

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Broadwas Church of England VA Primary School

Vision

We are inspired by the miracle of the loaves and fishes. This demonstrates the provision of care for us all through the generosity of a child. By valuing individuals in the school family, we enable everyone to grow and flourish. We live our 6 core values of love, respect, friendship, forgiveness, truthfulness and creativity every day.

Broadwas Church of England VA Primary 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

- Pupils and adults flourish because leaders fully understand their school community and live out its distinctively Christian vision. It is infused into school life. Interwoven are the school's values secured and strengthened with biblical text. These are exemplified in the working of the school.
- The school's vision promotes an exceptional culture of compassion and care for the school community. Loving relationships are palpable strengths. The nature of love and support shown to pupils who have special educational needs or disabilities (SEND), and those who have additional needs or disadvantaged is transformational.
- Collective worship is fundamental to the spiritual life of the school. Deeply valued, it nurtures a powerful sense of belonging. Opportunities for prayer, stillness and contemplation provide time to explore life's big questions in a safe and sacred place.
- Religious education (RE) has high priority in the curriculum. It is well-led, structured and challenging, resulting in sound progress. Pupils value and enjoy their learning.
- The vision and values anchor and shape the curriculum, which is broad, stimulating and inclusive. Leaders effectively identify barriers to learning and successfully ensure provision is tailored to meet individual needs. This enables pupils to flourish.

Development Points

- Deepen a shared understanding of spirituality. Provide opportunities for pupils' spiritual development across the curriculum. This will help pupils and adults to recognize, articulate and explore spiritual growth through planned opportunities for reflection.
- Strengthen pupils' knowledge of Christianity as a worldwide faith. This is to extend their understanding of the diverse ways people live out their beliefs.



Inspection Findings

Vision and Leadership

School leaders have ensured that the school's biblical vision and values are deeply embedded in the work of the school. The miracle of the loaves and fishes provides a clear visual image for pupils and a deep, shared sense of purpose and belonging. This, together with strong relationships, enables the value of love to be realised. Consequently, a supportive culture is created by prioritising individual needs. This reflects a commitment to walk alongside families during challenging times. Through this strong nurturing approach, pupils and adults feel supported. Consequently, school is a place with scope to flourish. As a result, pupils and adults learn and grow well together. Guided by the vision which impels the school to, put 'love' at the centre of all its work, governors take strategic decisions, for example to increase pupil numbers. They are a visible and supportive presence in school undertaking regular monitoring particularly of RE. Relations with the church are sustaining. This impacts on the spiritual life of the community. The vicar offers prayerful support to all. Staff keenly live out the school's vision. They speak with love for the pupils and families they serve.

Vision and Curriculum

The curriculum echoes the vision. Pupils apply the vision to themselves describing flourishing as, 'growing in personality and in mind.' Anchored by the vision and the values, pupils learn and grow. Enthusiastically a pupil remarked, 'we live our values every day'. Pupils talk with pride about their achievements. They describe moments of significance and wonder. Following a forest school session a pupil remarked, 'I'm at home in nature in the fields, around trees'. Enrichment activities enable pupils to grow, including those with SEND. Spontaneous moments of stillness and awe encourage some spiritual development. Aware of the context of the school, leaders ensure there is emphasis on widening pupils' understanding of diversity. This is reflected in aspects of the curriculum which encourages pupils to think, for example, in RE about racism. Staff demonstrate a strong commitment to the provision of tailored pastoral care. This ensures pupils and their families are known, listened to and valued. Pupils, including those with SEND, are provided with plentiful support and encouragement. As a result, they flourish. Whilst pupils do flourish spiritually, their understanding of the words to describe their spiritual experience is not fully understood. Some adults are less confident about articulating their own spirituality.

Worship and Spirituality

Spiritually enriching, collective worship is inclusive and purposeful. It is intrinsic to the life of the school. Rooted in the school's biblical vision and values, these shared moments offer opportunities for stillness, prayer, reflection and connection within an atmosphere of calm and quiet. This contributes powerfully to the spiritual flourishing of pupils and adults. Lighting the Trinity candle creates a feeling of reverence. Pupils talk about messages from Bible stories matching them to school values and their daily lives. Following the Pentecost story, pupils identify with the disciples. They suggest the disciples might have felt 'scared and worried'. They voice empathy with this feeling recalling an activity at the recent residential visit. Supporting the current value theme of creativity, depictions of Pentecost from around the world were shared indicating the spread of Christianity. Messages of love the disciples spread were linked to the school values creating a strong feeling of community and purpose. Singing about love provides a unifying sense of purpose and togetherness.

Vision and School Culture

Leaders have crafted a culture in which the school community is treated well. A harmonious ethos of learning is created in which pupils learn and grow. These cohesive relationships exemplify the vision. Staff and pupils benefit from leaders prioritising their wellbeing. This is underpinned by the school's clear strategy for wellbeing rooted in love and care for everyone. Consideration of workload and support particularly when facing personal challenges, means staff feel cared for and valued. Aspiration and professional development are actively encouraged. Consequently, they feel appreciated and morale is high. Qualities of friendship, love and



forgiveness are evident in the pupils' approach to one another. They understand that as a community, they work together. Dedicated areas for relaxation and quieter activity, such as the 'spiritual garden', are available at break times. A friendship bench is provided for those pupils in need of company. This helps pupils who may feel alone and demonstrates the school's vision of caring love in action. Adults talk with pupils, supporting recognition of pupils' mistakes, offering guidance in the repair of relationships and encouraging forgiveness. This helps pupils to start afresh. As a result, pupils play and learn in harmony. Parents rightly speak highly of the nurturing staff and compassionate support offered particularly for those pupils with SEND.

Vision, Justice and Responsibility

The school's values promote personal responsibility through various leadership roles. Pupils demonstrate their understanding of responsibility and justice through team membership and curriculum learning. Responding to pupil requests, young leaders enhance breaktimes by introducing games and books onto the play area. The school council installed a 'friendship bench'. Pupils are keen to care for the environment. Encouraged to be proactive, eco ambassadors campaigned to reduce school electricity use and promote plastic recycling days. Working with the local community, pupils support litter collection. Resulting from their campaign, pupils have secured a promise from the council to increase plastic, battery and food waste recycling. Pupils have a heightened sense of justice. During 'parliament week', pupils learn about democracy and 'everyone having a say'. Pupils learn about how deforestation has a detrimental impact on people and the natural world. This heightens their awareness of environmental issues. Learning about the slave trade and racism further heightens pupils' sense of justice. Links with a school in Ukraine have widened pupils' experience of social responsibility.

Religious Education

RE is highly valued and enables pupils to flourish well. Having a prominent place in the curriculum, it is led and taught effectively. Leaders have a clear strategic overview. The staff benefit from timely and appropriate training from the diocese. They receive regular support and guidance. Pupils acquire substantial knowledge due to the well planned, sequential curriculum. This supports progression of learning throughout the school including those with SEND. This is reflected in pupils' workbooks, teachers' assessments, and leaders' monitoring reports.

Pupils enjoy RE and express their views with enthusiasm. They demonstrate respect in their approach to different religions. Pupils gain a clear understanding of the importance of faith to believers. Speaking confidently, pupils recognise the significance of 'accepting all beliefs'. They share examples of how RE encourages tolerance and respect by 'sharing opinions like one big family'. They develop an understanding that prayer is an important aspect of faith. Their thinking is challenged by 'big questions' such as 'why am I here?' prompting thoughtful responses. Pupils' factual knowledge of different religions is detailed for example in considering how and why people pray. They understand the importance of washing before prayer to followers of Islam. Confidently they explain the significance of Easter and Christmas celebrations for Christians and can give a good explanation of the Trinity as 'Father, Son and Holy Spirit'. The broad curriculum has supported pupils' understanding that the world is a religiously diverse place. However, pupils' understanding of Christianity as a worldwide faith is limited.

Information

Address	Broadwas on Teme, Worcester WR6 5NE		
Date	Thursday 21 May 2026	URN	116870
Type of school	Voluntary Aided	No. of pupils	79
Diocese	Worcester		
Headteacher	James Dennis.		
Chair of Governors	Emily Dimmick		
Inspector	Sally Kaminski-Gaze		