

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

### Lady Boswell's Church of England Voluntary Aided Primary School

#### Vision

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

Values: Kindness, Love, Forgiveness, Faith, Respect, Honesty.

Lady Boswell's 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

- The Christian vision is a lived reality throughout the school. As a result, leaders at all levels, make morally-courageous decisions for the good of every pupil.
- Collective worship is a joyful expression of the school's Christian vision that binds the school community together. Carefully planned acts of worship ensure pupils feel welcome and included. There are rich opportunities for spiritual growth.
- The vision-inspired curriculum engages pupils and reflects the school's context. The resulting inclusive environment supports pupils with additional needs and pupils who have special educational needs and/or disabilities (SEND) to achieve their potential.
- There is a deeply embedded, nurturing culture of respect and trust between members of the school community. This enables the school to provide a happy and friendly environment in which 'heads are inspired and hearts enriched'.
- Shaped by the Christian vision, strong leadership has shaped a high-quality religious education (RE) curriculum. This makes a significant contribution to pupil's progress within the subject.

#### Development Points

- Establish a shared approach to spirituality across the curriculum. This is to help ensure that spiritual moments are recognised and valued, enabling the spiritual flourishing of the whole school community.



## Inspection Findings

### Vision and Leadership

The Christian vision permeates throughout school life. It is firmly rooted in biblical teaching and the parable of the Good Samaritan. The vision promotes inclusion, respect and kindness which ensures pupils know they are treasured and supported to thrive academically, spiritually and socially. The vision and associated values shape policies, curriculum provision and daily interactions within school. Pastoral care is a priority and diversity is celebrated. Practical action and targeted provision are a daily occurrence that enables pupils to thrive. Pupils articulate the vision and values and express a real desire to be kind. Parents and carers choose the school because of its strong values and ethos, as well as its welcoming and inclusive environment. Leaders monitor the impact of the vision through pupil voice, class visits, observations and assessments. As a result, they make 'courageous' decisions, such as choosing to restructure the curriculum to explicitly reflect the vision.

### Vision and Curriculum

A restructured curriculum clearly reflects the Christian vision. Leaders make sure it is enriched with cultural, spiritual and practical opportunities for learning. Pupils are encouraged to make links that deepen thinking, encourage action and connect their learning to Christian values. They question and explore the deeper meaning within subject areas. A shared approach to spirituality is not fully weaved throughout the curriculum which limits spiritual development. The bespoke curriculum promotes global awareness, diversity, and moral responsibility. Outdoor education alongside a wide range of extracurricular opportunities such as sport, music, clubs, visits and trips further broadens pupils' experience. This breadth of provision contributes to their flourishing. The curriculum is underpinned by the school's vision that every child is 'a unique child of God' with great potential. This enables pupils to explore how they live well together. Targeted assistance for pupils with additional needs and with SEND engages them effectively with the curriculum and enables them to flourish.

### Worship and Spirituality

Collective worship is a treasured time for the school community. It is welcoming, joyful and encompassing. There is a rhythm which connects pupils to the rich traditions of the Church of England. A worship council meet weekly to plan and prepare. Pupils and adults are encouraged to engage in meaningful and personal ways. This gives them a sense of belonging and fosters spiritual growth that impacts on social interactions, teaching and learning. Regular staff-led class worship allows more pupils to actively participate through leading, reading, drama and prayers. This supports their spiritual flourishing and develops confidence. Worship themes are planned around the school's Christian values and supported by diocesan planning. Collective worship enables pupils to turn faith into action and reflect on the bigger questions of life. Pupils identify worship as a safe place to think and feel. Pupils with additional needs and those who have SEND, are enabled to fully participate through personal and prepared strategies. An experienced team of clergy and lay workers regularly lead worship. This gives pupils a broader involvement in differing styles of worship. Pupils attend and take part in regular services at the parish church which brings school and parish together as a community. There are well used reflective prayer corners in each classroom. These encourage personal contemplation and deepen opportunities for spirituality. A yearly prayer day invites the school community to pray together and express ideas on a chosen theme. Pupils and adults respond positively to this day and celebrate the opportunities it affords them.

### Vision and School Culture

The school promotes an inclusive culture by 'demonstrating God's love through their words and actions'. The behaviour policy holds the pupil at the centre and promotes positive reconciliation wherever possible. This helps pupils to develop their character and show mutual respect. Staff promote a positive sense of wellbeing enabling pupils to make the right choices and develop trusting relationships. There is a lunchtime nurture programme which enables pupils to widen life experiences and work collaboratively. Governors and leaders carefully consider the impact of their decisions on staff and act accordingly, for example by providing appropriate



resources to help reduce workload. Pupils are nurtured through targeted initiatives providing access to wrap around care, mentoring, adapted learning, sport, music and creativity. As a result, pupils are engaged and feel valued. Pastoral care and inclusion are a high priority. Adults value the calm, welcoming atmosphere of the school and the structures in place to facilitate training, wellbeing and pastoral assistance. Family support workers provide help for families and pupils as they address practical needs and provide support plans. Parents and carers appreciate this support and particularly value the resources shared via the weekly newsletters.

#### Vision, Justice and Responsibility

The vision supports the school community in living well together. Personal preferences are balanced with how they may affect others. Pupils make positive contributions to their school community. They take on responsibilities as peer mediators, prefects, buddies, school council and worship council representatives. These roles help to develop leadership skills and foster trust, respect and kindness. Pupils are encouraged to notice injustice and respond compassionately. As a result, they advance initiatives both locally and globally. Examples of this are 'Lady Boswell's Bees' which challenges the injustice of hunger by promoting the setting up sustainable hives and farming initiatives for families in Mozambique. Alongside this, pupils were inspired by the parable of the talents to take a pound and grow it. They also carried out 350 acts of service to celebrate their 350<sup>th</sup> birthday. This teaches pupils to make ethical choices and work for change. The curriculum includes opportunities to reflect on justice and morality. Pupils connect their learning to real world issues such as hunger and prejudice, developing a sense of responsibility towards others.

#### Religious Education

RE is given a high priority in the school. The curriculum is challenging and well sequenced. Leaders undertake regular and appropriate training. This ensures effective understanding and full coverage of the curriculum. RE is well resourced and effectively monitored by leaders, including governors, through regular visits and observations. As a result, necessary changes are made to future planning and resourcing, such as further developing the approach to teaching about worldviews. Pupils learn the key teachings of a range of religions, including Christianity. Curriculum provision explores Christianity as a living global faith. This enables pupils to explore their place in the world and the difference they can make.

Teachers make good use of detailed and well-planned lessons. These develop vocabulary and deepen knowledge built on prior learning. Pupils enjoy RE and demonstrate a clear understanding of their learning. They can recall and apply their knowledge confidently. Teachers engage pupils through a variety of approaches, including drama, art, videos and discussion. This stimulates and actively promotes learning and progress. Books show strong progression across year groups and within each year group. They clearly reflect the school vision and supporting values as pupils learn about Christianity as a world faith that 'inspires heads and enriches their hearts'. Pupils with additional needs and those with SEND are well supported as they work through the RE curriculum. This allows full participation in RE lessons and enables them to progress well. Pupils articulate a secure knowledge of religions and worldviews. Questioning is widely encouraged and demonstrated during lessons. Learning strategies enable pupils to make links with previous learning and deepen their thinking.

## Information

Address	Plymouth Drive, Sevenoaks, Kent, TN13 3RW		
Date	02 March 2026	URN	118721
Type of school	Voluntary aided	No. of pupils	434
Diocese	Rochester		
Headteacher	Hannah Pullen & Sharon Saunders		
Chair of Governors	Kathryn Phillips		
Inspector	Julie Bowen		