

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paulinus Church of England Primary School

Vision

We nurture a vibrant school community where every child, guided by God's grace and love, discovers and harnesses their unique gifts and talents. We empower each student to flourish, developing their character and education so that they may contribute positively to society using our values of kindness, creativity, respect and perseverance.

St Paulinus 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 its associated values are embedded and evident throughout the school. They are central to decision-making at all levels. This enables pupils and adults to flourish.
- Pupils have a deep sense of responsibility and enthusiastically take on leadership roles to improve the school. As a result, they know that their actions positively influence others.
- A strong community and a culture of living well together are evident throughout the school. Wellbeing is a priority and relationships are built on mutual respect and trust. This creates an environment where people feel listened to and valued.
- Partnerships with the church and wider community are a strength of the school. They foster a sense of belonging and provide support to families and the school throughout pupils' school journey.
- The vision's impact means that St Paulinus is a highly inclusive school where individual needs are important and recognised. Leaders have created a culture in which pupils, regardless of need or circumstance, are supported to flourish.

Development Points

- Develop and then embed the school's approach to spiritual development. This is so that pupils and adults can independently make connections and explore new ideas that deepen their spiritual growth beyond collective worship.
- Extend opportunities within religious education (RE) for pupils to explore diversity within faiths and views. This is so they can develop their understanding of how people choose to live out their personal beliefs.
- Empower pupils to explore the roots of injustice. This is to develop their understanding of how these can be actively challenged to impact the lives of others' positively.



Inspection Findings

Vision and Leadership

Leaders, including governors and trustees, at St Paulinus embed a Christian vision that helps adults and pupils to flourish. Aligned with Amadeus Primary Academies Trust's vision, they collectively nurture through love. Inspired by the parable of the talents, pupils and adults live together respectfully and with kindness. Therefore, pupils grow confident in their God-given gifts and enjoy sharing them. This is seen in their keenness to talk about their strengths, such as speaking in public, being loving and caring towards others, and playing the drums. Pupils say that the vision helps them to 'respect different people' and they 'use it to work things out.' This creates a sense of inclusivity and belonging. Leaders ensure that the vision shapes policy and drives practice. For example, the anti-bullying policy focuses on kindness and responsibility. As a result, pupils know what is expected of them. The trust works closely with the school, strengthening its Christian distinctiveness through staff development and ethos-led support. This investment enables adults to confidently embed the Christian vision in daily practice. As a result, it is a lived reality that helps the school community to thrive together.

Vision and Curriculum

Led by the Christian vision, the curriculum enables learners to flourish. It invites pupils to explore big ideas, including migration and adversity. They consider questions such as 'How are we looking after the earth?' These topics prompt them to think about caring for God's creation. Pupils use the school values, shaped by the vision, in their learning, as shown on Earth Day, when they work together to plant seeds. Such experiences develop their appreciation of creation. However, without a shared approach to spirituality, some opportunities are missed. Because of the vision, pupils express and celebrate their unique successes and talents. The school draws on relevant age-appropriate literature to reinforce this message. This helps pupils understand how creativity and acceptance shape a beautiful world. Staff provide pupils with the support needed to succeed. This is reflected in how lessons are tailored to meet individual needs. This includes using short, focused sessions and offering varied ways to record learning. As a result, pupils, including those who have special educational needs and/or disabilities (SEND), flourish as their growing confidence and progress are recognised.

Worship and Spirituality

Collective worship is a welcoming and inclusive time where pupils and adults pause and reflect together. It is carefully planned and rooted in the Christian vision. Pupils and adults know how Jesus's teachings shape their lives and relationships. Guided by 'I wonder...' questions, they consider how to apply these teachings to help others. Prayer deepens spiritual reflection and singing is joyful. As a consequence of leaders' monitoring, pupils select worship music. This helps them to feel connected, inspired, and confident that their voices are heard and that their opinions matter. The local church plays an integral role in supporting the school by leading weekly worship and key Christian celebrations. Pupils speak highly of the Eucharist Service they attend at the church, saying, 'It is a time we enjoy.' This strengthens pupils' understanding of Christian events and their place in the wider community. Collective worship provides an opportunity for pupils and adults to flourish spiritually, deepening and enriching their lives.

Vision and School Culture

Driven by the Christian vision, pupils understand what it means to belong to a community and live well together. By celebrating each person's uniqueness and recognising personal achievement, the school helps individuals to value their own 'gifts of grace.' Pupils know that the vision teaches kindness and respect for everyone. This is evident at playtime when all ages mix confidently. Complex issues, including racism and bullying, are discussed with maturity. As a result, pupils speak openly. St Paulinus is an inclusive and welcoming school where nurturing God-given talents guides decision-making. Older pupils value their leadership roles and take pride in being recognised as role models. They act from a genuine desire to help others. Wellbeing remains a priority. Counselling and check-ins support pupils, whilst adults feel listened to and utilise the open-door approach from



leaders. The school values strong connections with families and the wider community. The pupil-led school council recently raised funds for a fence, helping families collect their children safely. Parents welcome collaborative events, such as Easter egg hunts, which build togetherness and express the school's Christian vision of an inclusive and equitable community.

Vision, Justice and Responsibility

Pupils at St Paulinus take pride in their school and in helping others. Anti-bullying and mental health-themed weeks encourage pupils to use their vision to take positive action. This is evident from the school's 'feel good Friday' dress-up day, where the school community thought about ways to feel good and raise money for charity. Change is made through their actions. Younger pupils buy food for charity, while whole-school fun runs raise funds for wider causes. These experiences create an active culture of responsibility towards others. Motivated to care for their school community, the school council plans tasks to 'make a difference.' Litter picking and tackling dog fouling show their understanding of environmental responsibility. Through these experiences, pupils learn what it means to be a good citizen. They recognise that the world is not always fair and discuss broader issues such as pollution and war. However, they show less understanding of how to actively challenge injustice independently. Older pupils serve proudly as buddies, offering steady guidance that helps younger pupils see the vision lived out in practice.

Religious Education

RE is valued and prioritised. Classroom working walls and communal displays show this clearly. The curriculum is relevant and well sequenced, enabling pupils to explore a range of religious and non-religious worldviews. As a result, they can talk about different beliefs. However, they find it harder to discuss diversity within faiths, which limits their understanding of how people live out personal beliefs. The school invests in bespoke Christian teaching and wellbeing resources, strengthening the effectiveness of RE. These support teaching, workshops and active lessons that immerse pupils in learning. Practical activities, such as making kaleidoscopes to represent the Trinity, help them make sense of belief. Pupils say that this enables them to 'remember more.' They understand Christianity is a global faith and that personal expression is wide and varied. Governors and the trust play a key role in driving RE. Their evaluation ensures that improving RE remains a focus. The trust's faith committee and joint training bring schools together, securing a shared commitment to ensure that RE is firmly established as a priority. Consequently, the subject is well led and well resourced.

Adults use varied teaching approaches, including mind mapping, videos and text study, to enhance learning. Big questions, such as 'how do people mark the significant events in their lives?' help pupils make meaningful connections and form their own viewpoints. Parent expertise enriches learning by sharing faith traditions, whilst visits deepen understanding. For example, pupils go to the local church, synagogue, and mosque to learn about faith and culture. Pupils see these experiences as an important way to 'understand all religions.' Lessons are skilfully adapted to ensure success. Pupils make good progress and speak about RE with enthusiasm. They value the subject because they 'learn about different people.' Assessment links to the big question being explored, informs future planning and enables pupils to recognise their progress.

Information

Address	Iron Mill Lane, Crayford, Dartford, DA1 4RW		
Date	18 May 2026	URN	142294
Type of school	Academy	No. of pupils	207
Diocese	Rochester		
MAT	Amadeus Primary Academies Trust		
MAT Chair	Andrew McGuire		
Headteacher	Charlotte Rhodes		
Chair of Governors	Sylvia Smith		
Inspector	Sam Killick		