



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leverton Church of England Academy	
Address	Main Street, North Leverton, DN22 0AD
School vision	
<p style="text-align: center;">‘Life in all its fullness’ John 10:10</p> <p>We provide our children with the opportunities to flourish spiritually, academically and as confident individuals. We strive for our school community to be inspired and motivated through our Christian ethos, to have the knowledge, skills and experiences to enable them to live life in all its fullness. We want children and adults to thrive as God intended so that they can flourish mentally, physically, emotionally and spirituality. Jesus gave his disciples a vision of life full of possibilities and dreams yet to be met. We strive for this for our school community.</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is inclusive and aspirational, inspiring the whole school to 'believe' and 'achieve'. Consequently, pupils and adults flourish and are thoroughly prepared for the next stage of their education or career. • Underpinned by the Christian vision, the value of respect permeates throughout the school. It creates a culture where everyone lives well together and individuals are fully supported to live 'life in all its fullness'. • Collective worship is interactive, joyous and provides opportunities for spiritual flourishing. Pupils explain how it inspires them to reflect on their own lives. • The vision driven curriculum is carefully designed to educate the whole child. Through bespoke adaptations, all pupils, including those with special educational needs and disabilities (SEND) , flourish in their learning. • The religious education (RE) curriculum is well balanced and provides a safe space for pupils to engage with big questions. Pupils have a secure knowledge of a range of religions and worldviews, including a good understanding of diversity within Christianity. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure the shared language of spirituality is used across all areas of school life. This is to enhance opportunities for spiritual flourishing across the whole curriculum. • Embed the revised RE curriculum to ensure all pupils have a full understanding of diversity within a range of religions and worldviews. • Deepen pupils' understanding of how to challenge injustice and bring about positive change. This is to extend existing opportunities for pupil led social action. 	
Inspection findings	
<p>The Christian vision, expressed through the words of Jesus, has been thoughtfully developed overtime. It reflects the context of the school. Leaders explain how Jesus gave his disciples hope for the future. They articulate how this drives their desire for all pupils and adults to ‘believe’ and</p>	

‘achieve’. Pupils are enthusiastic about how the vision enables them to ‘fill their backpacks’ for the future. Consequently, the Christian vision has a tangible, and often transformational, impact on the lives of pupils and adults. Vision driven values of hope, encourage, accept, respect and trust are tangibly at the ‘heart’ of the school. These support ‘life in all its fullness’ to be lived out both within school and the wider community. The decision to join the Diocese of Southwell and Nottingham multi-academy trust (MAT) was motivated by the resonance between its vision and that of the school. Working together, they seek God’s wisdom in all their decisions. This supports the school to make a positive impact on the lives of pupils and their families. The school benefits from bespoke support from the MAT, recently around curriculum development. This supports the continual drive to make the Christian vision a reality for all. Leaders, including governors, lead a rigorous process of self-evaluation. This informs the strategic improvement plan which ensures high standards are maintained. A carefully crafted professional development package enables adults to flourish. It has led to innovative practice, such as integrating ‘forest school’ education into the curriculum. This enables all pupils to learn in a natural woodland environment.

The curriculum, inspired by the Christian vision, provides a rounded educational experience. Through effective and personalised adaptation, it is fully inclusive. All pupils, including those with special educational needs and disabilities (SEND), make substantial gains in their learning. Opportunities to understand diversity are interwoven through all subjects. This supports pupils to celebrate, and deepen respect for, difference. Spiritual development is integrated across the curriculum. Pupils contribute to whole class spirituality books. These allow pupils to reflect together on big questions and events in the wider world. The recently introduced language of ‘windows, mirrors and doors’ to enhance pupils’ understanding of spirituality, is not embedded. Extra-curricular activities and educational visits extend learning beyond the classroom. Leaders ensure creative adaptations make these opportunities accessible for all. As a result of the aspirational curriculum, pupils are thoroughly prepared for the next stages of their education.

Collective worship is driven by the hope of the Christian vision. It is an extremely joyous occasion. Weekly themes build upon each other to deepen understanding and allow time for topics to be fully explored. Pupils articulate how worship motivates them to reflect on their behaviour. Weekly awards allow them to nominate their peers for living out the Christian values that are explored during worship. Pupil leaders support the planning and delivery of worship. This ensures it remains relevant and inspirational. There are close links with the Church of St. Martin’s, which the whole school visit regularly for services. This has helped to encourage a number of families to begin worshipping there. The ‘my faith’ group, run by members of the church, provides a safe space for the exploration of personal beliefs. Pupils appreciate the ‘open the book’ worship group that visit and retell Bible stories through drama. This brings the teachings of Jesus to life and relates them to the world today. Effective monitoring of collective worship, including pupil voice, has led to a review of the music used. Pupils understand that three candles are lit to signify God as Father, Son and Holy Spirit. Numerous opportunities are offered, without compulsion, for prayer. Pupils engage with classroom reflection areas to share their thoughts, hopes and anxieties in a safe environment. Prayers from the heart tree are seamlessly integrated into collective worship. This supports the individual spiritual flourishing of pupils and adults alike.

The aspiration for ‘life in all its fullness’ underpins the overarching principle that ‘we respect everyone and everything’. Restorative justice, based on forgiveness, allows pupils to reflect on their own decisions. As a result, behaviour is exemplary and relationships at all levels are positive. Wellbeing is a high priority within the school. Mental health leaders are trained to provide individual support. The ‘take five’ initiative helps to develop resilience, equipping individuals to pause and reflect. Pupils explain how this helps them when things are difficult. Staff appreciate the open-door policy of the headteacher and how workload is always a key consideration when new initiatives are implemented. This nurturing culture for all ensures everyone is equally valued and cared for as a

child of God. There are numerous opportunities for the development of leadership skills. The junior leadership team ensure charity work is decided upon democratically and understand the importance of listening to all opinions. Pupils also take advantage of spontaneous opportunities to challenge injustice. A recent foodbank collection was inspired by concerns surrounding the cost of living crisis. A deep understanding of how to bring about positive change does not fully extend to all pupils.

The religious education (RE) curriculum is planned effectively to allow exploration of a range of religions and worldviews, including Christianity. It has a balance of theology, philosophy and the human sciences. The curriculum allows pupils to engage with big questions and pose their own 'burning' questions to deepen existing understanding. Staff benefit from regular training on RE, including bespoke support from the diocese. Recent developments include more detailed progression and planning documents. Consequently, pupils in Year 5 and 6 demonstrate an impressive understanding of differences within Christian traditions. The curriculum is not embedded to the extent that diversity is fully explored across all world faiths. Learning is extended outside of the classroom. An educational visit to Leicester enabled pupils to visit places of worship from a variety of religions. This brought classroom learning to life and gave pupils an opportunity to deepen their understanding of diversity.

The inspection findings indicate that Leverton Church of England Academy is living up to its foundation as a Church school.

Information			
Inspection date	11 October 2023	URN	137986
VC/VA/Academy	Academy	Pupils on roll	84
Diocese	Southwell & Nottingham		
MAT/Federation	Diocese of Southwell and Nottingham MAT		
Headteacher	Rebecca Longworth		
Chair	Hayley Turner		
Inspector	Kelly Wall	No.	951