. The Christian vision also shapes how adults are treated. Staff feel listened to and valued,

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experiencing practical help during illness and family difficulties. Leaders protect staff wellbeing through thoughtful workload practices, including not requiring staff to respond to emails at weekends. Alongside opportunities for professional development, this helps adults to feel appreciated and valued in their roles. Consequently, the school's culture enables pupils, families and staff to feel known, supported and valued as individuals.
Vision, Justice and Responsibility The Christian vision encourages pupils to serve others, but their understanding of justice and purposeful action is less developed. The values of service and compassion inspire pupils to contribute to their school and wider community. Fundraising for Orphaids and Harvest food bank collections provide opportunities to respond to the needs of others. Environmental activities, including litter picking, encourage responsibility for the local environment. Connections with the over-75s breakfast club help pupils to develop relationships across generations. Through these experiences, pupils demonstrate kindness and a willingness to support others. Responsibilities within school encourage them to contribute positively to their community. However, pupils are less confident in explaining the injustice or needs underlying these activities. They do not consistently recognise how their actions address these issues or make a difference. Compassionate service is an established feature of school life. Pupils' understanding of justice and their capacity to influence change remain limited.
Religious Education RE is carefully planned and develops pupils' understanding of Christianity, alongside a range of religious and non-religious worldviews. Carefully selected resources appropriately support curriculum planning and progression. A two-year cycle accommodates mixed-age classes, ensuring appropriate coverage and avoiding unnecessary repetition. RE is taught through weekly lessons and blocks of learning, with pupils' work demonstrating its impact. Staff access professional development through diocesan training, trust networks and specialist resources, supporting their subject knowledge. Leaders monitor RE through work scrutiny, pupil discussions and assessment, providing oversight of curriculum delivery and pupils' understanding. These approaches help leaders to identify differences in pupils' knowledge and inform their ongoing evaluation of the curriculum. Consequently, RE contributes to pupils' understanding of different beliefs and traditions.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	London Road, Hurst Green, Etchingham, East Sussex, TN19 7PN		
Date	20 October 2026	URN	148741
Type of school	Academy	No. of pupils	120
Diocese	Chichester		
MAT	Diocese of Chichester Academy Trust		
MAT Chair	Jack Dunn		
Headteacher	Allison Flack		
Chair of Governors	Elaine Lambert		
Inspector	Ben Hulme		

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