Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Brenchley and Matfield Church of England Primary School

Vision

Jesus said, 'I am the vine, you are the branches' (John 15 v 5). As branches grow rooted in the vine, we want Brenchley and Matfield CE Primary School to be a place where ALL are loved and valued. We nurture children to have the strength of character to explore every opportunity presented to them, enabling them to grow and flourish. Through an ambitious school curriculum, we desire all our children to grow into loving, truthful, courageous and forgiving members of our local, national and global communities. Like a healthy vine, they are encouraged to blossom into young adults who are excited about life, equipped with wisdom and resilience, and ready to bear fruit in service to others.

Brenchley and Matfield 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 school is inclusive and welcoming, where pupils are known and loved as unique individuals. As a result, staff provide targeted support that enables their growth.
- Partnerships with the church and wider community are purposeful and enhance the school's provision, fostering belonging and offering consistent support.
- Strong relationships create a culture where living well together and wellbeing are prioritised. This is evident in the respectful and loving interactions across the school.
- Pupils and adults live out and understand the Christian values. They guide decision-making and actions, strengthening relationships across the school.
- Collective worship is valued and inspires spiritual growth through meaningful reflection and singing.

Development Points

- Develop the religious education (RE) curriculum so that pupils have planned opportunities to explore religion through believing, living and thinking. This is to deepen their religious literacy, knowledge and understanding over time.
- Extend opportunities within RE for pupils to explore diversity within religious and non-religious worldviews. This is to develop their understanding of how people choose to live out their personal beliefs.
- Embed a consistent approach to growing spirituality across the school. This is so that exploration extends beyond collective worship.

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Inspection Findings

Vision and Leadership

Brenchley and Matfield is a welcoming and inclusive place where pupils and families feel respected and supported. Leaders have embedded a Christian vision that enables flourishing across the school. Inspired by Jesus' teaching, 'Love one another as I have loved you,' the vision shapes a culture that prioritises being loved and belonging. The school's values, including courage and forgiveness, are well known and lived out daily. They help pupils to forgive and get along better. This is evident in how they play, support each other, and talk about forgiveness. Leaders understand the school's priorities and use the vision to guide their actions. For example, they introduced a family liaison officer after identifying increased pastoral need. Policies, such as the behaviour policy, align with the vision. Jesus' message of love shapes the policy, which prioritises forgiveness, compassion and learning from mistakes. Leaders evaluate the vision through feedback and monitoring. This helps them to respond to the school's evolving context. Governors know the school well. They draw on the value of courage when offering challenge and support to strengthen Christian distinctiveness. This is also a priority for the multi-academy trust (the MAT). Through coaching and ethos-led support, the MAT and school visions remain closely connected and lived out.

Vision and Curriculum

The school's aspiration for pupils has shaped a curriculum underpinned by its Christian vision. Recent adaptations, particularly in geography and history, encourage deeper thinking about the topics explored. Questions such as, 'Do you agree?' prompt reflection and help pupils consider how they respond to complex issues. As a result, pupils discuss confidently, reflect on their learning, and consider perspectives beyond their own. Leaders' monitoring evaluates how well the curriculum promotes academic and personal growth. Some planned opportunities support spiritual development across the curriculum. However, without a shared approach, some opportunities are missed. Teaching is inclusive, with comprehensive provision supporting varying needs at different points and levels within learning. As a result, those who require additional support, including those with special educational needs and/or disabilities (SEND), succeed. Enrichment activities are impressive and spark interest in new experiences. For example, some pupils joined drama clubs following a theatre trip. Consequently, the Christian vision of growing as loved and valued branches shapes pupils' learning and nurtures compassionate, thoughtful growth.

Worship and Spirituality

Collective worship is a welcoming, inclusive time, rooted in Jesus' teachings. It is well planned and weekly themes link to the school's vision. Pupils enjoy worship, especially when learning Bible stories and exploring connections to everyday life and current events. This helps them to understand how messages shape choices and guide behaviour. Older pupils contribute by writing prayers, strengthening ownership and deepening their sense of belonging. Those leading worship ask reflective questions that deepen thinking. Pupils respond to them, which helps leaders to understand how pupils are engaging. For example, after exploring the idea of 'compassion goggles', pupils described ways they would help others. Activities such as prayer and moments of stillness offer opportunities for spiritual connection. Monitoring has led to changes in practice. As a result of pupil feedback, the school introduced more singing. These responses strengthen belonging and reassure pupils that their voices matter. Staff appreciate worship as a shared time to pause and reflect together. Church partnerships strengthen worship and celebrating festivals together supports engagement with Christian traditions. The school values collective worship which nurtures pupils' spiritual flourishing.

Vision and School Culture

Living well together and wellbeing are priorities at Brenchley and Matfield. Relationships across the school are nurturing and respectful. Using the branches and vine from their vision, pupils and adults know what it means to belong to a community. This fosters a welcoming environment where they are seen and loved for who they are. Pupils of all ages play together harmoniously, demonstrating kindness and inclusion. The school's collaboration and care are evident and positively benefit families. These positive relationships help pupils feel valued and respected. Staff training ensures adults respond effectively to pastoral and academic needs, supporting families during challenging times. When problems occur, the school values, especially forgiveness, guide responses. This underpins inclusivity across the school. Adults support pupils through regular check-ins

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and adjusted timetables. Leaders, including the MAT, promote positive mental health. They manage workload carefully and offer an open door approach for staff. Adults feel heard and use the support networks provided. Leaders monitor wellbeing through pupil voice and staff feedback, enabling them to refine provision and respond to emerging needs. These practices build togetherness and sustain an inclusive community.

Vision, Justice and Responsibility

Guided by the Christian vision, the school promotes a culture of justice and responsibility. Through curriculum discussions, pupils consider moral and ethical questions, develop empathy and recognise how their actions impact others. They know the world is not always fair and can openly discuss global topics such as deforestation and poverty. They act on these concerns by raising funds for charities and donating food. These experiences build an active sense of responsibility towards others. Motivated to help others, pupil-led initiatives show a desire to create meaningful change. Projects such as investigating homelessness and the capybara campaign demonstrate thoughtful action. Older pupils support younger peers through buddying, acting as positive role models. Links with the local care home strengthen community relationships, where pupils' interactions enrich residents' lives. Through these experiences, they learn what it means to make a difference and be good citizens.

Religious Education

Leaders organise RE with care. Working walls show pupils' learning and offer helpful reminders of what they cover. Recent curriculum changes have strengthened its organisation and purpose, ensuring it is sequenced and relevant. Units are adapted to suit class needs, including planned pre-teaching of vocabulary and smaller learning units. Recent diocesan training has supported leaders' development, building confidence and clarity that is shaping practice. The curriculum includes 'big questions' that encourage reflection. However, the school's three learning approaches are still new and not yet embedded in planning. As a result, pupils cannot consistently make connections across believing, living and thinking over time.

Adults use varied teaching approaches, including discussion and video, to enhance learning. These strategies engage pupils and encourage them to make meaningful connections and develop personal viewpoints. They enjoy RE, particularly when acting out what they learn. Pupils talk about a range of religions and non-religious worldviews. However, they find it challenging to discuss diversity within these, which limits understanding of how people live out personal beliefs. Pupils make progress. Ongoing assessment supports learning and helps adults respond to emerging needs.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Market Heath, Brenchley, Kent, TN12 7NY		
Date	28 September 2026	URN	142689
Type of school	Academy	No. of pupils	198
Diocese	Rochester		
MAT	The Tenax Schools Trust		
MAT Chair	Simon Curtis		
Headteacher	Jane Mallon (Executive Headteacher) Becky White (Head of School)		
Chair of Governors	Robert Akenhead		
Inspector	Sam Killick		

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