

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ashlands Church of England Primary School

Vision

Our Christian Vision “Life in all its fullness” John 10:10 - Love of Learning, Love of Life, Love of One Another

Ashlands is a happy and welcoming community where everyone is included, valued and supported to reach their potential as we learn, live and love together. Through God’s teachings as our guide, we aspire to achieve **‘Life in all its fullness’** for all, where everyone flourishes and where community is celebrated. Through an embedded **‘love of learning, love of life and love of one another’** we strive to give our community the confidence to make this possible.

Ashlands 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

- Inspired by the vision and developing a ‘love of learning, love of life, love of one another’, leaders serve the school’s community with compassion. Effectively supported by the diocese and the multi-academy trust (MAT), they take decisive actions that help individuals to flourish.
- Grounded in love, leaders have cultivated a strong culture of care, ensuring that pupils and adults are treated with kindness and respect. This is underpinned by the vision and Christian values, fostering a deep sense of belonging across the school community.
- Leaders have developed an aspirational curriculum and extracurricular offer for pupils, including those identified as vulnerable. Rooted in the school’s vision, this provision inspires a love of learning.
- With enthusiasm and care, leaders thoughtfully plan collective worship that nurtures spirituality. Pupils and adults are nourished by these times of joy and reflection.

Development Points

- Further develop the religious education (RE) curriculum to include greater emphasis on the breadth of faiths, beliefs and individual experiences. This is so that pupils recognise and understand the richness and diversity of religious and non-religious beliefs.
- Continue to develop and embed the school’s language of spirituality to extend opportunities for pupils to reflect across the curriculum. This is so that they make connections and explore new ideas that nurture their spiritual development.
- Inspired by the school’s vision, build on pupils’ understanding of how to challenge injustice. This is so that they are empowered to take action, have a voice and make a positive difference in the world.



Inspection Findings

Inspired by the school's vision, Ashlands Church of England Primary School supports pupils and adults to 'live life in all its fullness'. The committed leadership and staff team value pupils as individuals. This is evident in how the school lives out its vision through Christian values of compassion, friendship, aspiration, forgiveness, trust and respect. These are underpinned by love. Pupils recognise how the vision guides their decisions and actions. As a result, pupils show kindness and understand their responsibility to care for others. Leaders work effectively with the diocese and the MAT. These strong partnerships encourage and sustain leaders, including through challenging times. Leaders have high aspirations and ensure that pupils are known and valued as individuals. Together with local governors, leaders actively evaluate the impact of the vision on the work of the school. Consequently, they make informed decisions so that the vision continues to drive meaningful change, enabling adults and pupils to flourish.

The vision inspires leaders to create an inclusive curriculum so that pupils develop a love of learning. For example, compassionate staff use feedback and timely awards, like the Proud Wall, which help pupils recognise their successes. Motivated by the vision, leaders are developing a curriculum that raises aspirations. As a result, pupils build character from experiences so that they can make informed life and career choices. Leaders and staff are determined that pupils who are identified as vulnerable to underachievement receive the specific support that they need. For example, staff help pupils set vision-inspired goals, alongside academic and personal targets, helping their progress so that they experience 'fullness of life'. Enrichment through wider curriculum opportunities, such as paddle-boarding, National Bee Day and public speaking, broaden horizons. The school provides extra staffing and subsidies so that pupils with a wide range of needs are able to participate. Leaders recognise the curriculum's role in nurturing pupils' spirituality. They prioritise planned curriculum time within the forest school area. Through engaging with nature, pupils explore their senses and consider life's 'big questions'. Spirituality guidance and a shared language of spirituality support this. Links are made between the vision and 'ins, outs and ups' when pupils reflect on the good inside, the world around them and something greater, like God. However, this whole-school approach is not embedded across the curriculum. Thus, some opportunities for spiritual development are not fully embraced.

Daily whole-school collective worship is an important part of school life. Carefully planned and well-resourced, it is a time of joy and celebration. Shaped by the school's vision and values, pupils and adults have opportunities to respond, reflect, be still and pray. The opportunity to reflect leads pupils to explore big questions, for example, 'Did God create good and bad things?' Stories from the Bible and the teachings of Jesus link to planned themes and Christian celebrations. Staff leading worship thoughtfully explore their meaning so that pupils understand how the school's values can guide their lives. As a result of positive relationships across the school, pupils feel safe and connected during these times. This is seen, for example, in sensitive special provision for individual pupils, which helps them to feel included. Church partners regularly lead worship and church services. Leaders and families value this connection and its positive impact on pupils' deeper thinking, in school and in the church. Members of the school community are invited to sing together, enabling adults and pupils to connect spiritually.

Leaders help pupils to develop their understanding of equity, responsibility and justice. Leaders skilfully use quality resources in collective worship, so that pupils have a deeper understanding of their place in the world. As a result, they are inspired to fundraise for local and national charities. In addition, some pupils have raised awareness and taken action about issues that matter to them, for example, litter picking. Pupils know that their voice is important.



Staff listen to pupils, especially those who are vulnerable. This helps to shape their understanding and builds confidence. Through a democratic process, pupils join the school council and effect change, considering others in their discussions about improvements. The school builds strong community partnerships, such as using the local café as an exhibition space. This helps pupils to know that they are part of something bigger. Activities, like the Easter Bonnet Parade through the town, enhance community relationships and engagement. However, pupils have fewer opportunities to identify and respond to injustice in the world around them. This limits their scope to develop wider responsibilities, effect meaningful change and make a positive difference.

RE is valued by the school and teachers are effectively supported. Pupils develop respect through RE and are eager to share their learning. The RE leader has planned a curriculum that challenges pupils and nurtures their love for one another. For example, learning about the lives, beliefs and practices of Christians, Jews and Muslims helps deepen their respect for others. The MAT supports curriculum planning to provide a clear structure. This links to quality resources that inspire questioning and deeper thinking. Quizzes at the start of lessons help pupils recall prior learning and build knowledge over time. A focus on key vocabulary supports some pupils to talk about core ideas. Governors monitor and evaluate RE provision, which informs decisions about resourcing and staff training. Recent training has inspired leaders to adapt the curriculum to broaden pupils' understanding of diversity within religious and non-religious worldviews. However, this is not fully implemented. As a result, pupils struggle to understand that people express and practise their beliefs in different ways.

The vision and Christian values of compassion, trust and respect guide leaders in building a culture of care and aspiration. Leaders prioritise staff wellbeing through planned social and support activities. They respond compassionately to individuals. As a result, staff flourish and are motivated to support one another as part of this welcoming school. Pupils recognise that the Good Samaritan teaches them the importance of being kind and not leaving people out, which underpins the school's behaviour policy. This is seen in the playground where play leaders care for others so that pupils play well together. Misunderstandings are quickly resolved by trained staff who are fully committed to the pupils and their wellbeing. Leaders and staff support pupils who need additional help in understanding and managing their emotions. For example, pupils are helped to rebuild relationships through focusing on their shared values and taking time to reflect. Pupils and adults persevere when things are difficult, as well as celebrating their successes together, encouraged by their shared vision.

Information

Address	North Street, Crewkerne, TA18 7AL		
Date	1 July 2025	URN	150070
Type of school	Academy	No. of pupils	170
Diocese	Bath and Wells		
MAT	Quantock Education Trust		
Headteacher	Nicola Ball		
Chair of Governors	David Harvey		
Chair of Trustees	Rob Brown		
Inspector	Jo Hunter		