Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Milstead and Frinsted Church of England Primary School

Vision

‘Giving children what they need.’ We are a community that is compassionate and nurturing to ensure that we grow not only as individuals but as a collective. Learning together as a community so that everyone gets what they need, making the most of every opportunity, and ensuring no moment is wasted. Through our school we empower inquisitive stewards of the future who continue to give and grow. Just as Jesus blessed the food and it multiplied may we continue to multiply and grow; spiritually, emotionally, and academically. Our School vision is grown from the parable of Jesus' feeding of the 5000 (John 6:1-14).

Milstead and Frinsted 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 at Milstead and Frinsted drives leaders’ decisions and actions. It lies at the heart of the school and influences strategy and practice.
- The school provides a culture of care in which barriers to learning are overcome. This enables pupils, including those with special educational needs and/or disabilities (SEND) and who are considered to be disadvantaged, to succeed and flourish.
- Strong partnerships within the Our Community Multi-Academy Trust (OCMAT) and Diocese are valued by the school community. They provide effective assistance with collective wisdom and consistent support. As a result, staff flourish as they grow and develop.
- Inclusive and inspiring worship is a highly valued part of the day. It is shaped by the vision, allowing pupils and staff to participate and reflect. Consequently, it promotes spiritual flourishing.
- Religious education (RE) is well led and planned for. It is a strong and vibrant part of the curriculum where pupils are challenged, and learning is relevant and diverse.

Development Points

- Deepen pupils and adults’ understanding of spirituality. This is to enrich moments of reflection and the impact it can have on their learning and wider lives.
- Extend opportunities for pupils to think deeply about issues of fairness and injustice. This is to broaden their understanding of justice and the way they feel empowered to respond to this.

Inspection Findings

Vision and Leadership

Leaders at Milstead and Frinsted have embedded a Christian vision that enables both pupils and adults to flourish. It drives decision-making for the benefit of the school community. Leaders recognise pupils as unique individuals and implement effective nurturing strategies in place. As a result, pupils thrive, regardless of starting points. They clearly articulate how the vision and its underpinning Bible story shape the setting. Parents and carers are supported and feel listened to, with strong home-school communication. Leaders ensure that the school vision remains relevant to the changing needs of the community. They collaborate positively to discuss new ideas and support one another. They build effective relationships, both in their immediate locality and beyond. Belonging to OCMAT enhances the lives of staff and pupils. These partnerships provide valuable training and resources for the school. As a result of the vision, leaders have created a culture in which pupils and adults are cherished for who they are.

Vision and Curriculum

The curriculum is driven effectively by the vision. Careful planning ensures that the school provides nurturing and educational support for those with SEND. Because of the vision of 'giving every child what they need', pupils from a wide range of backgrounds and abilities flourish. The curriculum enables pupils to build on prior knowledge. Consequently, they demonstrate a deep love of learning and grow in confidence. A range of extra-curricular opportunities further develops pupils' knowledge and talents. School trips, ranging from local pantomimes to visiting the Houses of Parliament, are highly valued by pupils and parents. They enhance the curriculum by allowing pupils to gain first-hand knowledge and experience. Staff and pupils have a growing understanding of spirituality. The use of the 'glimmers' analogy means it is increasingly recognised throughout the school day. However, a shared understanding of the impact spirituality has on a person is not fully embedded.

Worship and Spirituality

Collective worship is an essential start to the school day. It provides time for the school community to reflect on key messages. Pupils and staff share their 'glimmers' to celebrate deeply spiritual moments. Worship links explicitly to the school's Christian vision and Bible stories. This enables pupils to think about the vision in action in their daily lives. Worship is inclusive, inspiring and impactful, enabling pupils and adults to participate thoughtfully. It is effectively led by school leaders, class teachers and local clergy. This results in a varied range of styles throughout the week. Worship gives meaningful time for pupils and adults to think, sing, pray and find a sense of awe and wonder. Pupils also engage through discussion and visuals, sharing individual stories and personal prayers. Worship is an occasion where the community recognises that their lives matter to God and to one another. Whole school visits to the local church throughout the year help pupils to appreciate these special moments beyond their immediate context. A strong sense of togetherness between home and school is evident through shared opportunities for staff, pupils and their families to worship together at church. Parents and carers value this invitation to share in Christian festivals. Conversations at home are inspired by these shared worship experiences.

Vision and School Culture

Leaders create and maintain an inclusive and nurturing school environment, ensuring that 'every child gets what they need'. Driven by the vision's biblical underpinning, staff, pupils, parents and carers explain how it is lived out in practice. They feel a sense of belonging, with wellbeing a priority. Support from the school and OCMAT is regarded as paramount for staff flourishing. Pupils from different year groups are 'stewards' and wear their badges with pride. They promote the mental health and wellbeing of themselves and their peers. Pupil voice is strong, and the school council is valued for its work. This group uses feedback from the school community to

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decide on improvements such as play equipment, books and trips. Pupils are confident and empowered to express their views. Wraparound care enables them to learn daily skills and develop a high level of responsibility. Pupils appreciate being able to take these skills into their home life too. The 'soft landings' group ensures that parents and carers feel supported. It also enables pupils to transition smoothly into school, thus enhancing family wellbeing.

Vision, Justice and Responsibility

The vision is a lived reality. Pupils confidently explain what 'giving every child what they need' means within the school environment. They demonstrate care for their peers. They use the school Bible story to enter into conversation about serving others. Staff share responsibility for ensuring pupils have access to the equipment and cultural capital they need to flourish. Pupils understand that courageous advocacy means doing the right thing and standing up against what is wrong. As a result, good relationships blossom between school leaders and the local community. Pupils challenge what they believe is unjust in the local area and have actively campaigned with residents. They also feel strongly about looking after their peers and building relationships with the rest of the school. Pupils have considered the meaning of justice. However, they are unsure about issues of injustice outside of their immediate area.

Religious Education

Religious education is a priority in the school. Leaders deliver a well-planned and diverse RE curriculum. Pupils have a secure grasp of key concepts and develop these in a sophisticated way over time. Lessons are enhanced through meaningful engagement and training provided by leaders and the diocese. This builds staff confidence in the subject and supports the sharing of resources. Pupils value RE and learning about a wide range of faiths. They are part of a programme exploring Christianity as a global faith. This deepens their knowledge of what it means to be a Christian to various people. Pupils are confident in speaking about people of a range of faiths or none. Through this, they realise the importance of RE in society. They understand how it helps them make sense of the world and others. The use of images and debate is a common feature that reinforces pupil engagement and understanding. RE is a flagship subject within the school that is valued and appreciated.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	School Lane, Milstead, Sittingbourne, Kent ME9 0SJ		
Date	12 March 2026	URN	137483
Type of school	Academy	No. of pupils	56
Diocese	Canterbury		
MAT	Our Community Multi-Academy Trust		
MAT Chair	Debbie Haigh		
Headteacher	Hannah Smith		
Chair of Governors	Alexandra Edwards		
Inspector	Cerys Siney		