

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

### Ivington Church of England Primary and Pre-School

#### Vision

The fruit of the Spirit signifies our journey as we reach together to become 'ready' for life's challenges.

At Ivington Church of England Primary School, we believe every child is like a seed—ready to grow, blossom, and flourish.

Inspired by the changing seasons around us, we help children to:

Be rooted in strong values like love, joy and peace

Grow in patience, kindness and goodness.

Flourish in faithfulness, gentleness, and self-control—ready to face life's challenges and share their gifts with the world.

Together, with God's guidance and the fruit of the Spirit, we reach out and grow as one, becoming the best we can be. From Galatians 5:22-23

Ivington Primary School and Pre-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

- Ivington's long-held Christian vision, to reach out and grow as one, inspires loving commitment to its community. Leaders are attentive and responsive, forming a culture where everyone strives to do their utmost for one another.
- Embodied by staff and pupils, the fruit of the Spirit is demonstrable. The strong relationships that result are a hallmark of this school. Accordingly, individuals feel nurtured, valued and celebrated.
- Leaders, staff and governors work effectively and bring dignity and fresh opportunities to the school community. Through this, individuals can flourish. Proactive and sensitively targeted provision and support are a mainstay of the school's work. Consequently, pupils, including those who are disadvantaged and/or deemed to be vulnerable, are able to thrive.
- Vibrant collective worship results from the school, church, local partners and the diocese working collaboratively. It is a focal point for the community and promotes spiritual development.
- Religious Education (RE) is a strength of the curriculum. Subject leaders ensure that it is relevant, exciting and engaging. Staff are inspired by the training they receive from the diocese.

#### Development Points

- In RE, refine questioning and assessment strategies to promote even deeper understanding, engagement and critical thinking.
- Further enhance pupils' sense of connection with matters beyond themselves. This is to deepen pupils' spiritual awareness.



## Inspection Findings

### Vision and Leadership

Ivington School radiates its Christian vision and underpinning values, to reach out and grow as one. Accordingly, it is the loving mainstay for its community. Expressed through the fruit of the Spirit, this vision encourages hope and purpose. Staff model love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control in their language, actions and decision-making. Pupils therefore recognise the importance of living out these values, supporting and looking after one another. They say that they feel treasured here because the adults recognise their intrinsic worth. This positive and constructive ethos means that pupils want to behave well and try their best. Leaders enact the vision through working in close partnership with their community. This means that they both anticipate and respond to a wide range of requirements and meet individual needs. Governors carry out monitoring and perceptive evaluation, ensuring that the vision informs policy, practice and spending decisions. Families know that their children's diverse needs will be met respectfully, swiftly and effectively. This starts at pre-school where leaders make home visits, empowering and supporting families, and creating the foundations for sustained relationships.

### Vision and Curriculum

Ivington's vision infuses its curriculum and translates into diverse opportunities. Staff ensure that pupils are able to engage in a wide range of educational projects and initiatives, including concerts and competitions. Many, for example, enjoy being part of the local choir. Spiritual development is an intrinsic dimension of learning. Pupils are invited to engage in discussion, reflection and contemplation. This helps them to experience awe and wonder at creation, and to develop a strong sense of identity, belonging, and purpose. Extracurricular activities, including dance, boxing, and church-linked projects, promote teamwork, service, and flourishing in body, mind, and spirit. Support staff work sensitively with individuals so that they can join in lessons and achieve. As a result, pupils with special educational needs and/or disabilities and those considered vulnerable thrive in their work and learning.

### Worship and Spirituality

Collective worship amplifies the school's vision, fostering unity, spirituality and aspiration. Whether in the classroom or at the neighbouring church, it is a precious part of daily life. Energetic partnerships with the church, the Open the Book team and diocese ensure a stimulating range of worship experiences. Families appreciate their warm welcome at community services including Harvest, Christmas and Easter. As a result of leaders' careful monitoring and evaluation, worship prioritises space for personal responses, thoughts and feelings. Consequently, pupils find it rewarding and fulfilling. Staff and pupils together keep beautiful records of class-based worship, evidencing how deeply it is treasured. Pupils are proud to be closely involved in worship. They regularly and spontaneously lead prayer and assist in evaluating practice. This helps to ensure that they find worship meaningful and relevant. The popular lunchtime Prayer Space club offers opportunity for further quiet reflection. Leaders have raised awareness of spirituality. Consequently, the school community is comfortable using the language of self, others, beauty and beyond. However, this does not have sufficient depth to promote a deeper understanding around the concept of divine existence. Pupils love hearing and helping to act out stories from the Bible. This deepens their understanding of the Christian faith and helps them to consider values in differing contexts. Through adult encouragement and the use of visual and sensory resources, those with additional needs are supported to participate fully.

### Vision and School Culture

Inspired by the vision, the school is a place of sanctuary and nurture. Pupils receive and show kindness and this promotes their wellbeing and sense of belonging. Positive relationships abound. When needed, staff skilfully use restorative conversations to bring about healing. The new pupil parliament ensures that pupils can have a voice about local and global issues, such as anti-bullying and sustainability. As a result of decisive action by school leaders, pupils with diverse and sometimes acute additional needs receive timely and effective support. Staff prioritise teaching about emotional resilience, mindfulness, and empathy. Values-based pastoral



support programmes and the Rainbow Room offer additional outlets for pupils to learn strategies to regulate their emotions. Prayer, reflection and 'calm boxes' help pupils to find resilience and hope. Attendance has improved because staff invest time and care to support individuals and their families. The whole school approach to wellbeing means that staff too feel they are cherished, both as individuals and as professionals. Living out the vision, staff show deep love and dedication to pupils, their families and one another.

#### Vision, Justice and Responsibility

The vision is lived out with a commitment to equality, inclusion and a celebration of diversity. Staff nurture an inclusive, respectful culture in which people are treated with dignity. Pupils understand, from the examples they see around them, the importance of treating everyone fairly. Consequently, they grow as compassionate and responsible members of the community. Older pupils enjoy wide-ranging roles of responsibility, including being values ambassadors, playground pals and members of the worship committee. They are proud to be able to make a practical difference to the daily life of the school. Pupils feel their own individuality is recognised and valued at Ivington. From this secure sense of belonging, they readily welcome newcomers and show understanding of others' differing needs. They explore wider themes of justice and responsibility through stories and curriculum topics. Through this, they learn how some prominent individuals can inspire new outlooks and behaviours and a passion for change. Working with local partners, pupils can translate their understanding of justice and responsibility by championing causes which are meaningful to them. They have initiated a community café to raise awareness and funds towards local food poverty and homelessness. Leaders have made sure that the curriculum offers meaningful opportunities to learn about ethical themes of global significance. Inspired by their link in Tanzania, pupils have campaigned to reduce plastic waste in their own school and locality.

#### Religious Education

At Ivington, RE is deeply aligned with the vision, nurturing pupils' spiritual, moral, and intellectual growth. Leaders ensure that pupils build a secure knowledge and understanding of Christianity as a diverse, living, global faith. The subject has a high status and meets the requirements for RE in a Church school. High quality resources enable pupils of all abilities to engage well. Teachers skilfully adapt work so that each pupil can be successful. As a result of good professional development, teachers feel supported in their teaching of RE. Leaders see the subject as a window on the world, through which pupils develop respect for a variety of religions, worldviews and cultures. Through monitoring by leaders and governors, staff consider how the subject can be further improved. As a result, they ensure that activities are varied. This promotes and enables engagement in different ways.

RE is well taught with theological insight. Pupils are motivated in these lessons, considering them to be safe places to explore ideas. They are supported to grow as reflective and respectful learners. Pupil work shows consistent progress as a result of a carefully sequenced, well-balanced curriculum. However, questioning and assessment strategies across RE do not promote a sufficient depth of intellectual rigour. Learning is enriched through faith representatives and visits to places of worship. As part of a study of Hinduism, the whole school recently took part in a Diwali day. As a consequence of these actions, pupils are enthralled by learning about differing practices and beliefs.

## Information

Address	Ivington, Leominster, Herefordshire HR6 0JH		
Date	20 November 2025	URN	116894
Type of school	Voluntary aided	No. of pupils	106
Diocese	Hereford		
Headteacher	Melanie Smith		
Chair of Governors	John Hamson		
Inspector	Bridget Knight		