

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shorne Church of England Primary School

Vision

Our vision is rooted in the parable of the Good Samaritan (Luke 10:25-37) and expressed through our motto: ‘Love, Learn, Live – Love your Neighbour, Learn from the Good Samaritan, Live with Open Hearts and Minds’. Our Vision drives our moral purpose daily and our Christian values ensure we live out our vision in all that we do. They help our community to focus on making the right decisions, be resilient in our pursuit of the highest standards and help us to respect and fulfil our vision to ‘Love, Learn, Live’, ensuring everyone can flourish and meet their fullest potential.

Shorne 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 Christian vision and associated school values are evident throughout school life. Adults and pupils use them to guide their choices. As a result, they support each other to flourish.
- Joyful collective worship is integral to the school. It inspires spiritual growth for pupils and adults through meaningful moments of reflection and singing.
- Shorne is an inclusive and welcoming school. Pupils are known and loved as unique individuals. As a result, staff ensure that targeted support helps them to grow, including those with special educational needs and/or disabilities (SEND).
- Compassionate and nurturing relationships across the school are built on mutual respect. This is evident in how pupils and adults interact, creating a culture of togetherness.
- Guided by the vision, careful consideration has been given to ensure that experiences within the wider curriculum shape pupils’ learning. As a result, they are confident to ask and explore big questions.

Development Points

- Extend opportunities within religious education (RE) for pupils to explore diversity within faiths and worldviews. This is so that they can deepen their understanding of the different ways that people can live out their personal beliefs.
- Extend the impact of leaders’ evaluation of RE. This is to enhance its development in line with the school’s Christian vision.
- Empower pupils to actively explore questions of unfairness and wider issues that concern them. This is to deepen their understanding of how they can actively challenge injustice.



Inspection Findings

Vision and Leadership

Leaders, including governors, have created a Christian vision that enables pupils and adults to flourish. Rooted in the biblical story of the Good Samaritan and the school's associated values, this vision shapes pupils' resilience and compassion. Consequently, they grow as learners who live out the motto to 'love, learn, live'. Pupils explain that the vision helps them to 'respect everyone and help others'. Adults and pupils draw on this and the associated values to guide their decisions. When facing challenges, they ask, 'What does our vision teach us to do?' Adults know that flourishing looks different for each individual. Because of this, they celebrate personal success, however small. This culture of encouragement positively motivates pupils to reflect and feel proud of their achievements. Their pride is seen in their actions and responses to one another during celebrations. Leaders align policies and practices with the vision. Guided by Jesus' teaching about the Good Samaritan, the revised behaviour policy promotes forgiveness and learning from mistakes. Leaders, including governors, effectively evaluate the Christian vision, ensuring it is a lived reality. The school's Christian distinctiveness is a priority for the multi-academy trust (MAT). They ensure that the school and trust visions are carefully aligned. As a result, valued support from the trust honours the school's individuality and diversity, enriching Shorne as a Church school.

Vision and Curriculum

Inspired by the vision, recent adaptations, particularly in history and geography, shape a curriculum that puts spiritual development at its heart. As a result, pupils think deeply about the topics they explore. Questioning, such as 'Is that fair?', encourages curiosity and a sense of belonging. The curriculum nurtures resilience and personal growth. This ensures that pupils, including those with SEND, thrive. Training from the diocese has strengthened the school's understanding of spirituality. Staff now feel more confident guiding pupils to recognise these special moments. This is seen in how they use the class flourishing trees to share and celebrate personal experiences. Pupils at Shorne take pride in their individual talents. The school builds on this by offering extracurricular activities such as dodgeball, football, and forest school. Through this, they learn to be compassionate winners and gracious losers. Consequently, the Christian vision shapes learning experiences and provides opportunities for them to reach their fullest potential.

Worship and Spirituality

Daily collective worship is joyful and offers a meaningful chance to pause, reflect and come together. Its invitational and varied nature helps pupils to feel a sense of belonging within this special time of the day. 'I wonder' questions prompt thoughtful reflection. As a result, pupils engage openly and confidently with the messages shared. They particularly enjoy singing in worship and learning from Bible stories. These experiences, alongside prayer and reflection, enrich pupils' spiritual development. Inspired by the vision, the school celebrates uniqueness through flourishing Friday worship, where achievements, however small, are shared and celebrated. Consequently, pupils are inspired to reflect on the impact of their actions. Through this, they develop a sense of pride at being recognised as role models through their caring actions. Collective worship positively influences pupils and adults, as seen in their relationships and respectful interactions. Partnerships with local clergy further enrich provision as they work collaboratively with adults and pupils who lead worship. This broadens the range of worship styles experienced and widens its impact on spiritual development.

Vision and School Culture

Through leaders' considered actions, the vision creates a learning community where individuals feel valued and respected. Good mental health and wellbeing are priorities. School and trust leaders listen to staff and ensure their voices are heard. As a result, they implement supportive strategies, including an open-door policy and access to counselling, which support adults and pupils' wellbeing. In addition, good mental health is promoted through the active nature of the taught curriculum, including daily skipping activities. Consequently, pupils



recognise when they are ready to learn. The much-loved school dog and initiatives such as 'bubble time' support those who find school challenging. Buddies take pride in helping younger peers, which is demonstrated through their positive interactions during playtime. Pupils confidently discuss topics such as bullying and racism and show their understanding through respectful behaviour. Shorne is an inclusive and welcoming school. Guided by the vision, leaders invest in pupils' wider development, working closely with staff to tailor learning to meet individual needs. This supports pupils, including those with SEND, to 'love, learn and live'.

Vision, Justice and Responsibility

Guided by their Christian vision, Shorne promotes a culture of justice and responsibility across the school community. Pupils in leadership groups, such as the school council and eco club, initiate change through practical actions. They litter-pick locally, raise funds for charities and collect food for people experiencing homelessness. These actions help pupils to understand how they can make a difference to others. Taking pride in the environment matters to them. Inspired by the desire to provide pupils with moments to 'be closer to nature', the eco club is developing a spiritual garden. This is driven by their understanding of the importance of having 'quiet time' and how this can 'help you to learn better.' Pupils welcome responsibility, saying, 'we have a voice, and we are listened to'. The school has built positive local links. Singing for residents in the village hall creates a meaningful partnership which has a valued impact on the lives of those they visit. It gives pupils beneficial opportunities to demonstrate the school's vision in action. They recognise that the world is not always fair, discussing issues such as the impact of war and the challenges faced by women and girls across the world. However, they have less understanding of how to actively and independently challenge injustice.

Religious Education

RE is effectively led across the school. Providing high-quality training is a key focus for the MAT. This strengthens the curriculum's clear organisation and purposefulness. Pupils explore a variety of religious and non-religious worldviews and, as a result, they can talk about different beliefs. However, their understanding of diversity within and between these worldviews and faiths is less developed. This limits their understanding of the diverse ways that people can live out their personal beliefs and views. The curriculum provides opportunities for pupils to consider 'big questions' at the start and end of each topic. This enables them to apply what they have learnt and recognise new learning. Pupils enjoy RE, as shown through their enthusiasm when discussing topics such as the questions they would ask people in the Bible. The subject is well resourced, further supporting its effectiveness. Leaders, including governors, play an active and important role in overseeing RE. However, their evaluation of its impact is less effective in shaping the subject's development in line with the vision.

Information

Address	Cob Drive, Shorne, Kent, DA12 3DU		
Date	06 May 2026	URN	141578
Type of school	Academy	No. of pupils	211
Diocese	Rochester		
MAT	Aletheia Academies Trust		
MAT Chair	Mark Till		
Headteacher	Executive Headteacher Tim Muggridge	Head of School Tara Hewett	
Chair of Governors	Keith Syrett		
Inspector	Sam Killick		