

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Snodland Church of England Primary School

Vision

We believe that all our children are uniquely created and it is our duty to nurture their talents so each child can grow in confidence, character and spiritual understanding. We provide experiences and opportunities for them to learn, explore, be inspired and discover their potential, knowing they are loved and valued. Our ambition is for every child to leave our school ready to walk boldly into their future, inspired to dream big and have high expectations of and aspirations for themselves and others, letting their light shine so they can make a positive difference in the world. (Matthew 5: 15-16.)

Snodland 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

- Snodland's Christian vision and associated values are understood and embraced by the school community. They shape daily life and underpin strategic decision-making, enabling pupils and adults to flourish.
- The Christian vision drives the school curriculum. Pupils benefit from rich opportunities to grow in wisdom, curiosity and personal understanding. A shared approach, both planned and spontaneous, ensures meaningful opportunities for spiritual development.
- Collective worship is rich and varied, bringing the school community together in inspiring ways. It motivates pupils and staff to live out the Christian vision, fostering reflection, prayer and spiritual growth.
- Inclusion is central to school life. Pupils are warmly welcomed and supported through nurturing, vision-inspired provision. Staff demonstrate a strong commitment to meeting the needs of pupils with special educational needs and/or disabilities (SEND). This enables them to flourish and achieve.
- Religious education (RE) is led effectively, with a well-structured and balanced curriculum that supports high-quality teaching and learning. Pupils demonstrate enthusiasm, take pride in their work and recognise the importance of the subject.

Development Points

- Refine assessment in RE to ensure more precise and consistent tracking of pupils' progress over time. This is to strengthen teachers' ability to identify their understanding and inform next steps in learning.
- Develop pupils' understanding of injustice and inequality. This is to deepen their awareness of how their actions can make a positive difference to others and in the world around them.



Inspection Findings

Vision and Leadership

The Christian vision is deeply embedded and shapes school life. Leaders ensure that 'let your light shine before others' reflects the school's context and existing strengths. It places equal emphasis on personal growth and service to others, driving strategic decision-making. Governors provide rigorous oversight and well-informed challenge. Leaders prioritise professional development, enabling the school community to flourish. Staff and pupils articulate a shared understanding of the vision, which is evident in their positive actions and attitudes. This is reflected in the warm and respectful relationships seen across the school, including pupils confidently greeting adults and visitors. Leaders demonstrate a clear understanding of flourishing. They respond flexibly to individual needs so that pupils, including those requiring additional support, grow in confidence and participation. As a result, the vision is consistently lived out, creating a cohesive and aspirational culture where pupils and adults grow and succeed together.

Vision and Curriculum

The curriculum is carefully designed and strongly shaped by the vision, providing rich and meaningful opportunities for pupils. Leaders have created a bespoke curriculum, supported by well-chosen schemes. This reflects the local context while broadening pupils' experiences. Consequently, learning is meaningful and relevant, while extending their understanding beyond their immediate community. A wide range of opportunities, including trips, creative activities and free clubs, enables pupils to discover and develop their talents. Leaders actively remove barriers by ensuring access to provision that pupils may not otherwise encounter. This is exemplified through an extensive programme of carefully planned experiences, including theatre visits, which broaden pupils' horizons and raise aspirations. Diversity and inclusion are thoughtfully woven throughout. Rigorous monitoring and evaluation by leaders ensures the curriculum remains aligned to the vision and responsive to pupils' needs. As a result, pupils develop confidence, curiosity and aspiration, and are well prepared for life outside of their local context.

Worship and Spirituality

Collective worship is a central and inspirational part of school life, making a strong contribution to spiritual development. Leaders carefully plan rich experiences for pupils and adults across the year. It is enhanced through strong partnerships with local clergy and the parish, including regular contributions to worship. Supported by effective collaboration with governors, this ensures a coherent and developing exploration of Christian teaching. Worship engages pupils through reflection, prayer and active participation, enabling them to apply biblical teaching to their own lives. A calm and reflective atmosphere supports this, enabling those in attendance to engage thoughtfully and respectfully. Pupils speak confidently about the impact of worship, describing how it helps them reflect deeply, consider others and act with compassion. They value the shared experience and recognise its role in bringing the school together. Opportunities for leadership, alongside regular evaluation informed by pupil voice, strengthen its effectiveness. As a result, worship is inclusive, invitational and impactful. It inspires pupils and adults to grow spiritually and live out the school's vision.

Vision, Justice and Responsibility

The vision motivates pupils to take responsibility and act with a strong sense of fairness and care for others. They engage in a wide range of leadership roles. These include peer mediators and anti-bullying ambassadors, who speak confidently about supporting others and resolving conflict. Pupils understand the importance of treating others equally and link this to their daily actions. They draw on examples of celebrated influential figures to explain justice and fairness. Opportunities for charity work and community involvement, including links with local care homes, develop empathy and a desire to make a difference. Pupils value these experiences, recognising their role in supporting others and contributing positively to their locality. While pupils show commitment to helping others and acting for change, their understanding of justice and equality is less



developed. This limits their ability to articulate the impact of their actions beyond fundraising. Nevertheless, they demonstrate a growing moral purpose and a clear desire to contribute positively to the world around them.

Religious Education

Religious education is well planned and increasingly shaped by a developing worldviews approach. Leaders work in close partnership with the diocese and are supporting them to develop and pilot new units of planning linked to the World Views approach. The curriculum is carefully sequenced, with clear progression supported by high-quality and bespoke resources. Pupils engage with Christianity as a global faith alongside a wide range of religions and worldviews. This is enhanced by visits to places of worship and study of lived faith. These experiences enable pupils to encounter diverse expressions of belief. This deepens their understanding of faith as lived and practised in different contexts. Pupils speak confidently about their learning, using subject-specific vocabulary accurately. They make connections between beliefs and practices. As a result, pupils develop a secure and respectful understanding of religion and worldviews.

Teaching in religious education is strong and well-developed. This enables pupils to engage deeply and think critically about their learning. Lessons are well structured, with clear modelling and regular recap supporting the development of their knowledge over time. Pupils take pride in their work and explain their thinking with confidence and clarity. They demonstrate secure recall of prior learning and apply subject-specific vocabulary accurately in their responses. Monitoring and evaluation is thorough and includes active governor involvement. Minutes demonstrate rigorous questioning that provides leaders with both challenge and support. This ensures that areas for development are identified and strengths celebrated. Assessment systems are in place and increasingly support teachers in identifying pupils' understanding and adapting teaching accordingly. However, the tracking of progress over time and the precision of next steps are not fully secure. These continue to develop as refinements to the system are embedded.

Vision and School Culture

The vision underpins a highly inclusive and nurturing school culture where pupils and adults are valued and supported. Provision is carefully tailored, with strong pastoral systems ensuring needs are identified early and addressed effectively. Pupils, parents and carers value the school's open communication. Leaders listen to their views and appropriately act upon them. Parents value the care, communication and support their children receive. This culture extends to staff, who are well supported within a trusting and collaborative environment. Staff benefit from high-quality professional development and a strong focus on wellbeing. This enables them to grow in confidence and expertise. As a result, staff are committed and demonstrate strong commitment to pupils. The school fosters strong relationships and a deep sense of belonging. Pupils interact positively with one another, including during less structured times such as break and lunchtime. As a result, both pupils and adults flourish.

Information

Address	Roberts Road, Snodland, Kent, ME6 5HL		
Date	19 March 2026	URN	118846
Type of school	Voluntary aided	No. of pupils	407
Diocese	Diocese of Rochester		
Headteacher	Holley Hunt		
Chair of Governors	Sarah Harewood		
Inspector	Anthony Cosans		