

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lepton Church of England Primary Academy

Vision

We are a small, friendly, family village school with a Christian ethos. Our inclusive character values the excellent relationships between the school, parents and the community in which each child is treated as an individual and is valued. We encourage children to work together valuing relationships they make as lifelong learners. We provide creative first hand learning opportunities that lead to high quality education with children at the centre.

Loving, Living, Learning

Loving God, each other and creation.

Living in hope faith and joy.

Learning by fulfilling potential with purpose and bravery

Lepton Church of England Primary 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

- Leaders understand their community well. The Christian vision is lived out clearly in daily practice and enables pupils and adults to flourish.
- Strong, trusting relationships underpin school life. A culture of care, kindness, and support enables pupils and adults to feel valued and flourish together.
- Collective worship nurtures spiritual flourishing. It deepens pupils' understanding of the Christian vision and shapes how they live out its values.
- Effective leadership of religious education (RE) has secured a well-sequenced curriculum. This enables pupils to develop secure knowledge and understanding of the religions studied.
- Driven by the Christian vision, leaders create a highly inclusive culture. Detailed knowledge of pupils ensures timely support and access to wider opportunities.

Development Points

- Enhance the evaluation of how the vision influences school life. This is to enable leaders and governors to clearly identify its impact on flourishing.
- Enrich the shared language of spirituality across the wider curriculum. This is to enable adults to plan consistently for deeper reflection and understanding.
- Enhance opportunities for pupils to independently take action on issues they care about. This is to deepen their understanding of justice, responsibility, and active citizenship.



Inspection Findings

Vision and Leadership

Lepton school's vision, inspired by Jeremiah 29:11, shapes leaders' actions and enables pupils to flourish. It is clearly articulated through 'Loving, Living, Learning' and reflects leaders' understanding of the school's context and community. Leaders, governors, staff and pupils use the vision consistently to guide daily practice and shared expectations. It is expressed through core values. As a result, the vision informs approaches to behaviour, relationships and inclusion, promoting dignity, kindness and fairness. Planned opportunities, including vision days and work with families, help pupils apply the vision to everyday life. This deepens their understanding of belonging and responsibility. The vision aligns with that of the trust and supports shared aspirations. Support from the trust and the diocese strengthens leaders' understanding of their role as a Church school. Leaders and governors monitor how the vision influences school life through regular review and feedback. However, leaders do not consistently identify the specific impact of the vision on planned initiatives. As a result, they are not always able to clearly identify how the vision enables pupils and adults to flourish.

Worship and Spirituality

Collective worship is inclusive, invitational and carefully planned. This is evident in the use of invitational language and opportunities for all pupils to engage meaningfully. It nurtures pupils' spiritual flourishing. It deepens their understanding of the vision and supports them in living out its values. Themes are structured across each week to build understanding progressively. For example, a focus on perseverance extends to perseverance with the truth. This encourages pupils to make connections between belief and action. Worship continues beyond the hall through classroom discussion and quiet reflection. This supports pupils in expressing their own ideas, questions and prayers. Pupils take active roles, including leading prayer and reflection. This enhances their ownership and spiritual development. Pupils describe worship as a time to 'check in' and reflect on themselves and the wider world. Leaders seek pupils' views through pupil voice activities to refine worship. Strong partnerships with the Anglican and Methodist churches enrich worship and deepen pupils' understanding of Christian practice. Diocesan support strengthens leaders' planning. This ensures a coherent and spiritually enriching experience for the school community.

Vision and School Culture

The vision shapes leaders' actions and underpins a highly inclusive culture. Strong, trusting relationships create a safe and caring environment where pupils and adults feel valued and able to flourish. Adults know pupils well and respond to individual needs with care and sensitivity. Leaders have prioritised the development of a dedicated space for pupils who require additional communication and sensory support. This enables pupils to regulate their emotions and return to learning calmly and purposefully. Pupils are treated as individuals and encouraged to take responsibility. This builds confidence and self-worth. Initiatives such as the 'wellbeing warriors' enable pupils to support one another through playing together. This strengthens peer relationships and promotes a culture of care and responsibility. Parents are listened to and supported through regular communication and opportunities to share feedback. This builds trust and sustains strong partnerships with the school. Leaders prioritise wellbeing and workload through consultation, including staff feedback, and responsive action, such as dedicated wellbeing days. Staff value the culture of openness and support. Targeted professional development, including collaboration within the trust, strengthens practice. High attendance reflects pupils' sense of belonging and their confidence that school is a caring and supportive place.

Vision and Curriculum

The curriculum reflects the Christian vision and enables pupils, including those with special educational needs and/or disabilities (SEND), to succeed through a wide range of experiences. Adaptations and targeted support ensure that individual needs are met. The personal, social and health education curriculum provides structured opportunities to explore beliefs, emotions and values. This supports pupils' identity and belonging. Leaders have



introduced a planned approach to spiritual development, including a shared language. However, this is not yet used consistently across the curriculum. As a result, pupils are not always able to express their spiritual moments or feelings deeply. Wider curriculum provision promotes inclusion. Opportunities such as pupil leadership roles, sporting activities and enrichment are carefully tracked. This ensures pupils, including those who are vulnerable, can participate fully. Carefully chosen texts and learning experiences reflect diversity. This supports pupils in developing respect and understanding of different backgrounds and beliefs. Links with the church, the trust and wider community extend learning beyond the classroom. This broadens pupils' experiences and strengthens their understanding of the world around them.

Vision, Justice and Responsibility

Pupils develop an age-appropriate understanding of justice through leadership, service and curriculum experiences. For example, leadership roles, such as the school council and sports crew, enable pupils to act fairly and consider the needs of others. Consequently, they learn to take responsibility and contribute positively to school life. Justice is explored through the curriculum and collective worship using stories and real-world examples. This enables pupils to reflect on fairness, ethical choices and care for the world. For example, learning in subjects such as history, geography and science encourages pupils to consider issues of injustice and environmental responsibility. Pupils take pride in their roles and recognise their positive impact. Opportunities to serve beyond school, including community partnerships and fundraising for a hospice, deepen pupils' understanding of generosity and compassion. These experiences help pupils recognise responsibility as active care for others. Many opportunities for leadership and social action are guided by adults. As a result, pupils do not always independently initiate action on issues they feel passionate about.

Religious Education

RE has a high profile within the curriculum. Leaders prioritise RE and ensure it is well resourced. A well-sequenced curriculum, developed collaboratively across the trust, supports staff through clear guidance and training. This strengthens subject knowledge and ensures accurate delivery. The curriculum is balanced and reflects a range of religions and worldviews. It enables pupils to develop secure knowledge over time by revisiting key ideas. Teachers draw on pupils' own experiences to explore belief, belonging and commitment. This strengthens engagement and helps pupils make sense of religious ideas. Pupils' understanding is deepened through visitors, hands-on resources and visits to places of worship. As a result, pupils confidently discuss similarities and differences and recognise the diversity of religions and worldviews. They understand the importance of RE in promoting respect and understanding in a diverse society.

Information

Address	Station Road, Lepton, West Yorkshire, HD8 0DE		
Date	21st April 2026	URN	147623
Type of school	Academy	No. of pupils	168
Diocese	Leeds		
MAT	Enhance Academy Trust		
MAT Chair	Janet Milne		
Executive Headteacher	Andrew Gibbins		
Head of School	Rachel Brook		
Chair of Governors	Naomi Klein		
Inspector	Michael Walker		