

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Nicholas At Wade Church of England Primary School

Vision

Guided by the loving example of Jesus Christ, we work together so that everyone feels valued, loved and able to be the very best they can be. In our inclusive, aspirational and nurturing school family, we build strong foundations for learning, character, faith and life. We embody gratitude and care for others, ensuring we all have the building blocks to be happy, confident and responsible individuals, ready to flourish in today's world and face the future with courage and hope.

The wise and foolish builders. Matthew 7:24-27

St Nicholas At Wade 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

- Compassionate and reflective leaders have carefully selected the school's Christian vision to reflect the needs of the community it serves. It is a lived reality where adults and pupils are encouraged to build on the solid rock and be the best they can be. As a result, they thrive being part of this school community.
- Inspired by the vision, a loving culture of respect and kindness permeates through the school. Consequently, a deeply embedded nurturing ethos fosters an inclusive and peaceful environment, where all feel cared for and able to grow.
- Collective worship is placed at the heart of the school day. It is a time to reflect on the Christian vision and associated values and how they apply to their daily lives. It enables pupils and adults to engage in calm contemplation, developing their own thoughts and beliefs and supporting spiritual flourishing.
- There is a deeply embedded and mutually enriching partnership between the school and its local church. This relationship positively and reciprocally impacts pupils, staff and the church community fostering their spiritual flourishing.

Development Points

- Establish systems to monitor provision for spiritual development across the curriculum so that governors and leaders can ensure pupils' spiritual flourishing is supported.



Inspection Findings

Vision and Leadership

The deeply embedded Christian vision and supporting values are expressed and lived out through the parable of the wise and foolish builders found in the New Testament book of Matthew. It is integrated in the school's strategic plan and its impact is evaluated through local governance. For example, during monitoring visits, the governors determine the extent to which the vision is central to the work of the school. However, there are no formal systems in place to monitor the provision of spirituality. They observe staff using the vision and values in the way they interact with pupils and each other. This impacts positively on the pupils who follow these behaviours. The biblical importance of building on a strong foundation is lived out by leaders. It guides their decision making and direction. Steered by dedicated staff and aided by clearly crafted visuals, pupils are prepared well for future life. School leaders and staff have a sound understanding of the unique community they serve. They are committed to helping pupils thrive whilst at school regardless of their different starting points. Consequently, they flourish.

Vision and Curriculum

The school's Christian vision of embodying gratitude and care for others is firmly rooted in the curriculum. As a result, pupils have the building blocks to be happy, confident and responsible individuals. They are provided with thoughtful opportunities to become articulate communicators, supporting their personal growth and enabling them to flourish. Supported by staff, they are equipped to face the future with courage and hope. Guided by leaders' deep commitment to learners, the curriculum is inclusive. Consequently, pupils with additional needs respond well through prudent adaptation where needed. For example, by working closely with families, speech and language is prioritised from early years. As a result, pupils that were non-verbal now confidently contribute to discussions both in and outside the classroom. There is clear understanding of spirituality using the framework of 'Ows, Wows and Nows'. Staff identify points of spiritual encounter in the curriculum where pupils pause, reflect and consider possible actions. However, these opportunities are not monitored or evaluated, therefore some opportunities to support spiritual flourishing are missed. An outdoor learning curriculum utilises the school grounds as well as the local area. Although not always planned for, this provides opportunities for pupils to engage with the world around them and experience its beauty. In addition, a wide range of activities are available for pupils to access outside the school day. Participation in sports and enrichment events, including singing at the cathedral further builds pupils' courage and resilience.

Worship and Spirituality

Collective worship is an enriching experience. Leaders regard worship each Monday morning as a crucial starting point to come together. Pupils and adults value this time together; it contributes to their sense of belonging. Questions are used to challenge their thinking, enabling them to ponder more deeply on the themes. Listening attentively, they offer thoughts and responses confidently. Worship is carefully crafted to include moments of stillness and calm to enable reflection. Both adults and pupils' spiritual growth is therefore effectively supported through worship times. Pupils share that all are welcome to take part if they wish, adding 'we believe everyone should be who they want to be'. Worship leaders value the role they have in leading aspects of collective worship and this enriches their spiritual growth. They liken their new roles to growing in confidence and building on the solid rock. School leaders and clergy speak passionately about the partnership between the school and their local church resulting in strong community ties. Key festivals are celebrated in the church. Parents and carers value being able to worship alongside their children and particularly enjoy listening to the pupils sing. This enhances the spiritual flourishing of both pupils and adults.

Vision and School Culture

The Christian vision underpins all decisions and is the keystone on which everything is built. This promotes gratitude and care, enabling all to live well together. Staff members recognise and appreciate that leaders model



the carefully selected Christian values of courage, resilience, honesty and kindness. They feel deeply cared for and appreciate the open-door policy of leaders. Parents and carers are proud of the school's vision. They share how staff see the potential in their children and nurture them to be the best they can be. Strong foundations for learning are exemplified by pupils. They understand that it takes time to learn something but enjoy the satisfaction when something is achieved. Staff are equally cared for. They explain how leaders consider their workload to support their work life balance. The thoughtful actions of leaders further enhance their wellbeing. Staff express, 'Everywhere around the school I am included and loved'. Families and staff are provided with support during challenging times, including clear signposting to relevant external services and the provision of appropriate in-house assistance. This builds strong relationships and supports good attendance.

Vision, Justice and Responsibility

Guided by the vision, leaders have shaped a behaviour policy that promotes positive relationships and recognises that, if damaged, they can always be repaired. Staff support pupils to get back onto the rock if they are on the sand. Pupils appreciate that they have a responsibility to make good choices and put things right when things have gone wrong. They talk of everyone starting on the rock each day and that it's equal and fair for everyone. This gives them a strong sense of justice and responsibility. Leadership roles, such as school prefects, empower them to motivate and help others. Pupils are learning to identify where they can make a positive difference in their local environment. For example, when the eco ambassadors learnt that trees were being cut down they planted more trees locally. The reciprocal partnership with the local church impacts positively on the community and enriches relationships. For example, the church provides space for the PTFA (Parent, Teacher and Friends Association) to meet. In return, the school community collects food and toiletries for the church to distribute to those in need.

Religious Education

Religious education (RE) is a subject with a high profile across the school and is well resourced. The subject lead is well supported by the diocese. The recent revision of the RE curriculum enables pupils to encounter a broader and more diverse range of religions and worldviews. Consequently, pupils develop not only knowledge but a deep respect and curiosity. They talk about their journey from Reception to Year 6 and their growing understanding of what others believe. They appreciate how this prepares them for their future lives as adults living in a diverse global community. Staff value the training and support given by both the RE lead and the diocese. The strengthened challenge in the curriculum makes the tasks more relevant and well-balanced for pupils. Supported by the clergy, all classes visit the church during their salvation topic to learn more about Christianity. This further deepens their knowledge and understanding.

Information

Address	Downbarton Road, St Nicholas At Wade, Kent CT7 0PY		
Date	03 February 2026	URN	118698
Type of school	Voluntary controlled	No. of pupils	212
Diocese	Canterbury		
Headteacher	Taralee Kennedy		
Chair of Governors	Max Gregory		
Inspector	Sara Williamson		