



National Society Statutory Inspection of Anglican and Methodist Schools Report

Leeds and Broomfield Church of England Voluntary Controlled Primary School

Lower Street, Leeds, Maidstone, Kent, ME17 1RL

Previous SIAMS grade: Good

Current SIAMS grade: Good

Diocese: Canterbury

Local authority: Kent

Dates of inspection: 7 July 2015

Date of last inspection: 28 September 2009

School's unique reference number: 118623

Headteacher: Emma Hickling (Executive Headteacher), Julie Wellman (Head of School)

Inspector's name and number: Susan Thompson (714)

School context

Leeds and Broomfield Church of England Primary School is a small school serving a small rural community. There are currently 75 pupils on role. A smaller than average number has special educational needs. In January 2014, an Executive Headteacher was appointed for a collaboration of three schools. A new Head of School was appointed in September 2014. These changes of leadership were preceded by a period of instability. In October 2014, the school was judged to Require Improvement by OfSTED and is on a rapid journey of improvement. The local church is in an interregnum and there are Foundation Governor vacancies.

The distinctiveness and effectiveness of Leeds and Broomfield as a Church of England school are good.

- The strong ethos of care and pastoral in the school community which is linked to the school's core values
- The Head of School, supported by the Executive Headteacher, is very clear on the next steps to develop Leeds and Broomfield as a church school.
- Pupils value the opportunities for prayer that exist during the school day both individually and corporately.

Areas to improve

- To identify biblical teachings that support the six chosen values and communicate these to all members of the school community.
- To develop collective worship so that pupils can articulate its impact on their lives and are given more opportunities to lead worship
- To formalise those monitoring and evaluation systems which will improve the school as a Church school, by involving all stakeholders, especially staff, in self-evaluation.

The school, through its distinctive Christian character, is satisfactory at meeting the needs of all learners

Leeds and Broomfield is committed to improving the education provision for its pupils. This is reflected in the raised attainment and progress outcomes of pupils over recent months. Pupils' attendance and behaviour are supported to ensure that they have the maximum chance of success in the school. Six core values of honesty, generosity, forgiveness, curiosity, selflessness and empathy have been agreed by the school. There is a strong visual presence of these values in the school environment. Each class has learnt about two of these values and their learning is displayed in the hall giving a constant reminder of the values. These are well understood as shared human values by all members of the school community. They are referred to in lessons, in managing behaviour and in collective worship. The school community is not able to refer to specific biblical teaching in explaining how these values are Christian. A range of different people in the school community speak of the generosity and empathy that is expressed for members of the school community in times of adversity. Spiritual development is encouraged at various times during the school day. In particular, the pupils' responses in the religious education (RE) lesson observed demonstrated their ability to ask significant questions about meaning and purpose. The moral education of the pupils is well developed. They understand why they should contribute to charities. Recently, money has been raised for those people affected by the earthquake in Nepal. In addition, pupils actively engage in supporting younger pupils in the school, for example as team leaders who offer support during lunchtimes. Pupils' cultural understanding is restricted to seeing those from other cultures as being in need of charity. Opportunities to develop a broader cultural understanding are limited. Across the school, pupils learn together constructively. The school has focused on improving RE since March. The pupils are positive about RE and particularly value engaging in varied learning opportunities, as evidenced during observations. Feedback is given to the pupils through marking that enables them to develop individual pieces of work. However, pupils are not clear on what level they are working at in RE. There is insufficient assessment evidence to say whether the outcomes for pupils in RE are in line with national expectations. Systems recently introduced to address this are not embedded.

The impact of collective worship on the school community is good.

Collective Worship takes place daily. Parents are invited to attend Friday Celebration worship and they support special festival services in the church. Collective worship is prioritised and all members of the school, including office staff, are welcome to attend. Diocesan planning is used in collective worship, ensuring that there are regular references to the bible and to Jesus. Pupils can identify that Trinity means one God with three parts, Father, Son and Holy Spirit. They cannot explain anything about the role of each person of the Trinity. Christian values were referenced in the collective worship observed. The worship was structured around the gather, engage, respond and send structure featured in the local church. A focal table with a bible and candle and the hanging on the lecture ensure that pupils are clear that it is a special time. Pupils do not make links outside of collective worship to its impact on their lives. A reflection area in the hall enables pupils to respond to the collective worship with their own thoughts. Pupils value this opportunity, saying 'we get together with God each day in collective worship'. Whilst a range of people lead collective worship, opportunities to appreciate that Christianity is a worldwide faith are not given. Pupils are sometimes active participants in collective worship. They particularly enjoy worship led by the Family Trust. They do not feel that they are asked for their views about collective worship or given enough opportunities to lead collective worship at present. Prayer is an important part of the school day with pupils knowing both the school prayer and Lord's prayer. They value prayer as an opportunity to speak to God, 'because God listens to us when we pray and we listen to God'. Pupils also have the opportunity to write prayers in response to specific events such as the earthquake in Nepal. Prayers written reflect the pupils' use of liturgical language, for example 'courage and hope they need to overcome the darkness and bring through a new light of joy'. The pupils are looking forward to the development of an outside reflective space. The governor

monitoring undertaken in February rightly identifies that the monitoring of collective worship needs to be developed. A range of stakeholders do not formally engage with the school to evaluate the impact of collective worship.

The effectiveness of the leadership and management of the school as a church school is good.

The last year has been a time of rapid improvement for the school, shown in the improved standards and reports from the Local Authority. Whilst the school was judged as good at the last church school inspection in 2009, the denominational inspection framework has changed in that time. The chair of governors and a co-opted governor have attended training on this inspection process. Prior to the current leadership, the school faced a period of instability. The current school leadership team has evaluated the strengths and areas for development of the school accurately. School leaders and governors are committed to the development of the pupils' wellbeing and their academic achievement. Governors demonstrate a willingness to develop greater skills and understanding in order to challenge the school in its development as a church school. The school leaders have started to address the areas for development identified in the monitoring visit conducted by the diocese. The recently revised policies show evidence that they are underpinned by the school ethos. Systems for systematic and formal monitoring and evaluation that engages a range of stakeholders are not robust enough. Evidence in pupil and parent questionnaires from recent weeks shows that the leadership team has started to engage a range of stakeholders in this process. Clear steps for taking the school forward as a church school have been identified. Interviews for new staff include questions regarding their commitment to working in a church school. This provides a shared focus on the importance of the Christian ethos for the school. Opportunities exist for staff to develop their leadership skills as subject leaders have arisen through the collaboration. This has resulted in the development of a religious education and collective worship team. They meet to discuss developments and share practice across the two church schools in the collaboration. These opportunities for collaborative working have been extended to the development of governors' skills. The school meets its statutory duties in relation to RE and collective worship.

SIAMS report July 2015 Leeds and Broomfield Church of England Primary School, ME17 IRL