

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leeds and Broomfield Church of England Primary School	
Address	Lower Street, Leeds, Maidstone, ME17 1RL
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>'As many hands build a house, so many hearts make a school' Matthew 7: 24 – 27</p> <p>At Leeds and Broomfield we build strong foundations for all; to learn, to flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L & B grow. We give a quality all round nurturing education which develops the whole child. If the rain came, we would not fall.</p>
Key findings
<ul style="list-style-type: none"> The Christian vision is at the root of the school's development. A commitment to inclusion and support, particularly for the most vulnerable provides an environment where pupils are individually known and nurtured. This enables them to flourish. The use of big questions is enabling pupils to 'fill their hearts with God's love'. Thus they gain a good understanding of social injustice and global needs. Collective worship provides a 'foundation' for the school day, fostering a strong sense of community. An understanding of spirituality is at an early stage of development. Guided by a clear focus on 'a quality all round nurturing education', effective leadership of religious education (RE) ensures that teaching and learning of RE is carefully monitored and assessed. Pupils' recording of personal reflections on Christianity and world faiths is developing within Key Stage 2. The vision drives Governors' commitment to an environment where 'everyone is important' and 'valued'. Their monitoring of the school as a Church school is in place but lacks depth.
Areas for development
<ul style="list-style-type: none"> Develop a shared understanding of spirituality, so that the spiritual flourishing of all within the curriculum and collective worship can be clearly identified, and celebrated. Nurture opportunities for pupils within Key Stage 2 to record their knowledge, understanding and personal reflections within RE to deepen their understanding of Christianity and world faiths. Develop governors' monitoring of the school as a Church school so that the Christian character continues to be enhanced and embedded.

Inspection findings

The school's Christian vision and biblical narrative is at the heart of Leeds and Broomfield and its recent development. The vision is owned by the whole school community, where adults are passionate about the wellbeing and nurture of pupils in their care. This impacts positively on the personal growth of pupils, especially those who are vulnerable. The biblical narrative of 'many hearts make a school' is embraced and understood by all, deepening a sense of belonging and growing together.

The school is a caring, nurturing community where wholeness and affirmation are woven into every aspect of school life. This forms firm foundations for future learning. God's love is demonstrated to each one in the time that is devoted to nurturing positive relationships with all. Staff consistently model the school's Christian values in their dialogue with pupils. Pupils respond in similarly kind and caring ways to their peers, eagerly assisting others in class who are struggling with any aspect of their learning. Furthermore, they bring harmony to the playground, involving all in their games or kindly helping defuse any disagreements, should they occur. High value is placed on supporting all emotionally, as well as providing practical support when needed. School is a place where all are loved, treated with dignity and respected for their intrinsic worth. As a result, bespoke plans are put in place to nurture attendance and enjoyment in school life. In so doing, this has transformed the lives of many pupils who have gained confidence and pleasure in school attendance. Equally staff are welcomed and loved making them happy in their work. Governors are very supportive. They have a secure understanding of the unique nurture provision within the school and the impact this has on the lives of pupils. The value placed on nurturing pupils is reflected in budget spending decisions. This has provided a focus on high quality staff to ensure good provision for all. Governors are effective in providing pastoral support for staff, which ensures that they feel valued. Governors regularly monitor and evaluate provision, performance and effectiveness within the school. At present there is some reflection on the school's vision to ensure that the Christian character continues to be embedded and enhanced at Leeds and Broomfield.

There is a consistent approach to behaviour management shared by all staff through a restorative approach. This creates a calm environment where everyone is important and valued. Pupils know that their voice is respected, growing in self-worth as they recognise that it is, 'your voice, your choice'. Pupils relish posing and answering big questions within the curriculum and about life in general. They respond with a genuine empathy, kindness and compassion to the needs of others, invariably thinking of others before their own needs. A capacity to understand social injustice impacts positively on fundraising that pupils initiate for local, national and global causes. For example, their concern for social justice is shown in their advocacy for the local environment within litter picking and support for charities that ensure water supplies in other parts of the world.

The vision is a thread that permeates all areas of the curriculum. A close partnership with other schools across the ASPIRE federation exemplifies teamwork in line with the school's biblical narrative. The sharing of subject leadership skills across the federation has ensured monitoring of standards, as well as valuable coaching and mentoring in subject specialisms. The vision has been central to the provision for the transformational provision for more vulnerable pupils. Such pupils are given an individual bespoke curriculum. This celebrates steps of progress, often from low starting points. The response to their specific needs, within the classroom and outdoor environment makes pupils feel valued and willing to embrace further challenges. Parental involvement in the planning for their child's provision fosters a quality all round nurturing education. Added to this a variety of clubs, work in the forest

school and partnerships with facilities in the local community help facilitate the development of the whole child. As a reflection of the vision, pupils express deeply held views of resilience in learning. For some this is through a reliance on God's help, and for others it is manifested in a strong conviction to learn from failure.

Collective worship is a special time when the community comes together. There is a clear focus on the vision and values. This creates a strong sense of belonging for everyone and a recognition that each one is special. Pupils take an active part in leading worship, creating their own activities to illustrate the Bible stories. They are skilled in involving the whole school in responding to questions or leading the liturgy. Stories of Jesus inspire pupils to behave in a kind and caring manner to each other, respecting difference and diversity. In response to requests from pupils, visits to the local church for worship have become more frequent. Parents can join many of the acts of worship within the church, where pupils and adults value the sanctity of the church building. Opportunities for reflection during the school day, as well as in worship, provide times for pupils to reflect on their personal blessings and the beauty of their environment. These create moments of calm, as well as times for pupils to self-regulate their emotions and feelings. Although recognised as points of spirituality, there is not a deep understanding of spirituality across the school community. As a result, planned opportunities for spirituality are missed within the curriculum and collective worship.

RE has a high profile in the school and expresses the school vision well. It is led by an enthusiastic RE subject leader who engages with training and support from the diocese. She monitors and assesses the subject effectively. In this way individual pupils are known and supported to reach their potential. The RE lead also provides effective support to other schools within the federation, extending her skills and knowledge more widely. As an outworking of the biblical narrative in building others up, new teachers are thus effectively supported in their assessment and lesson delivery. Pupils speak with enthusiasm about their learning in RE. The discussions held within the safe classroom environment enable pupils to explore ideas with confidence and grow in an understanding of those of all faiths and none. Opportunities for pupils within Key Stage 2 to record their knowledge, understanding and personal reflections within RE to deepen their understanding of Christianity and world faiths are developing.

Leeds and Broomfield is a school where the consistent and loving nurture of each pupil and adult has a significant impact on transforming lives. Just as 'many hearts make a school' each one is valued as an individual and enabled to grow.

Information			
School	Leeds and Broomfield Church of England Primary School	Inspection date	31 January 2023
URN	118623	VC/VA/Academy	Voluntary controlled
Diocese/District	Canterbury	Pupils on roll	84
Executive Headteacher	Emma Hickling	Head of School - Fiona Steer	
Chair of Governors	Annie Allum		
Inspector	Elizabeth Pettersen	No.	557