

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leadenham Church of England Academy

Vision

At Leadenham Church of England Primary Academy, our vision — “Be kind and build each other up” — is at the heart of everything we do. We believe every child is unique, valued, and loved, and we are committed to nurturing the whole person: academically, spiritually, emotionally, and socially. Through a supportive and inclusive community, we encourage our pupils to show kindness, respect, and compassion, empowering them to grow in confidence and character. By working together, celebrating each other’s successes, and embracing challenges, we create a place where everyone can flourish and make a positive difference in the world.

Leadenham Church of England Academy 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

- Collective worship clearly embodies the vision, shaping relationships across the academy. It creates a calm and nurturing space where pupils and adults experience spirituality, and practise kindness and encouragement.
- Rooted in the academy’s vision, opportunities for spiritual development are securely woven through the curriculum. The language of ‘self, others, world and beyond’ supports pupils and adults to reflect and make meaningful connections.
- Effective pastoral provision enables pupils and adults to feel known and loved as unique individuals. This nurtures a deep sense of belonging and consistently underpins the positive culture of wellbeing.
- Guided by the vision, leaders ensure that pupils who have special educational needs and/or disabilities (SEND) and those deemed to be vulnerable are known, supported and able to engage fully in academy life.
- Effective collaboration with the Infinity Academies Trust builds strong leadership capacity, resulting in a Christian vision that consistently guides strategic decisions. Consequently, provision across the academy supports pupils and adults to flourish.

Development Point

- Enhance opportunities for pupils to act independently on their understanding of injustice. This is to enable them to identify how they can make a positive difference beyond the academy.



Inspection Findings

Vision and Leadership

Rooted in biblical teaching, Leadenham Church of England Academy's vision is thoroughly embedded. The shared commitment to 'be kind and build each other up' strongly shapes interactions and relationships. In this small rural academy, the vision helps leaders respond thoughtfully to the needs of a close-knit and distinctive community. Adults consistently model respect and compassion, which helps pupils to understand how these values influence their personal relationships and learning. Leaders ensure that decision making is driven by the vision's guiding principle. For example, staffing is organised with care and precision so that pupils receive individual attention and support within mixed-age classes. Consequently, an environment is created in which pupils thrive. Partnerships with the local church enrich pupils' spiritual flourishing through shared worship, reflection and links with the Christian community. The trust offers guidance, challenge and professional development. This helps leaders to apply the vision consistently in their provision for pupils and adults. Academy champions know the academy well, and their monitoring reflects a clear understanding of its Christian foundation. They hold leaders to account with confidence and consideration, ensuring that the vision continues to shape improvement.

Vision and Curriculum

Leaders use the vision consistently to design an ambitious and inclusive curriculum aimed at meeting the needs of the community. The curriculum is adapted so that pupils who have SEND can access learning alongside their peers. Teachers use flexible approaches and practical experiences to support their understanding. Consequently, pupils across the academy are confident and curious learners. Spirituality is a significant and deliberate feature of the curriculum. The shared language of 'self, others, world and beyond' enables pupils and adults to reflect deeply and engage in meaningful dialogue. Spiritual opportunities are intentionally planned within every lesson, meaning that moments for reflection and wonder are carefully structured. Outdoor learning is a distinctive and effective feature, providing rich opportunities that develop resilience, collaboration and appreciation of the natural world. The wider curriculum provides inclusive and carefully chosen experiences beyond the classroom that deliberately broaden pupils' horizons and enrich their learning. For example, activities such as wheelchair sports help pupils to understand challenge and develop resilience through shared physical experiences. As a result, pupils grow in confidence and are better prepared to engage positively with future learning and life experiences.

Religious Education

Leaders thoughtfully plan a religious education (RE) curriculum that builds knowledge and understanding over time and revisits key ideas as pupils grow. This is particularly important in this small school, where pupils of different ages learn together. The RE curriculum reflects the academy's vision by enabling pupils to understand how Christian values shape belief and guide how people live. This is explored through learning about Christianity as a lived and diverse faith, including prayer, festivals and teachings about forgiveness and service. The curriculum is carefully designed to broaden pupils' understanding of a range of other religions and worldviews. Through exploring the different ways that people think about and practise their faith, pupils reflect on their own beliefs. They develop the maturity to engage respectfully with others whose views may differ from their own.

The teaching of RE reflects the academy's commitment to high-quality learning. Teachers demonstrate a secure subject knowledge and use well-chosen resources to bring Christianity and other world faiths to life. Lessons encourage thoughtful reflection on spiritual and ethical issues. This deepens pupils' understanding of how religious teachings can influence the choices that people make in life. Leaders monitor RE regularly and provide focused training that helps teachers to refine their practice. Assessment is used accurately to identify what pupils know and understand. Staff adapt lessons to meet the wide range of needs in their classes. For example, they adjust questioning so that younger pupils grasp key ideas, whilst older pupils explore concepts in more depth.



Pupils record their learning in creative ways, showing pride in the subject. As a result, pupils achieve well in RE across the academy.

Vision and School Culture

Motivated by the vision, leaders create a nurturing and responsive pastoral culture across the academy. The vision shapes decisions and ensures that wellbeing is prioritised for pupils and adults. This is evident in the open and trusting relationships that leaders and staff build with families. Parents and carers feel confident to approach staff with concerns, knowing that they will be listened to. Pupils benefit from dedicated areas where they can go to feel calm and ready to learn. They use these spaces independently when they need time to reflect or seek reassurance. Provision for pupils who have SEND and those identified as vulnerable is carefully planned and well understood by staff. Adults know their pupils well. They give tailored support that helps individuals to feel included and engage positively in academy life. Leaders recognise that staff wellbeing is essential. Effective support from the trust reinforces this through taking regular feedback from academy staff. Their views actively inform decision making so that adults within this small community feel valued and empowered.

Vision, Justice and Responsibility

Inspired by the vision, leaders and staff encourage pupils to make a positive difference in the world. Consequently, they look out for one another, with older pupils caring responsibly for younger ones. Adults initiate meaningful opportunities for pupils to contribute locally. For example, they read poetry at a village café, which builds their confidence and positive engagement with the wider community. Through exploring global challenges, such as pollution and threats to wildlife, pupils develop an informed understanding of justice. This helps them recognise the responsibilities that come with caring for the world. Pupils know that by expressing their views they can draw attention to issues and potentially effect change. For example, they have written to decision makers about the plight of marine life due to pollution and overfishing. Encouraged by staff, pupils understand that they can act to help others and protect the environment. They demonstrate this through enthusiastic participation in activities such as fundraising for charities and litter picking. However, pupils' actions beyond adult-led activities are less well developed. As a result, pupils have not fully formulated their own ideas of how to make positive changes for good within the wider world.

Worship and Spirituality

Collective worship powerfully reflects the academy's vision. It creates a daily space where the values of kindness, unity, curiosity, integrity, love and hope are modelled and practised. Worship is carefully planned so that pupils and adults are able to participate openly and thoughtfully. Moments of stillness and prayer help pupils and adults explore spiritual questions. These quiet times encourage individuals to make links between faith and everyday experiences. Worship is securely rooted in biblical teaching, which helps pupils understand how Christian values can guide people to make wise choices. For example, the story of how Moses was rescued from drowning as a baby encourages pupils to think about love and kindness. This helps them to show empathy and compassion towards others in their own lives. Contributions from church visitors enrich worship by offering different perspectives and experiences. Leaders, including academy champions, monitor the impact of collective worship and make thoughtful improvements. As a result, it remains central to academy life and actively supports the spiritual flourishing of pupils and adults.

Information

Address	Main Road, Leadenham, Lincolnshire, LN5 0QB		
Date	25 March 2026	URN	149272
Type of school	Academy	No. of pupils	25
Diocese	Lincoln		
MAT	Infinity Academies Trust		
MAT Chair	Steve Lancashire		
Headteacher	John Slater		
Academy Champion Chair	Rory Booth		
Inspector	Kerrie Clowes		