

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

## Broadwater Church of England VA Primary School

### Vision

'Turn your ear to wisdom and apply your heart to understanding.' (Proverbs 2:2)

Broadwater is a Christian school. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world.

Our school values are underpinned by Galatians 5:22: 'But the Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things!' It is this fruit that, in partnership with parents we will instill in the children of the school.

### Strengths

- The Christian vision is the heart and driving force of this joyful school. It inspires leaders to pursue best practice relentlessly so that pupils and adults flourish.
- Underpinned by the Christian vision and the associated values, there is a strong culture of exceptional care and compassion. This has a striking impact on the community where barriers to learning are overcome.
- The Christian vision is lived out powerfully through the curriculum. Together with an extensive range of enrichment opportunities, pupils are motivated and become successful learners.
- Collective worship is inclusive, invitational and engaging. It is a practical outworking of the vision and inspires pupils to make a positive difference in the world. The partnership with the church strongly supports this.
- Religious education (RE) has a high profile in the school and is expertly led. It provides a safe space for pupils to explore beliefs and express their understanding of people and faith.

### Development Points

- Broaden the RE curriculum to incorporate a wider range of world religions and non-religious worldviews. This is to enable pupils to extend their understanding and critical thinking of faith and belief.
- Extend and embed work on spirituality so that adults and pupils are more confident to articulate their spiritual growth.



## Inspection Findings

Broadwater is a joyful school where the Christian vision is known and lived out by all. Leaders relentlessly seek to discern the needs of the community. This drive is rooted in the vision, 'Turn your ear to wisdom and apply your heart to understanding.' Responding with empathy, wisdom and commitment, leaders ensure pupils and adults thrive. Governors and senior leaders carefully consider the vision when making and reviewing decisions. As a result, the school is grounded in enabling the vision to have a lasting impact on everyone in the school community. Families talk confidently about how the school culture makes a positive contribution to their lives. The care and sensitivity shown to the whole family reflects how strongly the ethos of the school is rooted in all its actions.

Threaded throughout the work of the school, the Christian vision enables pupils and adults to live happily together. Expressed through the language of the Fruits of the Spirit, staff and pupils live out the school's associated values. Consequently, this strong community is built upon behaviours including patience, kindness and peace. There is a strong sense of belonging. Staff are unwavering in their dedication to inclusion. A range of programmes are tailored to individual needs. Pastoral support for pupils and parents is prioritised. As a result, those pupils who have additional needs or are disadvantaged are supported and enabled to thrive. Skilled staff use a range of strategies and approaches to build pupils' self-esteem and confidence. For example, the 'rise and shine' club promotes a calm start to the day so that pupils are ready for learning. Pupils are happy and confident. They are full of respect for each other and are proud of their school.

The engaging curriculum is shaped by the vision and matches the school's context. To inspire enquiring minds and bring learning to life, staff organise engaging experiences including visitors and visits. These motivate pupils to explore and develop their skills. Pupils speak with confidence about what they are learning and achieve well. Spiritual development opportunities are identified within each subject, leading to spiritual growth. For example, when learning about landscape, flora and fauna of the South Downs, pupils craft poetry to express personal responses. Numerous extra-curricular opportunities broaden horizons for pupils. Captured in 150 school promises, enrichment experiences are a strikingly normal element of the pupils' journey through primary school. Leaders have a clear understanding of spirituality. However, pupils and adults are less confident when articulating their reflection upon spiritual growth.

Opportunities within the curriculum, combined with themes from collective worship, inspire pupils to make a positive difference in the world. For example, they undertake beach cleans and lead recycling schemes because of local visits and learning projects. An established link with the charity Friends of Mombasa enables them to understand what living in Kenya is like. Visitors to collective worship, along with class worship focusing on global issues, contribute well to understanding of justice and responsibility. Pupils say that these opportunities 'lead them to question' what is right and wrong. They have a well-developed sense of fairness and feel empowered to help others. School community awards recognise the frequent times when pupils respond independently to causes that are important to them. Systems ensure that pupils take on roles of responsibility. Teams such as eco and school council enable pupils to discuss and make decisions that improve the school. Individual responsibilities see pupils working with younger classes and taking care of equipment, for example.

Invitational and inclusive worship is valued highly by the school community. Pupils and adults explain that worship unites them as a school. It nourishes them and offers time to reflect and refresh. As the school enter and leave worship, inspiring songs are played. Staff and pupils find singing uplifting, and this contributes well to their spiritual flourishing. Worship is carefully linked with the vision and associated values. Pupils are enthused by messages, making links with the daily lives of people highlighted through worship. They think about and act on Bible teachings so that worship makes a positive difference. Links with local church communities provide



enrichment. Pupils enjoy worship led by the church children and family worker who makes worship lively and relevant. They are inspired by the programme of visitors who lead worship. For example, a young pupil showed the impact of hearing a talk from Mission Aviation Fellowship. He made a model airplane and used it to retell his understanding of humanitarian work. Beyond collective worship, spirituality is fostered by pupils having access to prayer areas. They use these spontaneously and comment on how they value them for personal moments of reflection. They consider the outdoor prayer space a special place to be peaceful and to 'stop, think and pray'.

RE is led by a very knowledgeable leader and has high priority in the school. Sequential steps of knowledge, skills and vocabulary are mapped out rigorously. This guides staff to have confidence to teach RE well. There is significant investment in staff development in RE. This has a positive impact on teaching and pupils' religious literacy. Engaging lessons are delivered to teach pupils about Christianity and world faiths such as Islam and Judaism. Leaders confidently explain their decision to focus on depth of learning of the chosen religions. Monitoring and evaluation activities by leaders and governors accurately identify next steps. Leaders know what is required to further improve the subject. With effective support from the diocese, innovative practice is improving pupils' opportunities to combine personal responses and develop critical thinking. Pupils are enthusiastic about learning in RE. The use of questions encourages discussion. Pupils make connections with their learning and living in the world today. Personal reflection within RE lessons helps them to develop their own ideas about their place in the world. They share these opinions with others and know that people interpret and express belief differently. Pupils have a deep knowledge of some world faiths. However, breadth of religious and non-religious worldviews is not included within the current curriculum plan. This limits pupils' understanding of the complex society in which we live. Consistently high achievement in RE teaching and learning leads to pupils making good progress. Learning is well presented, of a high quality and shows progression of skills and depth of knowledge. Good use is made of on-going assessment to determine next steps for all pupils. This means that staff assess progress effectively, based on a range of evidence. This has a positive influence on RE standards. RE is effectively nurturing pupils to embody the school's Christian vision. Through exploration of faith and belief, they are deepening their own understanding and demonstrating respect towards others.

## Information

Address	Rectory Gardens, Worthing, West Sussex. BN14 7TQ.		
Date	07 October 2024	URN	126033
Type of school	Maintained Voluntary Aided	No. of pupils	430
Diocese	Chichester		
Headteacher	Aaron Morrissey		
Chair of Governors	Liz Crockett		
Inspector	Susan Costa		