

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chislet Church of England Primary School

Vision

A journey of learning for all, within God's guiding hands.

Life is a wonderful journey of learning guided by God. Chislet School nurtures all individuality and growth through a supportive and caring family. Everyone brings something special to our school. Using our Christian values, we aim to nurture, encourage, transform and watch it flourish within our community and beyond.

Jesus Feeding the 5000 John 6 vs 4-13 'Care, respect, trust and praise.'

Chislet 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

- Nurture and growth are deeply rooted throughout the work of the school. The Christian vision anchors leaders' decision-making, creating a school where pupils and adults readily show trust in one another.
- Strong partnerships with the local church and community enhance the effectiveness of this Church school. These collaborations support the school in enabling pupils to feel cared for and to grow as individuals.
- Collective worship is an invitational, valued and impactful part of daily school life. The whole community is brought together in a reflective and joyful way.
- The school demonstrates a proactive, strong commitment to supporting pupils who have additional needs. Staff ensure that they are able to flourish within an inclusive and nurturing school community.
- Rooted in its Christian vision, the school provides a journey of learning that transforms pupils. It offers enriching experiences that develop curiosity and grow confidence. Vision-led decisions ensure that pupils access an enriched curriculum

Development Points

- Strengthen governors' evaluation of the school's Christian vision. This is to enable them to gain a deeper understanding of its impact on the school and on the experiences of pupils and adults.
- Ensure that pupils have knowledge and understanding of Christianity as a global and diverse world faith. This is to enable them to recognise how Christian belief, practice and worship are expressed in different cultures and traditions.
- Develop a shared approach to spirituality in order to maximise planned opportunities across the whole curriculum. This is so that members of the school community can recognise and express how they are flourishing spiritually.



Inspection Findings

Vision and Leadership

Nurture and growth are deeply rooted throughout the life and work of the school. This is evident in the daily experiences of pupils, staff and families. The Christian vision provides a secure foundation for leaders' decision-making and shapes strategic direction and daily interactions. Leaders place wellbeing, aspiration and flourishing at the heart of school development. Through its federation with a neighbouring village school, staff benefit from collaborative professional development and shared resources. This strengthens expertise and creates opportunities for mutual support and growth, contributing to an environment where individuals feel known, valued and supported. The vision has established a culture of trust and strong relationships across the school community. Governors are active in the school and monitor the implementation of the school's vision across its work. However, monitoring is not feeding through into evaluation, which limits governors' strategic oversight. Consequently, governors do not fully understand how the vision shapes decision-making and the lived experiences of pupils and adults.

Vision and Curriculum

Rooted in its Christian vision to provide a journey of learning and transform pupils, the school has created a curriculum that enables flourishing. Leaders make purposeful, vision-led decisions which ensure that pupils access a broad and enriched curriculum. Learning experiences are designed to develop curiosity, deepen understanding and grow confidence. Pupils benefit from opportunities that extend beyond the classroom and support their personal development. These include drama, music, sport and trips to the cathedral. The school demonstrates a proactive and strong commitment to supporting pupils who have special educational needs and/or disabilities (SEND). Staff know pupils well and respond thoughtfully to individual needs. Effective provision enables pupils to participate fully and enjoy their lessons. The school's understanding and language of spirituality remains at an early stage of development and is not consistently understood across the school community. As a result, pupils and staff cannot fully benefit from opportunities for their spiritual flourishing.

Worship and Spirituality

Collective worship is an invitational, valued and impactful part of daily school life, making a significant contribution to the school's Christian character. It brings the whole community together in a reflective, inclusive and joyful way. Worship creates regular opportunities for pupils and adults to pause, consider deeper questions and connect with shared values. It is carefully planned and enables pupils and staff to engage in ways that are meaningful to them, fostering a culture of respect and belonging. The school benefits greatly from its positive and well-established relationship with the local church. Its close proximity next door to the school strengthens this partnership. This enables weekly opportunities for worship within the church setting and enriches pupils' understanding of Anglican traditions and practices. The partnership contributes to a strong sense of community and supports pupils in recognising the relevance of faith in everyday life. As a result, collective worship creates regular opportunities for pupils and adults to reflect and express their thoughts in ways that are meaningful to them. Worship encourages stillness, reflection and meaningful dialogue. This enables individuals to develop a growing sense of self, respect for others and an understanding of their Christian values.

Vision and School Culture

The school's Christian vision, 'A journey of learning for all, within God's guiding hands', is clearly embedded in daily life and shapes its culture. Leaders ensure that the vision underpins decisions and promotes a caring, inclusive environment where individuals are valued. Grounded in Christian values of care, respect, trust and praise, the school nurtures individuality and enables the community to grow. Adults, including members of the local church community, model the school's values effectively. Consequently, pupils embody these values in their interactions with others, contributing to a caring and inclusive community. Pupils feel known, valued and supported within a calm and welcoming environment. The school's nurturing culture creates a strong sense of



belonging. Consequently, positive behaviour is evident and reflects forgiveness and reconciliation. Staff and pupils feel supported, respected and encouraged to try. As a result, pupils are empowered to thrive academically and personally. Staff describe the school as feeling 'like a family', reflecting a strong sense of belonging and shared purpose. Parents recognise the school's encouraging environment, which contributes to its strong reputation for care and inclusive Christian values within the community. They value how their children are welcomed into the school when joining. Staff feel supported and confident to seek personal help, when needed, from the leadership team. They are given opportunities to develop their careers through training and coaching. Governors and the federation actively prioritise staff wellbeing. As a result, the school community feels respected and encouraged to care for one another.

Vision, Justice and Responsibility

Pupils demonstrate a developing understanding of justice and responsibility across school life and the wider community. This is rooted in the school's Christian vision and shaped by carefully planned opportunities led by staff. Pupils are encouraged to reflect on ethical and moral issues through meaningful experiences. They respond with compassion, especially when considering issues such as care for the environment. Pupils have created ideas for their new nature area and have presented them to the teachers. A pupil-led environmental club helps with recycling around the school. Leadership roles include a worship team and prefects, promoting responsibility and active participation in school life. Pupils show a strong commitment to supporting the local community through fundraising, such as the foodbank at the Harvest service. Work with residents in the community is further strengthened through the village fair. Pupils are active in preparing for this and running some stalls. These experiences help pupils to live out their values of care, respect and trust.

Religious Education

Religious education (RE) is well led and reflects the school's Christian vision and values. Leaders prioritise high-quality professional development to strengthen teachers' subject knowledge and confidence. Effective support from the diocese contributes positively to curriculum development. The RE curriculum provides creative opportunities for pupils to explore big questions. As a result, they form their own questions and reflect on those posed. Pupils understand that it is important to learn about different religions and know that not all people have a religious belief. They are keen to share their ideas and develop their own questions. Leaders are listening to what the pupils say about the RE curriculum. This means that richer discussions and deeper reflection are strengthening pupils' RE thinking. RE enables pupils to develop a growing understanding of Christianity. However, the curriculum does not consistently reflect the diversity and global nature of the Christian faith. As a result, pupils do not have an appreciation of the varied ways in which Christianity is lived and expressed worldwide.

Information

Address	Chislet, Canterbury, Kent CT3 4DU.		
Date	18 June 2026	URN	118655
Type of school	Voluntary controlled	No. of pupils	103
Diocese	Canterbury		
Federation	The Federation of Chislet CE and Hoath Primary Schools		
Headteacher	Anthony Sanders		
Chair of Governors	Peter Gregory		
Inspector	Howard Fisher		