

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

### St Nicholas Church of England Primary School

#### Vision

“With faith as small as a mustard seed we become STARS, nothing is impossible” – Matthew 17:20

St Nicholas 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 newly refreshed vision, based upon the parable of the mustard seed, is driving the school’s actions and decision making.
- Unswerving school leaders are deeply responsive to the needs of their community. Provision for the most vulnerable is inclusive and deeply rooted in the school’s Christian vision. As a result, pupils and adults flourish.
- Collective worship is central to the life of the school. It is thoughtfully considered and planned so that it impacts on pupils and adults. This enables them to reflect and grow in their understanding of themselves and others.
- Staff work tirelessly for members of this school community to feel like nothing is impossible and that they can achieve. Leaders and governors create a culture where pupils and adults are known, accepted, respected and valued for who they are.
- Pupils have a strong understanding of justice alongside a deep sense of responsibility towards themselves, each other and the wider world. They are passionate about making a difference to others.

#### Development Points

- Embed the foundational work that the school has undertaken to develop the religious education (RE) curriculum. This is to ensure pupils experience diverse learning opportunities and build their skills, knowledge and understanding of religions and worldviews.
- Strengthen the agreed shared language and school-wide approach to spirituality. This is to enable pupils to articulate a sense of awe and wonder.



## Inspection Findings

### Vision and Leadership

Leaders have recently refreshed the Christian vision through the parable of the mustard seed. This inspires pupils and adults to believe that nothing is impossible. Pupils understand that everyone has the potential to grow and achieve greatly. The associated values of strive, trust, achieve and respect are strongly embedded across school life. Pupils speak enthusiastically of how these shape their decisions and behaviour. Leaders ensure the belief that nothing is impossible for their pupils shapes daily interactions, decision-making and relationships. Visual representations of the mustard seed help pupils, staff and families understand the vision clearly. Worship, newsletters and daily discussions continually reinforce the language of the vision and values. Consequently, the vision is recognised and lived out throughout the school community. This strengthens relationships and creates a culture of aspiration and encouragement. As an associate member of the Medway Anglican Schools Trust, leaders and governors are supported effectively. They are empowered and determined that pupils flourish academically and personally. Governors actively monitor school life and support leaders in making decisions which prioritise the wellbeing and flourishing of the whole community.

### Vision and Curriculum

The curriculum is shaped by the vision to enable pupils to grow and achieve. Leaders enrich learning opportunities so that pupils' experiences and aspirations are broadened. Creative topics, linked to exciting and diverse books, encourage pupils to explore important global and social issues. These include plastic pollution, refugees, the Windrush generation and space exploration. Careers week inspires pupils to consider future possibilities and understand that nothing is beyond their reach. A wide range of extra-curricular opportunities, including music and sport, enables pupils to develop individual talents confidently. Residential visits, trips to places of worship and historical settings further enrich learning experiences. Leaders ensure vulnerable and disadvantaged pupils fully access these opportunities. Spiritual development is increasingly woven through the curriculum using the concept of reflection. Pupils are becoming more confident in sharing thoughts and reflecting on personal behaviour choices. Leaders recognise this work is developing positively, although the shared language of spirituality is not fully embedded. This limits both staff and pupils' ability to recognise and describe spiritual experiences they have.

### Worship and Spirituality

Collective worship is a joyful and valued start to daily life at St Nicholas school. Rooted in the vision of the mustard seed, worship encourages pupils and adults to reflect and grow together. Carefully planned themes, linked to school values and the church calendar, help pupils understand biblical teachings clearly. Pupils talk enthusiastically about worship helping them to reflect, feel calm and make positive choices. Singing is a particular strength and creates a strong sense of belonging and inclusion. Worship is invitational and enables everyone to participate with integrity. Reflection times, including 'golden moments', provide opportunities for spiritual stillness and personal response. However, the lack of well-known and shared vocabulary linked to spirituality means pupils struggle to articulate their thoughts. Strong partnerships with the church enhance worship significantly. Members of the church community deliver worship weekly and work closely with school leaders to plan meaningful experiences. Termly church services strengthen links with families and the wider community. Diocese guidance and school leaders support staff in leading engaging and reflective worship confidently. Pupil reflections inform leaders' planning, positively impacting on the development of worship at the school.

### Vision, Justice and Responsibility

Rooted in the vision of the mustard seed, pupils understand that small actions can create significant change. They talk passionately about protecting nature, reducing plastic waste and caring for wildlife. Pupils understand justice as fairness and recognise the importance of taking responsibility for their actions and choices. The



approach to behaviour, rooted in the vision, encourages pupils to reflect carefully on their decisions and relationships. Older pupils willingly take on leadership responsibilities within worship and the playground, acting as positive role models for younger pupils. Pupils learn that their voice matters and that speaking up respectfully demonstrates responsibility towards others. Partnerships and charitable work, with local youth services and food banks, help pupils understand how they can support others practically. Parents recognise how discussions about eco issues and healthier choices influence pupils' thinking beyond school. Consequently, pupils are increasingly confident advocates for change within their community and the wider world.

#### Religious Education

Religious education (RE) has a high profile and reflects the school's vision successfully. Leaders have strengthened curriculum planning to ensure greater consistency and progression across the school. Using diocesan guidance and carefully sequenced units, pupils build knowledge and vocabulary progressively. As the school expanded to become a full primary school, previous gaps in curriculum development limited some pupils' learning opportunities and depth of knowledge in RE. Current work to strengthen and further develop the RE curriculum remains an important next step for leaders. The introduction of 'big questions' has encouraged reflection, discussion and deeper thinking about faith and worldviews. Pupils enjoy RE and speak confidently about their learning. They understand the importance of learning about a range of religions and worldviews, linking this closely to the school value of respect. Approaches, including knowledge organisers and reflective tasks, help leaders understand how pupils are developing their understanding. Effective support from the diocese, the trust and school leaders strengthen staff subject knowledge and confidence. Adaptations, including visual resources and carefully supported language, enable pupils who have special education needs and/or disabilities (SEND), to participate fully and flourish in their learning.

#### Vision and School Culture

The vision creates a nurturing culture of growth and aspiration. Leaders prioritise inclusion and ensure individuals are treated with dignity, care and respect. Strong relationships create a genuine sense of family and community across the school. Wellbeing is central to school life and pupils value support such as reflection areas, regulation spaces and trusted adults. Strategies to support mental health, including nurture groups, outdoor learning and therapeutic interventions, are effective. The Cove provision supports pupils with SEND and vulnerable pupils through carefully adapted approaches and personalised care. Staff value the supportive culture and describe the school as a nurturing place to work. The staff wellbeing champion role demonstrates the importance given to staff welfare. Consequently, pupils and adults flourish within an aspirational community where all are encouraged to grow, strive and achieve together.

## Information

Address	London Road, Strood, Rochester, Kent, ME2 3HU		
Date	07 May 2026	URN	118643
Type of school	Voluntary controlled	No. of pupils	154
Diocese	Rochester		
Headteacher	Katie Forghani-Ashrafi		
Chair of Governors	Simon Wilson		
Inspector	Sarah Alexander		