

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Katharine's Knockholt Church of England VA Primary School

Vision

Growing Hearts, Minds and Faith

Rooted in the parable of the mustard seed (Matthew 13:31–32), our vision is to nurture every child's potential - spiritually, socially and academically - so they flourish into who God created them to be. Guided by the Christian values of Truth, Forgiveness and Love, we cultivate curiosity, courage, grace, and compassion.

St Katharine's Knockholt Church of England VA Primary School has a number of strengths, but there are also areas that leaders need to address as a matter of priority. These are set out in the Development Points section below.

Notable Strengths

- A clear and established set of values are strengthened by the school's newly developed biblical vision. This shapes the culture of the school and supports the whole school community in living well together. The values are embedded in daily practice and guide decisions and behaviour.
- Pupils, including those who have special educational needs and/or disabilities (SEND), are known and valued as individuals. They celebrate their differences, show care and understanding towards each other. As a result, the school is a community where Christian love is lived out in practice.
- Pupils ensure that the school's values have an impact beyond the school community. They have a well-developed sense of justice and compassion. This shapes their actions and supports them to become confident and speak out for change.
- Strong and purposeful partnerships with the local parish church and the diocese provide effective support, appropriate challenge and professional development. These relationships create a culture of mutual encouragement and enable staff to thrive professionally.
- Religious education (RE) is well led and highly valued. Pupils explore a range of world religions and non-religious worldviews with respect and curiosity. The curriculum is carefully planned and sequenced, which supports effective teaching and learning.

Development Points

- Because school leaders have not ensured that adults and pupils have regular and consistent opportunities to access collective worship, this inhibits their spiritual flourishing. They should ensure that all pupils and adults are enabled to flourish spiritually within daily acts of worship.
- Develop a systematic approach to monitoring and evaluating how the newly formed school vision is lived out in practice. This is to ensure that leaders, including the governing body, identify strategic priorities for St Katharine's as a Church school.
- Ensure there are planned opportunities across the curriculum that support spiritual development. This is to enrich pupil's spiritual growth and flourishing.



Inspection Findings

Vision and Curriculum

Leaders have shaped an ambitious curriculum that aims to balance academic rigour with creativity and personal development. This enables pupils to flourish as individuals. Subjects such as music and art are given high priority and provide rich opportunities for pupils to explore creativity. Pupils engage with the well-developed forest school provision with clear awe and wonder. The curriculum is further enhanced by visits and visitors. For example, visits to a local secondary school bring learning to life and deepen pupils' engagement. However, planned opportunities for spiritual development across curriculum subjects are not consistently identified, planned or embedded. As a result, pupils do not flourish spiritually. Pupils, including those considered vulnerable and/or disadvantaged, have access to a wide range of extra-curricular opportunities. Parents and pupils value the sporting offer, including netball and dodgeball, alongside clubs such as go-karting and board games. Consequently, the core and wider curriculum support pupils to grow in confidence, curiosity and resilience.

Worship and Spirituality

School leaders have not ensured that daily collective worship is enabling pupils and adults to flourish spiritually. Not all pupils have the opportunity to share in worship and adults are not consistently present. This limits opportunities for gathering, reflecting, praying together and spiritual growth. As a result, its importance is not consistently valued as it should be in a Church school. However, worship has strengths, as it is valued by pupils and adults when they attend and is a joyful part of school life. It reflects the Christian vision and is shaped by the school's values. Pupils sing enthusiastically and engage in times of prayer and reflection. Pupils are given opportunities to lead prayers if they wish and to contribute in ways that feel comfortable to them. Worship is also used to celebrate pupils' achievements linked to the school's values, which reinforces positive behaviour and a sense of belonging. Pupils enjoy worship led by the vicar. This strengthens the church and school relationship and helps pupils to understand Christian traditions.

Vision and Leadership

The Christian vision of 'growing hearts, minds and faith' expresses the school's aspiration for pupils and adults to flourish socially and academically. The associated values of truth, forgiveness and love are well embedded and clearly understood by the school community. They shape relationships, behaviour and daily interactions, creating a caring and respectful culture in which pupils feel known and valued. With valuable support and professional development from the diocese, school leaders have recently reshaped and redefined these values into the new school vision. The vision is at an early stage of being embedded and understood across the school community. While leaders articulate and reference it, the vision does not consistently drive strategic decision making. Monitoring and evaluation of the vision's impact are underdeveloped, and governor involvement in evaluating how effectively it enables flourishing is limited. This is evident where leaders' decisions mean that collective worship is not organised in a way that enables all pupils and adults to participate. This reduces opportunities for the school's vision of nurturing spirituality to be realised.

Vision and School Culture

The Christian vision shapes a culture in which pupils and adults are enabled to live well together. Guided by the school's values, relationships across the school are characterised by compassion, grace and respect. This is reflected in school policies and daily practice that prioritise wellbeing and support positive behaviour. For example, trained specialist staff are deployed to support pupils who need help in strengthening their emotional wellbeing. The 'soft start' at the beginning of the day allows pupils time to settle, talk with adults and peers, and prepare themselves for learning. As a result of the vision, effective strategies are in place to support pupils and adults at difficult times. This culture of care is reflected in staff retention, with former staff choosing to return because they recognise the school as a place where they can succeed personally and professionally.



Consequently, the school community reflects a lived Christian vision where small, purposeful actions enable adults to thrive.

Vision, Justice and Responsibility

The vision creates an active culture of justice and responsibility which shapes positive relationships and fairness in daily interactions. Pupils understand how to balance individual freedom with responsibility towards others, which is seen in their care and kindness. For example, the school buddy system enables older pupils to come alongside younger children and model how to live out the school's values. Through the curriculum and collective worship, pupils have regular opportunities to explore justice and consider ethical choices. This develops their confidence to speak out and act. For example, Year 5 pupils learned about microplastics and their impact on the world. They were motivated to write to their local Member of Parliament. As a result, pupils increasingly see themselves as agents of change, both within school and beyond. Partnerships further strengthen this culture, including the school's link with a charity in Gambia, which deepens pupils' understanding of service and compassion. Pupils recognise that small actions can make a meaningful difference to others. Therefore, the school community reflects a culture where justice and responsibility are actively nurtured.

Religious Education

School leaders give RE a high profile, and its place in the curriculum reflects the school's identity as a Church school. RE is carefully timetabled in all year groups and is visible in the high-quality work and displays across the school. Leaders ensure that the curriculum is challenging, accurate and well balanced, with appropriate emphasis on Christianity alongside a wide range of religions and worldviews. The curriculum is clearly sequenced from the early years to Year 6, enabling pupils to build knowledge, vocabulary and understanding over time. Carefully planned enquiry questions address relevant and contemporary issues, such as 'Creation and science: conflicting or complementary?'. These questions support teachers to plan engaging and well-informed lessons.

Teaching in RE is consistently effective. It supports pupils to think deeply about faith, belief and the impact of religion and worldviews on people's lives. A range of teaching approaches, including discussion, role-play and debate, enable pupils to express their ideas confidently and listen respectfully to others. For example, pupils in Reception were fully engaged in the retelling of a Bible story, which the teacher acted out using props. As a result, pupils make strong progress. Teachers adapt activities for pupils who have SEND, so that they are fully included and able to participate successfully. Assessment is used effectively to identify what pupils know and understand and to inform future planning. Teachers use pupils' work and discussion to shape next steps in learning, ensuring that lessons build on prior knowledge and continue to challenge pupils.

Information

Address	Main Road, Knockholt, Sevenoaks, Kent, TN14 7LS		
Date	29 January 2026	URN	118713
Type of school	Voluntary aided	No. of pupils	182
Diocese	Rochester		
Headteachers	Sarah-Jane Tormey & Xanthe Veneziani		
Chair of Governors	Richard Pickering		
Inspector	Chris Speller		