

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brabourne Church of England Primary School

Vision

Sow the Seeds, Nurture, Watch them Grow

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

Brabourne 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

- A carefully crafted Christian vision and associated values lie at the heart of Brabourne. This encourages pupils and adults to grow and thrive as they 'pursue their dreams'.
- The creative, biblically rooted curriculum design widens the context of this small village school. Many enrichment opportunities broaden pupils' experiences and support them to become confident, well-rounded individuals.
- Strong trusting relationships shape a supportive culture where pupils and adults are known and valued. Consequently, they learn to grow together as community.
- The school is welcoming and inclusive, providing timely and well-planned support to pupils and adults. This nurtures them to 'flourish in the love of God'.
- Pupils take on meaningful roles learning the value of justice and responsibility and why these matter. This makes a positive difference to the school and community as they pause, reflect and step out.

Development Points

- Ensure that opportunities for spiritual development are clearly identified in curriculum planning. This is to enable staff to deepen the impact of spirituality across the curriculum.



Inspection Findings

Vision and Leadership

The Christian vision permeates throughout school life. It is firmly rooted in biblical teaching and the parable of the mustard seed. Leaders and stakeholders have developed a clear and inclusive vision to grow and nurture pupil potential. It emphasises resilience, learning, and courage to pursue dreams within a nurturing environment. The vision and associated values of respect, responsibility, courage, and hope, shape the curriculum, policies, and daily practices. This fosters spiritual, moral, and social development. The vision promotes inclusivity, well-being, and acting on behalf of others. An example being the kindness crew who offer and identify acts of kindness such as befriending and helping others. This enables pupils and staff to make ethical choices that positively impact their community and enable them to flourish. The language of the vision and values is used by stakeholders and modelled by pupils and adults on a daily basis. As a result, there is a welcoming and inclusive environment where respect and kindness are the basis for relationships and interaction.

Vision and Curriculum

The vision has inspired Brabourne to enhance its curriculum with continuous independent learning provision. This creative and independent approach allows pupils to build confidence and explore ideas at their own pace. Pupils are challenged through a broad, engaging, and inspiring curriculum to develop their resilience and a passion for learning. An example of this is outdoor adventurous learning building confidence, teamwork and communication skills. An example of creativity in the curriculum is recording a podcast each term. Special visitors are interviewed by pupils and recorded for posterity for the school website. Pupils learn to express themselves confidently, embrace new challenges and stand up for what is right. This enables them to understand their unique place within both school and the wider world. Older pupils experience leadership opportunities that help develop their skills and self-confidence. Examples include house captains and play leaders. Spontaneous moments of awe and wonder occur naturally and are acted upon. However, planned experiences and opportunities to explore deeper feelings of spirituality are not present across the curriculum. As a result, pupils are limited in their own spiritual growth. Targeted practical and educational support for pupils who have special educational needs and/or disabilities (SEND) engages them effectively. Guided provision makes learning accessible and achievable. The rich, varied and inclusive curriculum gives pupils an understanding of the wider world and prepares them for life.

Worship and Spirituality

Collective worship and spirituality are deeply rooted in Brabourne's vision, fostering reflection, inclusivity, and inspiration. Daily worship incorporates Bible stories, drama, prayers, songs, and moments of stillness. This encourages pupils and adults to reflect and grow spiritually, turning faith into action and reflecting on the bigger questions of life. Pupils identify worship as a place to think and feel. Local clergy and church members contribute regularly to collective worship. Consequently, pupils experience a variety of styles and settings. Termly services are held at the parish church to celebrate the major festivals of the Christian year. These are planned and led by different classes alongside clergy, allowing them to actively participate. Pupils are regularly involved in daily worship, fostering a sense of community and ethical action. This promotes deeper connections with self, others, and the world. Activities like prayer stations, spirituality days, and outdoor reflections offer places and times to reflect which enhance spiritual development. Pupils can be quiet and think, allowing them to put things into context and respond appropriately. Governors regularly visit and monitor collective worship feeding back to leadership. This keeps worship relevant and effective.

Vision and School Culture

Brabourne School fosters a nurturing, inclusive culture rooted in its vision. This emphasises the importance of dignity, equity, and wellbeing for all. A strong sense of welcome and community pervades the school and positive strong relationships enhance the flourishing of pupils and adults. Leaders and staff know each pupil by



name, greeting one another with genuine smiles and encouraging comments. Staff also feel valued, they have access to flexible working arrangements, practical support and access to high-quality training. As a result, they can be themselves and try new things. Pupils who have SEND benefit from tailored support, including emotional and social skills, interventions, counselling, and enrichment activities. As a result, pupils are engaged and feel valued. The school prioritises mental and physical health through creativity, active play, outdoor learning, sports, and moments of reflection. A vision driven nurturing environment means that older pupils model behaviour, skills and expectation to younger ones. Therefore, each pupil strives to be the best they can be. Strong relationships with families, the community, and a local collaboration of schools ensure pupils and adults feel valued, recognised, supported, and empowered to grow and thrive together.

Vision, Justice and Responsibility

The school promotes a culture of justice and responsibility through its vision and associated values. Pupils are empowered as leaders and advocates for positive change in roles such as house captains, eco team, sports captains, playground leaders and kindness crew. This builds their sense of responsibility and self-confidence. The curriculum encourages ethical discussions on global and societal issues, fostering respect, equity, and inspiration to act. For example, pupils actively engage in initiatives such as charity fundraising, litter picking, challenging homelessness, visiting parliament and meeting MPs. The eco team measures food waste in school, reporting to the supplier with active strategies to cut food waste. Community teas and the gardening club provide school and community involvement and intergenerational interaction. These opportunities widen pupil's experience and understanding of how they can serve for the good of others. Pupils learn to balance individual rights with responsibility toward others and the world. Pupils articulate the need for deep respect and understanding of the beliefs and practices of those around them. They actively 'step up, step out and speak up' when they see things are unfair.

Religious Education

School leaders and governors promote the high profile of religious education (RE) through critical analysis of planning and quality teaching provision. Leaders ensure the curriculum is relevant and diverse, making necessary adaptations for their context. For example, experiencing Christianity as a worldwide religion, alongside contrasting worldviews and their relevance. Governors and leaders ensure a wide variety of resources are provided such as artefacts, texts, pictures and videos. Educational trips and inspiring visitors make sure pupils experience rich and diverse worldviews. Pupils articulate a deep respect for others and their beliefs. Pupils' knowledge and understanding is enhanced through challenging questions and open discussion. One example is 'why does equality matter?' Staff have benefitted from diocesan training. Governors are actively engaged as they monitor impact through regular visits and observations. These, alongside, book scrutiny, data analysis and pupil voice informs practice and enriches pupil experiences and outcomes.

Information

Address	School Lane, Brabourne, Ashford, Kent. TN25 5LQ		
Date	23 March 2026	URN	118663
Type of school	Voluntary Controlled	No. of pupils	106
Diocese	Canterbury		
Headteacher	Andrew Stapley		
Chair of Governors	Hester Fenwick		
Inspector	Julie Bowen		