

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lavant Church of England Primary Academy

Vision

Our vision is to inspire and support every child (and adult) to aim for and achieve their very best, loving one another and **'living life in all its fullness'** (John 10:10). Through our vision, we aim to:

provide inspirational real life learning experiences which challenge, engage and motivate within a creative, inclusive Christian environment,

nurture reflective learners who have a sense of responsibility, humility and respect,

encourage effective, purposeful collaboration between individuals, who understand the importance of their contribution to local and global communities,

foster a life-long love of learning where individuals accept challenges and take risks with the perseverance to adapt and aspire.

Strengths

- School leaders, together with the Bishop Luffa Learning Partnership (BLLP), are committed to sustaining a community that lives and breathes its Christian vision. This means that pupils and adults are fully included, feel loved and are valued. Each person's uniqueness and talents are encouraged, developed and celebrated. This enables them to live life in all its fullness and to achieve their very best.
- As a result, a curriculum which is very well tailored to its context is in place. It supports pupils in becoming confident individuals, able to connect their learning to the world around them.
- Collective worship inspires a strong sense of belonging. It celebrates what each member of this community brings to its joyful and purposeful daily life.
- The Christian vision ensures that relationships at every level are characterised by love, trust and compassion. This means that people feel 'held' and 'embraced' by others in times of happiness and in times of difficulty.

Development Points

- Deepen pupils' understanding of the importance of justice beyond their school community. This is so that they will be able to take ownership of projects which help others in an informed and meaningful way.
- Embed religious education (RE) knowledge and subject specific vocabulary within pupils' learning. This is so that they are able to have confident and balanced conversations about a range of religious and non-religious worldviews.



Inspection Findings

A strong desire to love, serve and transform lives lies at the heart of the Christian vision of Lavant primary school. Leaders model the ambition that each individual child and adult should be enabled to 'live life in all its fullness'. They do this by living and breathing the vision in terms of both pupils and staff achieving their very best. This interpretation of the biblical basis of the vision is accessible to staff and families. Such an understanding creates a day-to-day reality which means that gifts and talents are recognised, developed and celebrated. Governors provide encouragement, support and challenge to ensure that they play their full part in facilitating fullness of life and living. The vision of the trust and school are fully aligned, with early partnership working proving to be mutually and fruitfully beneficial. Parents and carers speak of how the values of the Christian faith are 'one hundred per cent lived out'. The headteacher accurately summarises the vision, together with its associated values, as that 'which shapes us'.

Leaders are bold in their decisions about the curriculum. This means that they continue in their determination that it will never be narrowed. Rather, each talent is recognised and included in pupils' learning journeys well beyond the core subjects. Praise for the fully inclusive curriculum is given by parents and carers, governors and the diocese. There is constant review of what is displayed within the environment so that there is enough, but not too much, visual stimulation. This has helped pupils, including those who have special education needs and disabilities (SEND), to be well supported in their lessons. A time to celebrate learning, but also to reflect upon it, is offered in collective worship on a weekly basis. This is spoken of with pride, joy and enthusiasm by pupils, staff and families. There is a strong, intrinsic sense of spirituality within the current curriculum with a focus on self, others and the wider world. This enables staff and school leaders to explore spirituality widely, especially in relation to the natural world. For pupils, places in school for prayer and for reflection feed into their spiritual development and into their wellbeing. As a result, they know where and how they can 'think about God', find a friend and be helped with their worries. As with other important aspects of school life, reflection on the effectiveness of this approach to spirituality is ongoing.

There is a remarkable depth in relationships at all levels within this small school community. By supporting each other to experience life in all its fullness, adults and pupils show love, compassion and trust. Parents and carers have full confidence that their children are nurtured and that their needs are catered for fully. One parent spoke of this care as 'transformative', another as 'collaborative'. Staff speak with gratitude about the support that they have received personally and professionally so that 'we fulfil our potential'. This is extended to their pupils as staff know from personal experience what it is to 'develop each person's God-given talents'. By focusing on potential and uniqueness, they highlight the positive aspects of difference and diversity. This means that pupils, including those with particular needs, fully appreciate who they are, thus building their self-esteem. Governors speak of a 'dynamic staff', investing in their professional development and having an active concern for their wellbeing. They make positive changes by listening to pupil voices as part of their monitoring and evaluation. This feeds into their very strong relationships within the school community.

There is a deep sense of personal and community responsibility which flows outwards from the culture within the school. As a result, relationships beyond the school contribute much to offering life in all its fullness to pupils, their families and staff. The diocese is supportive of the school's strengths and continues to play an important part in its ongoing development. The BLLP is both giving and benefiting from its new relationship with the school. There is a programme of staff development in place for the coming year. The headteacher's leadership support of another trust school means that he is developing professionally, as is Lavant's deputy headteacher. Partnerships with external agencies are strong, doing much to support those who are vulnerable or in need. This is driven by a sense of justice that pupils and their families must experience all that life has to offer. The local churches walk closely alongside the school. Pupils, together with parents and carers, speak enthusiastically



about the monthly 'Messy Church' sessions, 'Open the Book' worship and an annual prayer spaces week. These are activities which pupils remember and talk about at home. In looking beyond its community and locality, pupils raise money for a number of charities each year. Their understanding of why they do this or of why it is important is limited. They do not have ownership of why they need to help others in terms of justice and fairness in the wider world.

RE is well led and managed. The adoption of new resources has increased staff confidence in the teaching of the curriculum. Pupils enjoy their lessons and engage well. For example, they are able to talk about how RE helps them to develop their own ideas about God. They are also able to discuss some aspects of the practices of the major world faiths. Understanding that RE provides a space for them to offer their own opinions, they appreciate that they are also learning to disagree well. A review of the first full cycle of a two-year curriculum has resulted in improvements designed to support pupils' learning. The introduction of 'knowledge organisers' has started to support teachers and pupils across the RE curriculum. This initiative is in its infancy in terms of building understanding of key ideas and the use of appropriate religious vocabulary. A programme of visits and visitors has been started, in order to deepen understanding of how faith is lived and practised. Teachers are well supported by the RE leader in further developing the curriculum. RE specialists from the BLLP are beginning to provide valuable expertise in monitoring and reviewing this subject area.

Collective worship is driven and fed by the Christian vision and its associated values. There is a sense of joyful belonging when the community gathers each day. The well-designed programme builds pupils' and adults' understanding of key Christian teachings, helping them to follow the example of Jesus. In turn, this supports the practical outworking of the school's values in relation to behaviour and attitudes day to day. Pupils are enthusiastic about their participation in singing and in leading some elements of worship. They enjoy seeing the students from Bishop Luffa secondary school for a fortnightly act of worship whom they see as inspiring role models. A strong partnership with the church is maintained through the weekly leadership of worship by its children and families' worker. Times of prayer and of quiet are an integral part of collective worship, thus contributing to the spiritual development of adults and pupils. During such times, they respond respectfully to the invitation to apply the message to their lives that day. The school's strength and confidence in its collective worship means that it offers support to other schools through the BLLP.

Information

Address	West Stoke Road, Lavant, Chichester, West Sussex PO18 0BW		
Date	2 October 2024	URN	150158
Type of school	Academy	No. of pupils	112
Diocese	Chichester		
MAT	Bishop Luffa Learning Partnership (BLLP)		
Headteacher	Adrian King		
Chair of Governors	Ann Smith		
Inspector	Virginia Corbyn		