

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

### Broadhembury Church of England Primary School

#### Vision

Strong roots. Room to grow. Limitless potential.

Broadhembury Church of England 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

- The newly established Christian vision underpins and shapes the work of the school. It provides a firm foundation for growth and drives bold decision making, empowering pupils and adults to flourish together.
- The curriculum, driven by the vision, is shaped to meet the needs of the pupils. This enables them to thrive, including those deemed to be vulnerable or disadvantaged or who have special educational needs and/or disabilities (SEND).
- Collective worship, enhanced by close links with the local church, is central to the life of the school. It helps pupils and adults to deepen their understanding of the school's vision and to blossom spiritually.
- Strong leadership of religious education (RE) has a positive impact on its effectiveness. Thoughtful sequencing and planning enable pupils to develop secure knowledge of a range of religions.
- Purposeful partnerships with the trust, local board, diocese and church enhance the work of this small school.

#### Development Points

- Expand planned opportunities for spiritual development across the curriculum. This is in order to deepen pupils' spirituality.
- Extend pupils' understanding of justice and sense of personal responsibility. This is to enhance their skills and confidence in making an informed difference.



## Inspection Findings

### Vision and Leadership

Broadhembury's newly established Christian vision, rooted in the Parable of the Mustard Seed, reflects the school's context. Underpinned by core values, the vision permeates school life. It shapes bold decisions taken by leaders and places flourishing and aspiration at the heart of the school's mission. Through the vision, leaders foster a sense of togetherness and belonging, which makes pupils and adults feel safe and valued. Pupils refer to themselves as being 'seeds' and adults as the 'gardeners' who nourish them. They recognise that learning new skills and thinking about others helps them to establish firm foundations from which to grow. Likewise, adults acknowledge that the vision creates cohesion, which empowers them, knowing that they are cared for. Positive partnerships with the trust, local board, diocese and church further enhance the vision, enabling leaders to navigate challenges with resilience.

### Vision and Curriculum

The school's vision shapes the curriculum. It is carefully adapted to meet pupils' needs, providing both appropriate support and challenge. It focuses on developing core knowledge and skills, creating firm roots from which pupils thrive. Beyond the classroom, strategically planned experiences, such as a forest adventure day, enable them to build confidence. This approach reinforces the school's ambition for pupils to achieve their potential. Consequently, they feel well supported in their learning, including those who have SEND. Pupils and adults have a shared understanding of spirituality. Using the analogy of 'windows, mirrors and doors', they are encouraged to see beyond their own experiences. This helps them to reflect and think about choices they make. However, this is not consistently applied across the curriculum. As a result, there are missed opportunities for spiritual development.

### Worship and Spirituality

Collective worship is a valued and inclusive aspect of daily life at Broadhembury. It is cherished as a special time for pupils and adults to come together. Pupils engage enthusiastically. Sensitive support enables those who have SEND to participate fully. Worship typically includes Bible stories, reflection, prayer and singing. This provides regular opportunities for pupils to connect spiritually and express themselves creatively. For example, they read out prayers that they have chosen to write at home. Collective worship plays a key role in deepening pupils' understanding of the school's vision and values. They reflect on what this means for them in daily life. The strong partnership with local clergy contributes to the spiritual life of the school community. For instance, a weekly school service, held in church, allows time for adults and pupils to pause. They value this time to be present in the moment and contemplate within a calm and peaceful setting. This is because it creates space for spiritual growth, which some describe as feeling as though God is standing by their side.

### Vision and School Culture

Driven by the school's vision, leaders work tirelessly to foster an inclusive and equitable environment. Care is taken to establish the specific needs of individual pupils, including those who are deemed vulnerable and/or disadvantaged. As a result, staff know pupils well and respond effectively to their pastoral and academic needs. Promoting positive behaviour is grounded in building trusting relationships. This creates a culture of forgiveness and reconciliation, which supports pupils in living well together. They are encouraged to recognise and understand their emotions. Pupils can articulate the benefits of using strategies, such as the 'cozy corner' or 'brain breaks', if they feel overwhelmed. These approaches boost emotional resilience and enable them to thrive. Staff are encouraging and appreciative of each other, creating a cohesive team. They value the guidance and care provided by leaders, the trust, local board and the church. This has a beneficial effect on their wellbeing. Consequently, they are better equipped to create a nurturing environment in which pupils can also flourish.



### Vision, Justice and Responsibility

Shaped by the vision, pupils undertake a range of leadership responsibilities, including monitoring the art shed at break times and being part of the worship group. They approach these roles conscientiously, valuing the trusted positions they hold. Through the curriculum and collective worship, pupils develop empathy for others and consider what it feels like 'to walk in someone else's shoes'. They appreciate diversity and uniqueness, but also recognise the shared qualities that unite humanity. Pupils note the importance of reflecting God's love by showing compassion and helping others when they are in need. They are proud of how their actions can positively impact on others. For example, a Rainbow Run, instigated by pupils, raised money for a local charity. As a result, they are beginning to understand how they can make a difference, especially within their immediate community. However, there are few opportunities for pupils to consider such issues within the curriculum. This limits their understanding of the broader scope of injustice.

### Religious Education

The leadership of RE is effective and the subject has a high profile across the school. The subject is thoughtfully planned to ensure that pupils access a coherent and well-balanced programme of learning. This enables them to build on prior knowledge, skills and concepts. A range of religious and non-religious worldviews are taught, including Christianity, Islam and Humanism. This fosters pupils' appreciation of diversity. Purposeful enquiry within the subject encourages them to ask and respond to thought-provoking questions. By doing so, they reflect on how religious and non-religious worldviews shape people's lives and what they believe. Access to training, led by the trust and diocese, effectively equips staff to confidently deliver the curriculum. Leaders, including trust members, carefully monitor and evaluate the implementation and impact of RE. This strengthens the ongoing development of the subject.

## Information

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| Address            | Broadhembury, Honiton, Devon, EX14 3NF |               |        |
| Date               | 29 January 2026                        | URN           | 151002 |
| Type of school     | Academy                                | No. of pupils | 24     |
| Diocese            | Exeter                                 |               |        |
| MAT                | Link Academy Trust                     |               |        |
| MAT Chair          | Cheryl Mathieson                       |               |        |
| Headteacher        | Sam Butler                             |               |        |
| Chair of Governors | Corinna Tigg                           |               |        |
| Inspector          | Jayne Peacock                          |               |        |