

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kingsnorth Church of England Primary School

Vision

To ensure that every person in our school family is at the heart of everything we do, think and believe. Our values are roots which weave through our entire being and create a learning community built on the love of a generous God, in which we can all flourish.

Kingsnorth 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

- Leaders have a deep understanding of the school and the community they serve. Their commitment to ensuring that pupils and their families experience a strong sense of nurture and belonging is commendable.
- Kingsnorth is a welcoming and inclusive school. Guided by their Christian vision, leaders remove barriers and ensure pupils feel unique, loved and supported.
- Collective worship is a special time of coming together and sits at the heart of school life. Adults and pupils see it as a shared opportunity to engage and reflect.
- Positive relations and wellbeing are a priority. Staff and pupils model the school values with pride, creating a caring and equitable environment.
- Partnerships with the diocese, church, and the Diocese of Canterbury Academies Trust (AQUILA) are a strength. They enrich school life and make a positive contribution to the development of its Christian character.

Development Points

- Refine the school's systems for providing spiritual opportunities. This is so that pupils have meaningful time to reflect.
- Evaluate how the Christian vision influences pupils. This is so leaders understand how it relates to lived experience.
- Extend the depth and challenge within the religious education (RE) curriculum, so pupils follow a coherent journey that deepens their knowledge and understanding.



Inspection Findings

Vision and Leadership

Kingsnorth is an inclusive school where, with faith, they endeavour to achieve. Rooted in the Bible story of Zacchaeus, leaders foster an environment where pupils flourish through love. Leaders ask themselves, 'How can we best serve this community?' The vision is lived out daily through the school's values, which adults and pupils use to guide their actions. This is seen in the respectful and positive relationships across the school. Consequently, pupils feel recognised and supported. They talk about the vision and know that it shapes choices. However, they are less confident in linking this to their own growth. The vision drives policy and guides decision-making. The behaviour policy, following the example of Jesus, focuses on restorative justice and learning from mistakes. As a result, pupils are compassionate and forgiving. The trust's vision resonates with the school's, centring on enabling individuals to achieve their God-given potential. Their expertise and collaborative networks strengthen the school's capacity to live out this vision. This empowers leaders to ensure it informs actions, relationships and ongoing development.

Vision and Curriculum

Shaped by the Christian vision, Kingsnorth has designed a curriculum that inspires and creates belonging. Through careful planning, pupils explore the wider world. They read diverse texts that foster empathy and consider how human behaviour impacts them. This nurturing ethos enables pupils to flourish. Adults are highly effective at supporting pupils. Consequently, regardless of need, pupils thrive. Opportunities to learn about God's world are rich, such as studying how forests and jungles are preserved. When discussing pollution and deforestation, pupils consider whether Jesus would approve. This helps them appreciate the wonder in their environment. The sensory shed and spiritual garden offer time to pause. There is a shared understanding of spirituality, and reflective questions appear across the curriculum. However, pupils are not always given time to engage meaningfully with them. Leaders shape pupils' lives through the experiences they offer. Extracurricular opportunities broaden pupils' horizons. This supports them in recognising and developing their individual gifts and talents. Residential trips, singing at national events and visits to an environmental centre are planned to develop character and resilience.

Worship and Spirituality

Collective worship is a valued time where adults and pupils come together to learn from Jesus' teachings. Pupils know how these guide their actions and help them become the best versions of themselves. Worship is joyful, inclusive and carefully planned. Pupils enjoy it, especially singing, and say it makes them feel happy. They influence the shape of worship, and leaders introduced weekly singing worship following their request. This shows opinions are heard and respected. Activities such as prayer and reflective questioning create opportunities for adults and pupils to connect spiritually with each other. Adults share their own responses, modelling and deepening pupils' spiritual connections. Worship leaders take pride in their role. By working with the local clergy, they develop their practice, resulting in greater confidence and purposeful leadership. Key Christian festivals are celebrated at the church, helping pupils link worship with lived Christian tradition. These experiences strengthen links with the church and deepen pupils' belonging in the wider community. Diocese training strengthens staff practice, giving them the confidence to enrich the school's worship life.

Vision and School Culture

Relationships within the school community are exceptionally strong. Leaders use the vision to build a culture that values and supports each person. This creates a united school where individual needs come first. Consequently, pupils know they are loved and respected. Good mental health and wellbeing is a priority. Staff feel respected and appreciate how colleagues take time to talk, check in and show care for one another. Pastoral support for pupils is impressive. Staff are highly trained in mental health, wellbeing and supporting those who have additional needs. Partnerships with outreach services enhance the provision offered. As a result, pupils,



including those requiring extra support, access learning with dignity and compassion. The school's attentive support for children and their families is valued by parents and carers. This enables them to develop a strong sense of belonging. Being part of the wider community is important to the school. This is reflected in activities such as singing and reading to local elderly people. These experiences strengthen a culture of compassion as Christian values are lived out. Pupils are proud to serve as role models for younger peers. This is particularly noticeable during playtimes, when they build, create and dance together. In turn, kindness is embedded as a lived practice.

Vision, Justice and Responsibility

Pupils have a strong sense of fairness and understand that the world is not always equitable. They identify and openly discuss global issues such as racism, prejudice and poverty. They proudly explain how they would challenge these, including talking to others about their choices and encouraging change. Pupils describe themselves as upstanders, not bystanders. This shows their passion for creating a world shaped by respect and peace. Pupils make change through purposeful action, using cake sales and charity events to raise funds for causes. They also work with the local church to organise food collections and welcome visitors who explain the impact of their support. This helps pupils see how their actions positively affect people's lives. Pupils' opinions are respected, and leaders actively seek them. This means their contributions shape the school's life.

Religious Education

RE is important and has a high status across the school. The curriculum ensures that pupils encounter a wide range of religious and non-religious worldviews, including the diversity within them. This deepens their understanding of how people choose to live out their beliefs. However, a lack of depth and challenge is limiting opportunities to develop a secure, well-connected understanding. The curriculum is enriched through visits and learning from people of faith, connecting pupils directly with them. Pupils respond positively to RE, saying they enjoy learning about different people. This is seen in their keenness to explore questions such as 'Is the kingdom of God growing in the world?' Such questions, which underpin the curriculum, provide opportunities to think and debate. The subject is well resourced, supporting its effectiveness. Leaders, including governors, monitor RE to ensure it aligns with the vision and remains a priority. The diocese and trust support the school through training. This strengthens adults' subject knowledge. Consequently, they approach learning in RE with confidence and enthusiasm.

Information

Address	Kingsnorth, Ashford, Kent TN23 3EF		
Date	23 June 2026	URN	142429
Type of school	Academy	No. of pupils	420
Diocese	Canterbury		
MAT	The Diocese of Canterbury Academies Trust (AQUILA)		
MAT Chair	Sue Butterworth		
Headteacher	Iain Witts		
Chair of Governors	Chris Myers		
Inspector	Sam Killick		