



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broadheath Church of England Primary School & Pre-School	
Address	Sailor's Bank, Lower Broadheath, Worcester WR2 6QT
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

<b>School's vision</b>
<p>Whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:17</p> <p>Our vision is that all children will know that everyone is loved by God. Everyone knows that they are loved, listened to and cared for. Children will reflect on their own beliefs and understand what others believe and what difference this makes to how they live, embracing our diverse world.</p> <p>Associated values: forgiveness, courage, respect and service.</p>
<b>Key findings</b>
<ul style="list-style-type: none"> <li>• The loving family ethos leads to staff, pupil's and families flourishing. Pupil and staff wellbeing are effectively supported and driven by the vision and values of the school.</li> <li>• The school's vision is embedded and articulated well by all. It is lived out in the 'way Jesus would do things' here. However, formal monitoring procedures of the vision's impact are undeveloped and not widely shared.</li> <li>• The partnerships between the school and church are particularly strong, leading to both spiritual and pastoral care for the whole community. However, the school does not have a shared understanding of spiritual development.</li> <li>• The school is developing its global curriculum and working towards broadening pupil's understanding of the wider world. However, pupils do not have a good understanding of worldwide Christianity.</li> <li>• Effective Religious Education (RE) develops pupils' understanding of world religions and non-religious worldviews, whilst they learn to respect and to value different beliefs to their own.</li> </ul>
<b>Areas for development</b>
<ul style="list-style-type: none"> <li>• Ensure that leaders formal monitoring and evaluation identifies and informs the priorities for church school development.</li> <li>• Agree a shared definition for spirituality that supports the planning of spiritual opportunities across the curriculum, enabling all to flourish.</li> <li>• Develop pupils' understanding and experiences of the diversity and richness of the worldwide church, thus broadening their learning and worship experiences.</li> </ul>

## Inspection findings

The school's Christian vision is deeply embedded. All pupils and adults live this out through their words and deeds by 'doing things as Jesus would'. They confidently articulate how the values and vision influence their daily lives both in and outside of school. All stakeholders talk passionately about the school being an extension of their family. That it cares for, listens to and loves them. This embodiment of the vision has led directly to the flourishing of pupils and families.

The partnership with the diocesan multi-academy trust (MAT) has amplified the effectiveness of the vision. Governors actively sought a partner who would further develop their vision for the school. Staff and leaders are supported by working with colleagues from across the trust alongside effective school improvement. This is further enhanced by the training from the diocesan education team. However, there is a lack of clarity as to who is responsible for specific aspects of monitoring and evaluating the Christian vision's impact.

Curriculum enrichment opportunities enable pupils to flourish, developing their courage, service and respect. They are challenged to think deeply whilst supporting and serving each other as learning buddies. Leaders carefully select and monitor extracurricular activities to ensure that vulnerable pupils can fully participate and flourish. Although spiritual development is evident and nurtured within the school, there is not a clear definition of spirituality. As a consequence, development is limited to ad hoc occurrences rather than planned curriculum experiences.

Pupil behaviour is good, as they seek to serve and respect each other as 'Jesus would'. Forgiveness, and respect are central to the behaviour policies and practices across the school. Parental and pupil concerns are listened to and resolved effectively. The school's inclusive and trauma informed approach enables staff to adapt learning experiences for pupils who struggle the most. The potential of every child is believed in and supported so that they thrive in this family.

The partnership with the parish church is a major strength of the school. Their combined approach to pastoral as well as spiritual support serves the local context well. Vulnerable families flourish through the combined care and love shown by both communities, including through the COVID-19 pandemic. Staff, parents and school leaders view the church as an extension of their family both in terms of physical space and the local congregation. This has been strengthened by the recent school training day led by the parish church council. Clergy with school leaders plan inspiring acts of worship that celebrate church festivals. All pupils, including the youngest, are able to confidently talk about what they learn and experience in these family services. This was evident from pupils in Reception who excitedly explained the symbolism of their Christingles. These services have inspired families in their own faith journeys.

Pupils, parents and staff all feel valued as individuals, no matter their background. Every child and family are loved as part of the school's and God's family. The inclusive ethos is evident in the interactions and positive relationships throughout the school. The support for mental health and wellbeing is good for both pupils and adults. The care shown for each other in the classroom and staffroom is exemplary. A small group of pupils lead and plan wellbeing activities for the rest of the school demonstrating loving service and care for their peers.

Pupils live out the values of service and courage through volunteering for leadership roles. The school's fundraising campaigns are inspired by curriculum topics and visiting speakers. Individual pupils have become agents of change through leading themed collective worship and raising awareness in the wider community. This includes tackling loneliness with the local Age UK group and setting up eco initiatives. However, these are limited to more local projects than larger global issues.

Adults and pupils value collective worship as a time when the whole school family comes together to pray and learn about God. All staff enjoy leading whole school worship and value how it inspires them to live in word and deed as Jesus did. Pupils join the worship group so that they can be of service through modelling reflection and prayer for younger children. They regularly plan and lead acts of worship for the whole school. For many pupils this has helped them to become courageous and to overcome anxiety, helping them to flourish as leaders. Pupils have contributed to evaluating and improving worship over the years. For example, by requesting to continue their weekly class based sessions so they can celebrate and reflect as smaller family units. Worship is inspiring, invitational and inclusive, however it does not celebrate the diversity of traditions from the worldwide church family.

Pupils enjoy RE lessons due to the rich variety of learning tasks. They value the safe space for discussion that it provides as it helps them to understand and to respect different people's opinions and beliefs. This includes major world faiths and non-religious worldviews through visits and visitors from local religious communities, including parents. Pupils connect key theological concepts to the stories and texts in the Bible due to the effective use of the Understanding Christianity resource. However, their understanding of the diversity of traditions and practices of the worldwide church is limited. The shared approach to RE leadership equips all staff to successfully teach the subject, including those at early stages in their career. Assessment and moderation are developing strongly with the support of the MAT's RE hub. However, the process of formal subject monitoring by leaders is not clear or evident.

Broadheath Church of England Primary and Pre-school has become a family for all, but particularly the vulnerable who flourish here. This is a school where all feel loved and know that they are loved by God. Where the words spoken and actions taken demonstrate what Jesus would do.

Information			
School	Broadheath CE Primary and Pre-School	Inspection date	18.01.23
URN	147947	VC/VA/Academy	Academy (VC)
Diocese/District	Worcester	Pupils on roll	147
MAT/Federation	Diocese of Worcester Multi Academy Trust		
Headteacher	Mr Andy Hackley Executive Headteacher & Julia Randall Head of School		
Chair of Governors/ Trust Board	Local board: Mrs Barbara Beard Claire Davies, CEO Diocese of Worcester Multi-Academy Trust		
Inspector	Mark Harrington		