

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

William Lovell Church of England Academy	
Address	Main Road, Stickney, Boston, PE22 8AA
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>We strive to create an inclusive atmosphere with a family-feel, where strength of character goes hand in hand with academic achievement. Everyone is valued within our school. We empower and challenge all, constructively building one another up, to enable everyone to become the best version of themselves and have the widest possible life choices. We hope to inspire all in the community to have a positive impact on the world around them and that they have the power to make a difference. 'Therefore encourage one another and build one another up, just as you are doing'. Thessalonians 5:11</p>
Key findings
<ul style="list-style-type: none"> <li>• Leaders are aspirational and clearly articulate how the vision encourages and builds up staff and pupils. This significantly impacts on the wellbeing of all who feel valued as the unique individuals they are. This leads to a school which is boldly inclusive.</li> <li>• Close work with the diocese, local church and Trust positively impacts on the way the Christian vision is lived out. However the language adults and pupils use to express this is less consistently articulated.</li> <li>• Staff accurately acknowledge that the provision for collective worship continues to be 'on a journey'. It provides pupils with moments to reflect, however, the breadth of styles of worship is narrow. The way pupils and adults are able to articulate a shared understanding of spirituality is inconsistent.</li> <li>• Inspired by the example of William Lovell, lives are enriched through a growing culture of nurture and care. This enhances relationships, impacting positively on behaviour.</li> <li>• Religious education (RE) is enthusiastically and ambitiously led. It provides valued opportunities for pupils to consider difference and diversity through the study of worldviews and faiths. The impact of the recent decision to enter KS4 pupils into the full GCSE RE course is not yet evident.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Further develop a shared language of spirituality throughout the school. This is to enable pupils and adults to articulate this and the impact worship has on them.</li> <li>• Build on links with the Trust, diocese and local church. This is to enrich the way the Christian foundation of the school provides the language for continued development.</li> <li>• Extend ways in which pupils are involved in the planning and delivery of collective worship. This is so they experience a wider breadth of styles, enriching engagement and enhancing moments to grow spiritually.</li> </ul>

## Inspection findings

Following a period of instability, green shoots of hope are evident at William Lovell Church of England Academy. A time of more settled leadership, enhanced through partnerships with Lincoln Diocese, Lincoln Anglican Academy Trust (LAAT) and the local church creates a culture of possibility. The diocese and Trust actively invest in the school, invaluable strengthening leaders' understanding of its Christian foundation. Their provision of training opportunities and monitoring strengthen staff in their varied roles. The distinctively Christian vision underpins the sense of ambition which adults have for all. They 'encourage' and 'build up' staff and pupils, bringing a renewed sense of focus and a shared direction of travel. Leaders seek to help all to 'be the best version of themselves'. Inspired by the life of William Lovell, staff work to replicate his spirit of open welcome to all. The result of this is an inclusive learning environment where all feel valued and known as the unique person they are. Consequently, the Christian heritage creates a foundation for future growth. Leaders' plans for an award scheme linked to this, highlights the connection between its historic past and the present day. There is clarity from some adults about how these developments are biblically underpinned but this is inconsistent across the school. Parents speak highly of the support for pupils who have special educational needs and/or disabilities (SEND). They accurately share their appreciation about how accessible staff are and that 'every child matters here'. Pupils' actively help each other, highlighting a sense of acceptance that runs within the school. They are able to articulate how values such as respect and generosity guide this.

Nurturing and caring relationships are central to the positive way that the vision is lived out. Pupils value that they can speak openly to adults when they have a problem. They feel listened to. Enhanced systems to support the choices they make, together with the care and time staff invest, has led to improved behaviour. All are united in highlighting the positive impact that this has on their learning. Pupils who come from other schools throughout the year are offered a fresh start. Leaders articulate how this is rooted in their vision and their drive to 'build up' all who come to William Lovell. Parents whose children have started during the academic year speak of the positive changes they see in them. Staff, they rightly say, 'go out of their way' to help. Systems of restorative justice, underpinned in values such as forgiveness, encourage pupils to make positive behaviour choices. The breadth of extra-curricular opportunities available at lunchtimes provides additional social and learning experiences which productively engage pupils.

Staff, governors and members of the Trust, are fully committed to the positive wellbeing of pupils and adults. They express how this is linked to their Christian vision and the Bible verse to 'encourage one another'. Planned wellbeing drop-ins are valued, with opportunities to talk and be listened to. Developments in the learning environment come directly from leaders' aspirations for the school community. Reading is identified as a key to flourishing. This has led to the upgrade of the library and a refurbished area to read in. Pupils appreciate the changes that are being made and the sense of belief which staff have in them. The decision to rename heads of year as 'Aspirational Leads' places ambition as part of the everyday language for all. This motivates all, both within, and beyond the classroom.

All have the opportunity to gather for worship in classes and year groups throughout the week. It is inclusive in nature and seeks to be relevant to the lives of the pupils. Weekly and daily plans for worship are provided for all staff which seek to give a clear framework for its delivery. Planning is built on elements of the Church year, Christian values and world events. Holocaust Memorial Day, Remembrance Day and Christian festivals such as Advent, are integral within areas covered. This supports a level of consistency in its content which is

appreciated by staff who lead this. However, the breadth of styles of worship that pupils encounter is underdeveloped. Moments to reflect and think are valued. Invitational opportunities for prayer have been gradually introduced. The impact of worship on adults and pupils' spirituality is inconsistent. This is also true of the extent to which there is a shared understanding of spiritual flourishing in the curriculum. In providing moments to reflect on their Christian values, worship impacts positively on pupil behaviour and can enhance a feeling of togetherness. Opportunities to further enhance spiritual growth through extending ways in which they are involved in planning and delivering worship are underdeveloped. Local clergy-led services in church and school, such as those at Easter, strengthen its Christian foundation. Clergy are enthusiastic about further developing their role in leading worship and providing more opportunities to enrich its impact. Many pupils eagerly anticipated the opportunity to attend a celebration event for the tenth anniversary of LAAT. The song they created as part of the service at Lincoln Cathedral highlights their creativity.

After a period of instability, RE is now well-led with a sense of enthusiasm and engagement in partnership working. Training and support from Lincoln Diocese significantly enhances the rate of development. This includes positive changes to the curriculum extending the way it is challenging and relevant to learners. Carefully planned assessments help pupils to accurately identify next steps in their learning. This year, the majority of Y10 took the short course in RE, with some supported to study for the full qualification. Leaders recently made the bold decision to enrol all of Y9 into the full GCSE which they will take at the end of Key Stage 4. Additional teaching time and extra staffing have been sourced to extend its provision. This demonstrates their ambitiousness for the continued growth of this subject, although the impact of this is not yet evident. RE enhances an understanding of difference and diversity through study of a range of worldviews and faiths, including Christianity. Pupils openly share their positive feelings about the recent developments in this subject area.

Ambitious leaders at William Lovell Church of England Academy describe how they are on a journey in their plans for the school. Positive steps have been taken to develop opportunities for pupils and staff. Leaders are committed to build on key partnerships with the Trust, diocese and local church. This is to ensure the Christian foundation of the school provides the language and foundation for the flourishing of all.

Information			
School	William Lovell Church of England Academy	Inspection date	22 June 2023
URN	138756	VC/VA/Academy	Academy
Diocese/District	Lincoln	Pupils on roll	295
MAT/Federation	Lincoln Anglican Academy Trust		
Headteacher	Stuart Hutton		
Chair of Governors	Jane Bowman		
Inspector	Paul Rusby	No.	938