

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lovington Church of England Primary School

Vision

At Lovington C of E Primary School, we are committed to providing the best education for all our children so that they are happy, kind, thoughtful individuals with a positive Christian outlook on life and with the resilience to take on their next challenge. We nurture the whole child, where they feel valued and safe enabling them to flourish emotionally, academically, physically and spiritually. We achieve this through learning experiences that are inspiring in a secure, stimulating and purposeful environment where children find learning enjoyable. The children are at the heart of all we do. We teach our children 'To be the best they can be', working collectively as a team together, we enjoy, dream and explore.

Lovington 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.

Strengths

- The Christian vision is at the heart of this church school. Dedicated and driven leaders are inspired by the vision to identify initiatives that consistently lead to ongoing improvements.
- The school has made rapid and impressive progress in creating an ambitious curriculum that engages pupils. This raises pupils' curiosity, so that they develop a love of learning.
- The Christian values adopted by the school are influential in shaping pupils' attitudes and actions. Staff perceive their role as modelling these, so that pupils treat one another with a high degree of dignity and respect.
- Leaders effectively address the diverse needs of pupils who have special educational needs and/or disabilities (SEND). Support is tailored to individuals, raising aspiration and self-belief. The Preston Primary Academy Trust (PPAT) makes an invaluable contribution to this work.
- The Christian vision enables pupils to be the best they can be through highly effective nurture for wellbeing. In particular, the guidance given to families through a termly booklet to support their mental health makes a very positive difference to their lives.

Development Points

- Ensure that opportunities for spiritual flourishing are an integral part of the curriculum. This is to support pupils in expressing their ideas, so staff understand how these experiences are enriching pupils' spiritual flourishing.
- Enable pupils to explore questions in religious education (RE) in a variety of ways. This is to allow pupils to appreciate the different beliefs that people have and to think at a greater depth.
- Allow pupils to make a greater contribution to leaders' evaluations of collective worship. This is to ensure that pupils contribute to decisions that make collective worship accessible to all.



Inspection Findings

The Christian vision is at the heart of this Church school. It inspires leaders to enable each pupil to be the best they can be, with staff and pupils adopting this language. Pupils draw upon the linked Christian values that help them to understand how they can be 'the best'. Leaders are dedicated and driven, using the vision to effectively address pupils' different needs. Pupils make thoughtful links between the vision and parable of the sower. They see themselves as the different seeds that flourish in the school's rich soil. They understand that there are challenges they face that can hinder their growth but which they are supported to overcome. This creates a rich school culture of discovering talents and thriving. Staff perceive their role as serving God's children, because they deserve the best. They articulate that, by modelling Christian values, the impact they make becomes clear. Staff feel important and indicate where their talents have been recognised. Leaders' evaluations are rigorous, identifying next steps that consistently lead to initiatives that allow pupils to flourish. PPAT makes a strong contribution to this process, where its expertise shapes new projects. Governors make a good contribution to monitoring. For instance, they recommended additional time for deeper pupil discussions in collective worship.

Leaders draw on Jesus' example of how he reached out to those facing challenges on life's journey. This has resulted in leaders transforming the provision to meet the diverse needs of pupils. Early identification and individualised support remove barriers to learning. Staff create extracurricular experiences that specifically allow these pupils to flourish. Pupils feel valued, growing their self-belief and raising their aspirations. For example, new support for enabling pupils to recognise and talk about their emotions is having considerable impact. Ongoing reviews lead to well-focused new initiatives, such as becoming a spelling detective. The PPAT provides expertise that enriches school support. Staff have made rapid progress in creating an exciting curriculum. Pupils talk enthusiastically about 'the hooks' that start each unit, which bring the subject to life and develop a love of learning. Christian values, such as courage and resilience, permeate learning so that their importance is recognised. There is a persuasive culture across the school of doing your best with pupils taking a pride in all they do. Careers days welcome adults to talk about future jobs, widening horizons. The importance of spirituality in the curriculum is growing, with pupils using an approach that guides their thinking. However, spiritual opportunities are not an integral part of the curriculum. This means that it is not clear to what extent these experiences are enhancing pupils' spiritual flourishing.

Collective worship is the focal point of each day, enriching understanding of the significance of the Christian vision. Leaders shape worship so that it enables pupils and adults to have opportunities for spiritual development. They do this by giving time to be calm, pause, ask and seek answers to questions, to discuss and refine ideas. Pupils reflect upon moments of awe and wonder and what they mean. Pupils are beginning to articulate and consider the value of these moments. Leaders have thought carefully about inclusion and what each person can take from worship. Pupils use sign language for parts of collective worship, recognising that all have different needs. Collective worship is invitational, allowing each to contribute with integrity. It can be inspirational, for instance, considering how role models made a difference and how pupils might do the same. Pupils' evaluations of worship are at an early stage of development. They do not contribute to decisions about worship which might make it accessible to all, for example the themes chosen. Partnerships play a major role in school improvements. The local church hosts the celebration of the main Christian festivals. Good practice is shared by other PPAT schools. Advisers enrich evaluations and lead master classes in various areas to raise the impact that this Church school makes. The diocese offers well-focused training, including supporting the school's development of spirituality.



There is a distinct sense of being part of a caring school that is nurtured by the Christian vision. Being the best you can be means making a positive difference to your community. The current focus is 'colouring the world with kindness'. Pupils nominate peers for the kindness cup, giving reasons for their choice and recognising how this makes a difference. Trusting relationships are built, leading to pupils and adults treating one another with a high degree of dignity and respect. Enriching pupils' and adults' mental health and wellbeing is a strength. Pupils have a variety of opportunities to be mindful and reflect, aware of techniques that support them. A termly booklet gives families strategies, and highlights workshops and websites. These address issues of which leaders are aware. This is a very valuable resource.

The school is steadily nurturing a culture that challenges injustice, with curriculum opportunities stimulating awareness. For instance, exploring the Amazon raises questions of how human beings treat rainforests and the impact on animals' habitats. This is enthusing pupils to respond and make others think. It is extended by pupils undertaking leadership roles. They can apply to become site managers, so that they can take care of God's world. These pupils promote recycling, seeking to reduce pollution. Each class decides on a charity or issue they wish to highlight, taking action to make a difference. With no local park facilities, some pupils challenged local councillors to create one. They designed models, ensuring that the needs of all were addressed.

RE has an influential profile in the school. A well-crafted curriculum effectively addresses the needs of pupils of different ages in the class. Knowledge is steadily built up, with key vocabulary identified for each unit. Ideas from previous learning are revisited to ensure that pupils retain information. Planning identifies in which units of work specific RE skills, such as interpretation, are developed. Staff have agreed what these skills look like in each year group, ensuring progression of thinking. Pupils have a growing understanding of key religious concepts. However, there is a lack of strategies that enable them to explore and understand the variety of people's beliefs. Pupils' understanding of worldviews is good. Visitors nurture pupils' awareness of how faith is celebrated and why it is important. Leaders have invested in religious artefacts that help pupils perceive the meaning of festivals. Colleagues from other PPAT schools share best practice and shape new approaches. This results in greater use of effective role play in lessons.

Information

Address	Lovington, Castle Cary, Somerset. BA7 7PX		
Date	19 June 2025	URN	151295
Type of school	Academy	No. of pupils	32
Diocese	Bath and Wells		
MAT	Preston Primary Academy Trust		
Headteacher	Emma Marshall		
Chair of Governors	Naomi Bushrod		
Inspector	David Hatrey		