

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Chevening (St Botolph's) Church of England VA Primary School

Vision

Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world. At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ◊ True to Christ and His teachings
- ◊ Known for kind and thoughtful actions and attitudes
- ◊ Inclusive in serving, sharing and showing God's love to benefit all

Chevening (St Botolph's) Church of England 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 inclusive Christian vision, well understood by leaders and deeply rooted in its community, is central to school life. As a result, pupils develop as thoughtful individuals, who speak and act with compassion and kindness.
- Collective worship has a lasting impact on the behaviour and attitudes of the school community. Pupils and adults are encouraged to live out the school's vision and associated values in thoughtful and practical ways. As a result, collective worship enhances spiritual flourishing.
- A rich and engaging religious education (RE) curriculum is carefully planned so that pupils develop a deep understanding of lived faith. They respond to their learning enthusiastically and knowledgeably, demonstrating their ability to question and consider religious themes and ideas.
- The vision shapes curriculum content, providing pupils with the chance to shine. This enables them to develop their talents, self-confidence and purpose.
- The vision for 'showing God's love to benefit all' effectively underpins a school culture of justice and responsibility towards others. Local and global issues are courageously explored, empowering pupils to make ethical choices and challenge injustice.

Development Points

- Implement a clear system for recording assessment in RE. This is so that leaders can evaluate the impact of the curriculum on pupils' knowledge, understanding and religious literacy.



Inspection Findings

Vision and Leadership

Inspired by the parable of the mustard seed, Chevening offers a warm and caring environment, providing nurture and growth for their pupils. Leaders passionately weave the Christian vision widely across aspects of the school's work. As a result, the vision shapes the school's culture, policies and practice, allowing pupils to flourish academically, socially and spiritually. Staff speak confidently about how the vision guides their teaching and relationships, ensuring that pupils feel valued and supported. Governors are highly involved in the life of the school. They hold the vision central to the work that they do and the decisions that they make. Consequently, governance consistently reflects the school's Christian purpose, enabling sustained improvement and ensuring the vision continues to drive meaningful change. There is a strong sense of partnership between leaders and governors, resulting in a unified approach to school development and wellbeing. The vision is known and understood by staff, pupils, parents and leaders. Pupils explain how their school values help them to 'grow like mustard seeds' so that they can then help others. As a result, the vision for inclusion and care is a lived-out reality across the school community. This shared understanding creates a tangible sense of belonging, where pupils and adults recognise their part in helping the school community to flourish.

Vision and Curriculum

Shaped by the vision, the well-crafted curriculum enables pupils to see themselves as part of the wider world. Leaders respond to the context of their school community and actively ensure these opportunities to think beyond themselves exist. As a result, pupils become curious learners who question, reflect and respectfully discuss their ideas. Leaders and staff work to provide a broad curriculum that reaches beyond the academic, such as forest school sessions and class residential trips. Inspired by the vision for all to find strength and purpose, opportunities to nurture pupils' individual gifts are embraced. For example, a whole school production at a local theatre nurtured individual talents. Leaders carefully plan for those with special educational needs and/or disabilities (SEND) and for those with additional needs. Adults skilfully identify and support these pupils, enabling them to access learning opportunities with the appropriate provision in place. A recent focus on spirituality has allowed staff to deepen their own knowledge and explore how spiritual moments exist within the curriculum. They identify and build upon opportunities for pupils' spiritual development as these arise in daily school life. As a result, pupils are developing a growing sense of what spirituality means to them.

Worship and Spirituality

Collective worship is central to school life and priority is given to this within the school day. It is invitational and highly inclusive. Worship is further enriched by the valuable contributions made by local churches. Parents value the chance to come together for worship. For example, they attend St Botolph's Church services and are invited to pupil-led family worship, which is focused on Christian values and themes. Careful planning of worship ensures that pupils can reflect on Christian teachings, considering how these apply to themselves. As a result, pupils have a deepening understanding of how stories within the Bible can provide direction and support in their daily lives. Times of singing, discussion, prayer and reflection provide a varied worship experience and support spiritual flourishing. Pupils appreciate opportunities to participate within worship, including lighting the candle, leading worship and responding through prayer. This active involvement enriches their own spiritual development, and that of other pupils.



Vision and School Culture

Chevening's deeply embedded Christian vision in action ensures that pupils and adults are respected and nurtured. Consequently, they feel loved as children of God and valued as important members of their school community. Furthermore, they strive to reflect the school's values in their learning, attitudes and behaviours. Pupils thrive in roles of responsibility, enabling them to recognise the importance of fostering a culture of care for others. For example, 'nurture ambassadors' support others during play times, taking pride in this opportunity to help. Parents recognise how their children are known as individuals, with carefully tailored support swiftly implemented for pupils facing difficult circumstances. Wellbeing is a high priority and well-trained staff provide a space for pupils to share worries and build confidence. Leaders create a culture where staff are listened to and supported, professionally and personally. School leaders and governors prioritise the mental health of the whole school community, utilising available support to meet these needs as they arise. As a result, wellbeing is enhanced, and pupils and adults flourish.

Vision, Justice and Responsibility

School leaders recognise the power of partnership and work hard to foster links to enhance the lives of pupils. Connections with local schools and churches strengthen relationships with the local community. Further partnerships with local and global charitable organisations have enhanced pupils' awareness of the world around them. For example, an ongoing partnership with a group of schools in Cambodia has led to pupils seeking practical ways to show support. These connections have inspired pupils to become curious, recognising injustice and creating a sense of responsibility alongside a desire to help others. Partnerships such as these, alongside further opportunities woven into the curriculum, empower pupils to make meaningful decisions that impact upon others. Leadership roles, such as the school council, also help pupils to develop a sense of responsibility towards others.

Religious Education

RE is skilfully led and given high status within the school. Leaders actively participate in the diocesan network, allowing discussion of best practice and continued professional development. This is shared effectively with staff, impacting upon RE across the school. The coherent RE curriculum demonstrates depth and complexity as pupils move up the school. This allows them to make links and build upon prior learning as they revisit concepts. As a result, pupils can recall key elements of Christianity and have an understanding of a range of world faiths. Staff are well supported by leaders, with resources, training and expertise shared across the school. Consequently, staff feel confident teaching about a range of religions and worldviews.

RE is effectively taught. Whilst assessment systems are developing, the information currently gathered does not give leaders a comprehensive picture of progress over time. This hinders their ability to evaluate progress and identify how the teaching of RE could be further developed. Enthusiastic and knowledgeable teachers provide many opportunities for pupils to think deeply and reflect on their learning. Questioning is used effectively to provoke curiosity and discussion. Lessons are well adapted to support pupils in their learning, which widens opportunities for them to contribute to discussion and debate. Teaching is engaging, with a wide variety of activities stimulating pupils' interests and imagination. Pupils are challenged by key questions such as 'Are creation and science conflicting or complementary?' With skilful support from teachers, pupils offer thoughtful opinions, deep questions and respectful debate with their peers.

Information

Address	Chevening Road, Chipstead, Sevenoaks, TN13 2SA		
Date	6 November 2025	URN	118715
Type of school	Voluntary aided	No. of pupils	194
Diocese	Rochester		
Headteacher	Karen Minnis		
Chair of Governors	Jennifer McCloskey		
Inspector	Rosie Piper		