

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

### Loughborough Church of England Primary School

#### Vision

Together in God's grace may we give our children the roots to grow and the wings to fly.  
Those who hope in the Lord will renew their strength. They will soar on wings like eagles.

Isaiah 40:31

Loughborough 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.

#### Notable Strengths

- The Christian vision is the bedrock on which the school builds high aspirations for both pupils and adults. It is based on a deep understanding of the needs of pupils and the context of the school community.
- There are exceptionally strong links between local churches and the school. This shared partnership helps demonstrate faith in action and ensure the school is deeply rooted in its Christian foundation.
- Positive relationships influence the wellbeing of many. This is because individuals are each valued as significant members of this tight knit school family.
- The voice of pupils is strong. They know that their opinions matter and adults will listen and respond to their suggestions and ideas. This enables them to embrace various roles of responsibility with confidence.

#### Development Points

- Strengthen monitoring systems to recognise and evaluate the impact of the vision across all aspects of school life. This is to support leaders in their decision-making and continue to deepen the school's Christian foundation.
- Consolidate provision within the religious education (RE) curriculum to enrich pupils' knowledge of religions and worldviews. This is to develop their personal understanding and help them make sense of the multi-religious world in which they live.



## Inspection Findings

### Vision and Leadership

Loughborough's biblical vision has great visible prominence and is readily articulated by the school community. Values, rooted in the Bible, foster the ability for both pupils and adults to have 'wings to fly.' Staff are relentless in their ambition to prepare pupils to be good citizens of the world. There is an exceptional quality to relationships contributing to the sense of belonging in this supportive school community. Individuals thrive and lives are treasured in a rich culture of Christian love. The school and trust have a shared vision to help every pupil to flourish and succeed. This partnership helps set the strategic direction of the school and offers pertinent individualised support for leaders and staff. Governors know the school well, understanding its context and vision. However, at present, monitoring of the vision is not formalised or systematic. Consequently, awareness of its impact in discussions and evaluations is not always specific, thus restricting development as a Church school.

### Vision and Curriculum

Those who attend this school are given roots to grow and a hope for their future. The trust provides valued professional support for adults in school. It organises beneficial partnerships between leaders and staff subject coordinators. In this way, reciprocal visits to monitor various aspects of the curriculum contribute to pupils flourishing in their learning. The curriculum empowers many to see themselves as part of a far wider world. For example, Year 6 have recently considered the impact activists had on the civil rights movement. Pupils are inspired by their learning. One pupil reflected that 'this school has given me no limit to grow and drives me to soar as high as I can.' Provision for those with special educational needs and/or disabilities is highly inclusive. Adaptations to the curriculum allow pupils to be successful in their own unique way. A shared understanding of spirituality, expressed as 'ourselves, others, and the big beyond', is familiar and firmly embedded. This allows many to recognise and value moments of spiritual growth. A range of wider curriculum opportunities, such as drama and a choir, contribute to the richness of provision and raising aspirations. Trust events with other schools provide opportunities to aim high in sport and music, thus nurturing individual talents and skills.

### Worship and Spirituality

Collective worship is a special time when everyone comes together to share and reflect on the vision. A sense of familiarity is created by a daily routine of lighting a candle and a focus on the cross. This ensures there is a rhythm to these occasions, whether in the hall or classroom. Pupil worship leaders are proficient in their roles and take part with confidence. Symbols and actions to describe spiritual moments strengthen worship. These increase awareness of spirituality and contribute to flourishing in times of quiet reflection and pupils' personal prayer. Weekly visits by leaders from a variety of church traditions broaden an understanding that Christians worship in diverse ways. This seamless collaboration with a range of local churches means that there are many different experiences on offer. These include events in church buildings or attendance at two church led lunchtime clubs. Pupils recognise the relevance of faith in today's world as they encounter stories from the Bible in fun and creative ways. A group of parents meet weekly to pray for the school. This draws the school community together sharing the desire to give pupils strong roots to grow. Being part of the community at Loughborough leaves a legacy ensuring the impact of its Christian heritage lives on. For example, former Loughborough pupils are now, as adults, the church leaders supporting collective worship in school.

### Vision and School Culture

Staff and pupils are given roots to grow and fly through the effective provision of their wellbeing and mental health needs. Leaders are committed to establishing a deeply inclusive culture where individuals are cherished and valued. A daily presence by leaders at the school gate ensures that parents and carers are welcomed. Any concerns are thus addressed promptly, fostering a sense of care for the individual. Leaders work to increase attendance in a variety of ways, such as providing a quiet classroom at the start of the day. These bespoke, vision-focused methods are unquestionably fostering school attendance. As a result, parents describe staff as



going the 'extra mile' to nurture their children. Personalised support and signposting to relevant external services ensure families, at times of need, support with basic necessities. Notably, those who through circumstance, only attend the school for a short space of time, are enabled to flourish. They leave with the legacy of Isaiah 40:31 instilled in their lives. Pupils treat each other well because values are lived out within interactions. One pupil stated that it makes them feel 'very smart.' This is because they are recognised for trying to reflect the values in their own life.

#### Vision, Justice and Responsibility

Pupils develop confidence and a sense of purpose as they enthusiastically describe their leadership roles and the responsibilities that they are given. Staff ensure that they have a voice and are listened to through the remit of the 'pupil parliament'. This is divided into worship and ethos, eco, school improvement and wellbeing sub-committees. These pupils strive to make their school a better place to be. This is exemplified by the worship committee who wrote to leaders requesting a tent to enhance quiet contemplation and prayer outside. They worked diligently to identify ways to fundraise for this project. Additionally, leaders apply for contributions from a local charitable foundation which enable the pupil parliament to help fund their initiatives. A visit from the local member of parliament contributed to their understanding of how to make a difference in the world. As a result, pupils advocate and act for causes which matter to them. A weekly focus on global issues in collective worship promotes discussion and raises awareness about matters beyond their local area.

#### Religious Education

Ambitious leaders are keen to make sure that RE has a high priority at Loughborough. Valuable partnerships with the diocese and trust mean that staff are well-supported in their roles. For instance, peer coaching ensures new teachers have a comprehensive understanding of how to teach the subject effectively. Pupils know that RE is helping them to respect those of different faiths and worldviews. It prepares them to have well-informed conversations with their peers. Many enjoy the well-sequenced curriculum and imaginative ways in which they investigate faith and belief. For example, they enjoy crafting animations of Bible stories. However, there are limited practical visits and real-life opportunities to experience a diverse range of cultures and belief. This inhibits enrichment of a personal knowledge and the ability to think critically and grapple with big questions about faith.

Teachers make effective use of detailed and well-planned lessons. Teaching is adapted for those who struggle to access learning in RE. This allows them to actively participate in lessons and move forwards in their learning. Monitoring and evaluation of RE is thorough and strengthens curriculum and classroom provision. Book scrutinies have identified the need for higher expectations for presentation in written work. Assessment has been highlighted as an area of development and ongoing focus. A range of activities enable staff to make accurate judgments about progress and attainment. For example, curriculum quizzes, at the end of units mean that teachers know the next steps in learning for pupils. This contributes to deepening knowledge of Christianity and major world religions and worldviews.

## Information

Address	William Street, Loughborough, Leicestershire LE11 3BY		
Date	18 June 2026	URN	140911
Type of school	Academy	No. of pupils	143
Diocese	Leicester		
MAT	Rise Multi Academy Trust		
MAT CEO	Dave Ellison-Lee		
Headteacher	Nicola Ferey		
Chair of Governors	Howard Jones		
Inspector	Joy Hardy		