

Leeds and Broomfield Church of England Primary School

Address: Lower Street, Leeds, Maidstone, Kent, ME17 1RL

Unique reference number (URN): 118623

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have put in place a broad and ambitious curriculum. Learning is sequenced to ensure that pupils build knowledge, vocabulary and skills appropriately in their mixed-age classes. For instance, the history curriculum is planned well to build on chronological events whilst considering the 2-year curriculum cycle.

Leaders are aware of the low outcomes for some pupils. They have prioritised the teaching of strong foundations so that pupils, especially those who join mid schooling have a secure foundation for learning. Staff training and careful monitoring ensures staff implement effective teaching. Pupils learn to read through secure teaching of phonics, they use this knowledge in their writing and spelling. The focus on developing handwriting is more recent, and the impact of this work is not evident in all pupils' work. Thorough training and monitoring of mathematics teaching has enabled a consistent approach. Most pupils now make secure progress. Leaders know they need to develop pupils' recall of number facts further to support their problem solving and reasoning.

Consistent use of diagrams to support vocabulary enables pupils including those new to English to access learning independently. Teachers adapt work so that pupils, especially those with special educational needs and/or disabilities can access learning that is matched to their level of need. Teachers have secure subject knowledge which they use effectively to explain learning well. They address misconceptions swiftly and where necessary provide individual support to ensure pupils understand new concepts. Opportunities for discussion within learning ensures pupils can think through concepts and use targeted vocabulary.

Early years

Expected standard 

Leaders work closely with families and children prior to starting school to build strong relationships and understand children's starting points. This also ensures any additional needs or barriers to learning are identified swiftly. Leaders prioritise the strong foundations and children are making secure progress with phonics and reading. Leaders are addressing the development of letter formation as a priority.

The curriculum considers the small steps in learning. Focussed activities enable children to practice what they have learned. Children confidently select resources to support their learning. For example, selecting appropriate equipment to plant seeds. Children have secure recall of their learning and apply this in their independent activities. For example, accurately identifying and labelling parts of flower when making their 3D flower.

Communication and language development are a focus, to support children, especially those new to English. Staff expose children to new vocabulary which they use with confidence. Close tracking of progress enables staff to identify gaps in children's knowledge and plan targeted support to address these. Typically, children achieve well and any gaps in their knowledge are addressed as the children transition to the year 1 curriculum within the class.

Inclusion

Expected standard 

Leaders have prioritised ensuring that the school is an inclusive, welcoming school. They support pupils who have not had success in other schools to engage with learning. Careful assessment and review ensure pupils' needs are identified swiftly. Leaders work effectively with external professionals to ensure that pupils receive the right support. This knowledge informs staff training and where appropriate, bespoke support plans for individuals.

Leaders have made recent strategic decisions to ensure pupils with special educational needs and/or disabilities receive tailored support for their stage in learning. 'Space class' provides bespoke learning matched to the pupils' starting points and supports pupils to regulate their emotions. Leaders also ensure that pupils work with their class peers and experience the curriculum tailored to their needs. Leaders track and monitor the provision and interventions carefully to ensure that pupils are receiving support to help them progress. Leaders are highly aware of pupils with vulnerabilities including those known to social care. They know the families and context well and provide wide ranging support and prioritise their emotional needs.

Pupil premium funding supports the nurture and progress of some of the most vulnerable pupils. Specific interventions like sensory swimming, support engagement in learning. Governors and leaders track the impact of this funding on pupils.

Leadership and governance

Expected standard 

Leaders are proud of their inclusive school and the work they do to support pupils. They provide a welcoming and supportive environment for the 'in year' joiners and pupils who might not otherwise attend school. Leaders and governors have a secure understanding of the school's context, pupils and family's needs. They have positive relationship with families and work with them to support the pupils' best interests.

Leaders accurately identify areas for development and prioritise these in the school development plan. Leaders monitor pupils' progress and implement strategic changes that are beginning to improve pupils' outcomes. They are aware of the low outcomes in national tests and have focussed staff professional learning to ensure consistent teaching of reading, writing and mathematics.

Governors have a secure understanding of the school through their regular monitoring visits. They are aware of their statutory responsibilities and monitor safeguarding robustly. The school works closely with the local authority and diocese, gaining advice and professional learning opportunities.

Staff are proud to work at the school and value the cross-federation work and professional development to support them in their role. Leaders have considered the workload and wellbeing of staff. They have made changes to reduce unnecessary workload whilst ensuring positive impacts on pupils. For instance, the live marking in lessons ensures pupils get in the moment feedback.

The school provides a wide range of opportunities to support the personal development of pupils. Pupils demonstrate a secure understanding of the comprehensive personal, social, health and economic education curriculum. Learning builds each year as pupils gain an age-appropriate understanding of topics. For example, early understanding of personal space moving to understanding consent.

The school values thread through school life and are discussed regularly in collective worship. Pupils know and demonstrate these values. For instance, pupils have detailed understanding about inclusion and the need to respect and value each other's differences. Pupils enjoy visiting places of worship and sharing their knowledge about other cultures, faiths and beliefs.

Pupils learn about positive relationships which are demonstrated in their behaviours to each other. They have an age-appropriate understanding of how to keep mentally and physically well. For example, pupils understand the need for a healthy diet and fitness. Adaptations to teaching are made for pupils with special educational needs and/or disabilities to support them to access this curriculum. Leaders are mindful that vulnerable and disadvantaged pupils may need additional pastoral support. They provide this and ensure that staff are trained to promote pupils' positive wellbeing.

Pupils develop responsibility and contribute to school life. School council and wellbeing champions advocate for the school. They are proud to have an impact on the school community. For example, this year, they raised funds to build climbing equipment in the playground. A wide range of clubs provide pupils with opportunities to try new activities. Pupils enjoy the range of sporting, creative and learning opportunities. For example, art club and cricket.

Leaders make the most of the local area using Leeds Castle for a variety of trips including learning about history and nature. Pupils love the opportunity to attend the school residential trip and experience outdoor learning activities.

Needs attention

Achievement

Needs attention 

Published outcomes are low and too many pupils, including those who are disadvantaged achieve below expected levels in national tests. Leaders are aware of this, and they assess and monitor pupils' progress carefully to identify and address gaps in learning. A significant number of pupils join the school mid year and leaders ensure that they receive the foundational knowledge to access learning. However, some pupils do not make the progress they need to be ready for the next stages in their learning. The action leaders have taken to ensure consistent teaching of reading, writing and mathematics enables more pupils to make secure progress.

Pupils can recall their prior and current learning in the wider curriculum. Links are made to support understanding for example, learning about animals in their habitats and developing map work. The work in books shows their progress through the curriculum although handwriting is an area that leaders know needs developing.

Attendance and behaviour

Needs attention 

Attendance is below national expected levels. Too many pupils, including those with special educational needs and those who are disadvantaged have high persistent absence. Leaders are working with families to understand the need for positive attendance. This work is securing improvements in some pupils' attendance. Attendance is robustly tracked and leaders work with the local authority to implement their policy. Leaders welcome new pupils who have struggle to attend school regularly. There are lots of initiatives which have had a positive impact on pupils' emotional wellbeing. However, attendance is still low, and too many pupils miss vital learning. Leaders celebrate improvements in pupils' attendance, but some pupils do not fully understand the value in regular attendance.

Behaviour across the school is positive and pupils focus well on their learning. Pupils use the strategies they have been taught to regulate their emotions, for example when they feel worried or anxious. A wide range of support has been put in place for pupils with special educational needs and/or disabilities and those who struggle to regulate their emotions. This has helped classroom environments to be calmer and for pupils to be able to focus on learning. Pupils say that bullying does not happen. Leaders carefully monitor behaviour and respond to any patterns. They provide tailored support and ensure the curriculum addresses issues. If incidents of poor behaviour occur, leaders support pupils to understand the impact of their actions on others. This has resulted in a reduction in incidents and unkind behaviour.

What it's like to be a pupil at this school

This is a welcoming school community, especially for those pupils who join part way through their education. Pupils demonstrate kindness by including their new classmates in games and showing them the routines of the school. Pupils respect each other. They celebrate and value their differences and support each other to feel included. Pupils are well prepared for life in modern Britain.

Behaviour across the school is positive. Pupils report that bullying does not happen and unkind behaviour is always dealt with. Staff and pupils have nurturing, warm relationships. Pupils trust that if they have any concerns an adult will help them. Too many pupils are not attending school regularly enough. They are missing out on valuable learning and social time with peers.

On the whole pupils enjoy learning. They enjoy wider curriculum subjects and demonstrate this through their secure recall of current and prior knowledge. For example, applying their knowledge of the human skeleton to identify bone structures of animals. However, some pupils do not make the required progress to be ready for the next stage in learning. This means that they are not achieving the expected level in national tests. The high proportion of pupils with an educational health and care plan receive bespoke support to meet their

individual learning and development needs. This enables them to make progress from their individual starting points.

School council members are proud of the contribution they make to school life. They ensure that the pupil voice is heard and work with leaders to make changes. For example, the recent introduction of the girl's football club. Pupils value the variety of clubs on offer and opportunities to try new experiences like gardening. Pupils enjoy the trips to Leeds Castle, learning about history and nature. Years 5 and 6 love the residential trip learning to develop independence and life skills.

Next steps

- Leaders should continue to implement and evaluate their attendance strategy to improve attendance and reduce persistent absence, particularly for disadvantaged pupils and those with special educational needs and/or disabilities.
 - Leaders should ensure that the curriculum and its teaching across the school continue to strengthen pupils' fluency particularly in handwriting, writing and number.
 - Leaders need to continue their work to improve pupils' achievement so that pupils make secure progress through the curriculum and outcomes are in line with the expected standard in national tests.
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About this inspection

The Executive Head teacher is Miss Emma Hickling who has oversight of the 3 schools in the federation.

The chair of the board of governors in this school is Ian Game.

The school is part of a federation called Aspire Federation.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with leaders from the school and federation, representatives from the diocese and local authority and governors during the inspection.

The inspector(s) confirmed the following information about the school:

This school is registered as having a Christian religious character. Where relevant, add as a separate sentence: It is in the Diocese of Canterbury. Its last section 48 inspection was January 2023.

The school currently uses no alternative provision.

Lead inspector:

Sacha Husnu-Beresford, His Majesty's Inspector

Team inspector:

Kirstine Boon, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

School and pupil context

Total pupils

91

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

25.27%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

9.89%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

15.38%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	18%	61%	Below
2024/25 (final)	7%	62%	Below
2023/24 (final)	S	61%	S
2022/23 (final)	27%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	74%	Below
2024/25 (final)	36%	75%	Below
2023/24 (final)	S	74%	S
2022/23 (final)	60%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	72%	Below
2024/25 (final)	50%	72%	Below
2023/24 (final)	S	72%	S
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	73%	Below
2024/25 (final)	21%	74%	Below
2023/24 (final)	S	73%	S
2022/23 (final)	40%	73%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	13%	46%	Below
2024/25 (final)	0%	47%	Below
2023/24 (final)	S	46%	S
2022/23 (final)	29%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	62%	Below
2024/25 (final)	33%	63%	Below
2023/24 (final)	S	62%	S
2022/23 (final)	71%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	S	58%	S
2022/23 (final)	71%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	13%	60%	Below
2024/25 (final)	0%	61%	Below
2023/24 (final)	S	59%	S
2022/23 (final)	29%	59%	Below

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	13%	68%	-55 pp
2024/25 (final)	0%	69%	-69 pp
2023/24 (final)	S	67%	S
2022/23 (final)	29%	66%	-38 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25 (final)	33%	81%	-47 pp
2023/24 (final)	S	80%	S
2022/23 (final)	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-15 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	S	78%	S
2022/23 (final)	71%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	13%	80%	-67 pp
2024/25 (final)	0%	81%	-81 pp
2023/24 (final)	S	79%	S
2022/23 (final)	29%	79%	-51 pp

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	9.3%	5.2%	Above
2023/24 (3 term)	9.6%	5.5%	Above
2022/23 (3 term)	9.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	27.2%	13.0%	Above
2023/24 (3 term)	30.4%	14.6%	Above
2022/23 (3 term)	32.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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