

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

<b>Lamerton Church of England Academy</b>	
Address	Lamerton, PL19 8RJ
School vision	
<p>Planting seeds of hope in our community. Together we dream, believe and achieve.            We have chosen the parable of 'The Sower' to inspire and underpin our vision.            We strive to provide the good soil for all our children to flourish. We care for all our children and support them to care, learn and grow. We believe our purpose is to nurture and enable everyone in our community to flourish as this will enable children to be the person they are fully capable of being. We articulate this as 'Dream, Believe, Achieve.' We desire to aim high, with courage to dream.</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The school's Christian vision is well-developed and pupils and adults articulate a real understanding of its significance and how it raises aspirations and self-belief. It enriches the life of the community where school and church work in an exemplary manner to nurture all within the 'family'.</li> <li>• Collective worship enables pupils to understand what the vision looks like in daily life and its significance for them. The worship leader is dedicated, maintaining high-quality planning, whilst the pupils' ethos team play a major role in planning, leading and initiating improvements.</li> <li>• There is a range of effective provision to meet the diverse needs of pupils with special educational needs and/or a disability or those who are disadvantaged. This enables them to flourish in their learning.</li> <li>• Leaders at all levels are conscientious and dedicated to the work of this Church school. They use the vision to drive developments whilst robust evaluations lead to ongoing foci for improvements.</li> <li>• Ongoing developments in religious education (RE) raise the importance of the subject. Pupils show a real curiosity to 'dig deeper' and respond to big questions.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Enrich understanding of injustice and create a culture of relentless compassion so that pupils can become independent agents for change.</li> <li>• Embed approaches to spirituality and identify in planning opportunities for spiritual flourishing so pupils can express their ideas in a variety of ways and articulate its significance for their lives.</li> <li>• Deepen understanding of core religious concepts and Christianity as a living faith so pupils are confident to articulate and use when responding to 'big questions'.</li> </ul>	
Inspection findings	
<p>Faced with a fire gutted school pupils and adults relocated to the village hall and marquee. Leaders recognised the importance of refreshing their Christian vision to give hope to face these</p>	

challenges. They adopted the Parable of the Sower. Pupils talk of the seeds as opportunities to grow and the challenges which can hinder growth. The school offers the best soil where all can realise their God-given potential. The vision of enabling everyone to grow is effective in meeting the needs of pupils, families and the community, raising aspirations. The relationship with the church and community is exemplary, together they initiate local celebrations and encourage one another. During rebuilding this support was outstanding. Volunteers gave time and resources, sharing the hall, whilst worship raised hope. Leaders create a systematic schedule for evaluating the impact which the Christian vision has, with clear foci for each term. A pupils' ethos team works alongside governors, talking with peers and agreeing improvements. This has resulted in further opportunities for reflection, enriched by music and visual images.

The vision of growing and believing in yourself entuses leaders to take Jesus' example of nurturing those who need additional support. The heart of the vision is enabling pupils to dream and believe that they have the potential to flourish. A distinct culture of raising aspirations permeates daily life. The language of becoming the best person you can be is widely adopted. Staff offer seeds of hope, a range of experiences which help pupils recognise their talents. Visitors often inspire, reinforcing how positive attitudes bring success. Through trusting relationships with staff, pupils set themselves targets to achieve even more in their learning. They grow in confidence, readily identified in the way they pose questions and show curiosity. The school has a reputation for the quality of care offered, with significant numbers of new pupils joining as a result. Bold decisions by leaders ensure individuals receive high-quality interventions, addressing specific needs. Pupils' social and emotional needs are well met, where regular screening leads to individualized support.

Inspired by Jesus' teaching of being the best person you were made to be, the school prepares 'soil' for each to fulfill their potential. Learning experiences are the 'seeds' which stimulate pupils' curiosity. Visits to London, Bristol and places of worship deepen understanding of diversity, extending their understanding of the wider world. Pupils talk positively about differences in culture, but value each others' opinions. They talk of the importance of dreaming, as it can 'change lives for good'. Through the vision, challenges are understood to be opportunities for growth, developing resilience. The vision makes it clear that all have a responsibility for others, where each can make a difference, giving hope for the future. There are some opportunities to explore injustice, for instance, studying Black history. Pupils show a growing understanding of their responsibility of caring for God's world. The school council leads projects for saving energy. However, many of these projects are adult initiated, so pupils have not become independent agents for change. The provision for spirituality has been strengthened, agreeing a definition which pupils positively talk about, recording ideas in journals. Whilst staff have some appreciation of where spiritual development opportunities occur, these are not yet recorded in planning.

Leaders talk of the vision as being a life changing experience in how we can live life to the full using Jesus' teaching as guidance. An essential part of this is the way individuals work together, make relationships and contribute to the community. Pupils are nurtured to dream of a community which is based on love and respect for all. 'Together' is seen as a key part of the vision, where working collaboratively means each can achieve more. Pupils relish sharing ideas and learn from one another, celebrating others' successes. There is a sense of being part of a family, where older pupils model the Christian values and nurture peers. Everyone treats others with dignity and respect. Pupils' behaviour is of a high standard. Any disputes are resolved using Jesus' teaching of forgiveness.

The school was federated with Gulworthy, with whom it shares an executive head. This enriches the school's provision. Joint training, sharing subject leaders' expertise enhance learning. In September, they became part of the Learning Academy Partnership (LAPS). The expertise given is already making a difference. Leaders are ambitious and use Diocesan training to enhance skills and support colleagues who lead worship. Joint reviews by Diocesan advisers enrich the school's improvement, notably in spirituality.

The Christian vision is brought to life through collective worship, so all understand what it looks like. Each aspect of the vision is explored and linked to Christian values, so pupils see the difference these make. This draws on Jesus' teaching, enabling pupils time to reflect on its significance. Christian values are used throughout the day, so their importance in a variety of situations is established. Collective worship is inclusive, open to all to contribute with integrity. It often inspires pupils to respond positively. The leader for collective worship ensures planning is detailed, giving clear guidance for each day. Links to resources are included with visual resources and key questions which deepens understanding. This is shared with other schools as an example of good practice. Pupils are enthusiastic to be part of the ethos team, contributing to improvements. They evaluate collective worship making changes to planning. Ethos team members confidently plan and lead worship, setting questions which challenge thinking. Prayer is valued, pupils spontaneously pray at the end of worship on the theme. They appreciate time to share ideas with God or to be quiet. Pupils wrote prayers which were planted into the new walls of the school.

The RE subject leader draws upon Diocesan expertise to refresh the curriculum, so that it progressively develops pupils' understanding. Units of work are carefully planned, identifying key religious vocabulary, which extend pupils' understanding. Staff effectively use a range of strategies which enable pupils to use their knowledge to make links to new work. Skills which help pupils think at a deeper level in RE are steadily developing. Pupils have a growing knowledge of core religious concepts, although there is some confusion. Their understanding of Christianity as a living faith is less well developed. There are increased opportunities to respond to a 'big question', where pupils are curious to 'dig deeper'. Pupils listen well to peers, but will challenge, knowing how to disagree well. The subject leader ensures that the school's work in RE meets Church of England expectations. A thoughtful understanding of world views is evident, enriched by visits to places of worship.

These inspection findings indicate that Lamerton Church of England Primary Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

Information			
Inspection date	21 September 2023	URN	113411
VC/VA/Academy	Academy	Pupils on roll	50
Diocese	Exeter		
MAT/Federation	Learning Academy Partnership South West		
Executive Head	Melody Sterry		
Chair	Nick Henderson		
Inspector	David Hatrey	No.	844