

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Rosherville Church of England Primary School

#### Vision

“The smallest seed can grow the largest tree.”

As we prepare for our move and embrace a growing community, we are inspired by the parable of the mustard seed. (Matthew 13: 32)

We see our school as that tree—rooted in faith, growing in hope, and offering shelter, protection, and inspiration to all.

We believe that with faith—faith in God, in ourselves, and in each other—every child can flourish.

Whether learning, leading, playing, or praying, we nurture the God-given potential in every child. Like the mustard seed, even the smallest act of faith can grow into something great.

Rosherville 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.

#### Strengths

- The Christian vision linked to the parable of the mustard seed, forms strong roots that are the foundation of the work of Rosherville. This generates a strong sense of belonging, as well as coherence and direction in the school’s strategic development.
- The recognition of the God given potential in individuals fosters a curriculum where pupils are encouraged to believe in themselves and achieve.
- The vision is lived out in this caring community by the warm welcome it offers to pupils and adults. It shapes trusting relationships, where individuals are valued and treat one another with a high degree of dignity and respect.
- Collective worship nourishes times of reflection and stillness. This inspires pupils to care for each other focussed on the values of compassion, wisdom and courage.
- Pupil voice within religious education (RE) enables them to reflect deeply on the impact of Christianity and worldviews on themselves and others. This enhances the way they develop a respectful understanding of a range of people’s beliefs and views.

#### Development Points

- Enhance the extent to which the governing body evaluates the impact of the Christian vision. This is to effectively help steer the continuing development of Rosherville as a Church school.
- Embed the school’s developing understanding of spirituality and the way this is planned through the curriculum and wider activities. This is so that pupils are able to express the impact of these experiences on their spiritual growth.
- Enhance the impact of opportunities for professional training and development in RE. This is to develop staff confidence and knowledge, so it extends pupils’ understanding of a range of worldviews and beliefs.



## Inspection Findings

The Christian vision and linked parable of the mustard seed, inspire the strategic direction of the school and drive decision making. It motivates the care extended towards pupils and staff, serving the needs of the local community very effectively. The associated values of compassion, courage and wisdom guide positive relationships, balancing individual rights with responsibility towards others. As such, firm roots are established for the nurture of emotional and academic progress. Dedicated governors have a secure understanding of the needs of the school. However, their monitoring does not include a clear evaluation of the vision, limiting its impact. This means that some opportunities to develop Rosherville as a Church school are missed. Both the vision of the school and the Aletheia Academies Trust prioritise inclusion, community and aspiration. They are closely aligned, equally emphasising the importance of seeing the potential in individuals to obtain the optimum outcomes. As a result, the trust is a significant support to the school through staff professional development and offering wider opportunities to pupils. Thus, they are highly effective in enabling pupils and staff to flourish at Rosherville.

A curriculum has been developed that makes a substantial contribution to transforming lives at Rosherville. Teaching encourages and emboldens pupils to engage in group discussion and ask searching questions. This creates an environment that empowers individuals to succeed. Pupils' engagement in their learning is fostered through practical learning activities. They are encouraged to develop themes independently and creatively, so that their individual learning styles are celebrated and nurtured. This assists pupils, including those with special educational needs and/or disabilities (SEND), to thrive. Learning is enriched by a wide variety of trips and visits. These not only enhance the learning experience, but also widen pupils' life skills, by making use of public transport, for example. Seeds of opportunity are further provided within an exceptional range of extracurricular activities, such as a project with the Royal Opera House. Other outstanding openings include those with the local art gallery. These experiences enable pupils to develop their talents and skills beyond the classroom. The trust makes a significant difference to pupils' lives by offering a wide range of events that broaden opportunities. This includes public speaking competitions, group singing and sport events. Rosherville is developing and growing its understanding of spirituality. However, it is not yet planned and embedded within the curriculum, limiting its impact.

Worship provides a time to collectively share the significance of the vision and associated values. Staff, as much as pupils, value this time to bond as a school community. Bible stories inspire pupils in how to live their lives, so that they see themselves as individuals who can make a difference. This impacts positively on kindly and respectful behaviours in lessons and on the playground. Spiritual flourishing is effectively encouraged within worship in a variety of ways. For example, class worship nurtures discussion on world events. Considering the 'ows and wows' of life deepens pupils' understanding of who they are and how this influences others. Equally, times of stillness, led by staff and local clergy, provide meaningful moments of personal and collective reflection. Pupils are actively involved in their own spiritual development by contributing artefacts to class reflection spaces. They have added to these areas their own prayers that allow release from worries or express gratitude. This nurtures the creation of an environment where pupils and adults know how to seek peace and calm within themselves.

Staff model the vision and parable of the mustard seed in their work and interactions. They are a unified team that demonstrates great dedication to meet the specific needs of pupils. Under the 'branches' of Rosherville, individuals are nurtured and encouraged, and individuality is celebrated. In turn this motivates pupils to care for each other. This is ably exemplified by pupils who join the school with very limited English. They are warmly welcomed by other pupils, readily becoming valued members of the school community and rapidly developing language skills.



The development of emotional wellbeing is at the heart of curriculum success. This has resulted in strategies for pupils to manage their own feelings. For others there is access to a 'den', where activities allow pupils to find emotional equilibrium. Thus, pupils feel safe and secure to be themselves and enabled to access learning. Staff are a mutually supportive team, both personally and professionally. The trust plays a vital part in enabling staff to feel valued and nurtured. They arrange compassionate provision to support physical and mental health, as well as professional development.

Like a golden thread, justice and responsibility towards others unites the work of Rosherville. Adults and pupils share a deep understanding of how individually and collectively they can make a difference in the world. Pupils are secure in their awareness of their part in growing the school community. They readily embrace roles of responsibility and know that their voice is heard. For example, the school council has initiated changes to the lunch menu and play equipment. Pupils state that their seeds of compassion result in great things. This motivates a desire to support charities where they see justice denied. Equally the school ensures that trips are accessible to all and practical help is available for families as needed. The care shown to families inspires them to share their cultural foods and traditions at events. In this way they support the creation of a collaborative and caring environment. At the same time, it is a community that seeks the common good and the wider needs of others.

RE is led with enthusiasm and dedication. A progressive enquiry-based approach allows pupils to build their knowledge and make connections between different worldviews and beliefs. When discussing RE they engage well and are respectful of the views of their peers. They take pride in their work, responding creatively through writing, art and drama. Their personal reflections on the themes show a great depth of thought and understanding of faith for themselves and others. A range of experiences include visits to a mosque, synagogue, gurdwara and cathedral enrich the curriculum. As a result, pupils are encouraged to consider interconnection and diversity within our world. Thus, the RE curriculum effectively meets the needs of this diverse community. Pupils and families within the school community explain aspects of their faith, enriching the curriculum and pupils' appreciation of diversity. At present some staff seek further training in resources to foster greater personal confidence in their teaching of Christianity. Through partnerships with the diocese and the trust, staff proactively engage with relevant training. This is supporting the RE leader in the skilful monitoring and evaluation of the subject and subsequent coaching of staff.

## Information

Address	London Road, Northfleet, Gravesend, Kent DA11 9JQ		
Date	10 July 2025	URN	146376
Type of school	Academy	No. of pupils	146
Diocese	Rochester		
MAT	Aletheia Academies Trust		
Headteacher	Alice Martin		
Chair of Governors	Emma Bonner and Karle Marsden		
Chair of Trust	Stephen Carey		
Inspector	Elizabeth Pettersen		