

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

### East Ravendale Church of England Primary School

East Ravendale  
Grimsby  
North East Lincolnshire  
DN37 0RX

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>Lincoln</b>
Previous SIAMS inspection grade	Outstanding
Local authority	North East Lincolnshire
Date of inspection	9 October 2017
Date of last inspection	12 September 2012
Type of school and unique reference number	Voluntary Controlled 137811
Headteacher	Richard Mottram
Inspector's name and number	Garth Hicks 901

#### School context

East Ravendale is a much smaller than average stand-alone academy in rural North East Lincolnshire, with 104 children on roll. A very small percentage of children live in the hamlet. Around one third live in the school's catchment, with the remainder travelling from further afield. There are very few pupils who come from ethnic minority backgrounds. The proportion of pupils for whom the school receives additional support funding, called pupil premium, is below the national average and the proportion of pupils identified as requiring support for special educational needs is in line with the national average. The headteacher has been in post since January 2014 and there have been significant changes in teaching staff in the last year.

#### The distinctiveness and effectiveness of East Ravendale Church of England Primary School as a Church of England school are good

- Relationships at all levels of the school community are embedded in the school's Christian ethos and the high standard of behaviour in the school reflects the school's Christian values.
- A set of core values, underpinned by Christian teaching, are central to the life of the whole school community.
- Collective worship makes a valuable contribution to the children's growing awareness of spirituality and how Christian values help them to lead better lives.
- The commitment of school staff to improving the distinctive Christian character of the school is evident as this continues to grow in all areas of the school's life.

#### Areas to improve

- To further develop reflection areas around school to support the children's spiritual development and give greater consistency to the opportunities for personal prayer.
- To enable the children to have greater opportunities to plan, lead and evaluate collective worship linked to the school's core Christian values.
- To ensure that the whole school community are involved in the monitoring and evaluation of the impact of the school's Christian character in order to support strategic planning as a church school.

### **The school, through its distinctive Christian character, is good at meeting the needs of all learners**

The impact of the school's distinctive Christian ethos is good because a set of three core values of wonder, belief and joy, are underpinned by Christian teaching and make a difference to important aspects of the life of the school. Children have a good understanding that values help them in their relationships with others and know that being a good friend is something they ought to try their best to do. This understanding contributes to the positive school environment in which children show very good behaviour, are happy and feel safe and confident to share their views and opinions. This contributes to children's attendance which has improved and is now broadly in line with the national average.

The core values are becoming more firmly established in the children's learning as they are more clearly identified in curriculum planning and in opportunities for teachers to explore them as an integral part of their lessons. The school's values and reflection areas around school provide good opportunities for children to express their thoughts and deepen their own spirituality. However, how reflection areas are set out and used is not consistent and does not always support opportunities for personal prayer.

The Christian character is particularly evident in relationships across the whole school, where 'everyone is treated and respected as an individual, in a very inclusive family atmosphere'. As one child described, 'It is like a beehive. A social network where everyone talks and looks after each other and interconnects together.' These are good examples of the impact of values being embraced by the whole school community. Values also impact on the positive learning environment and high quality of care and pastoral support for children, which are reflected in the outcomes of their learning, where progress and attainment are at least in line with national expectations.

Children recognise the importance of religious education in their lives and understand that it helps them to show an appreciation for others and learn how other people live. They understand the need to be welcoming regardless of the background of other people. They know that the world has great diversity and that this should be respected. This in turn, impacts on the way that they treat others in the school community, with older children taking the lead in resolving any conflicts or problems. They have regular opportunities to gain first hand experiences to develop their awareness and understanding of other faith communities. Religious education effectively supports both the teaching of, and learning about the school's Christian values. This is a result of well-planned lessons that challenge the children's thinking and explore the school's Christian values through Bible stories and within their daily lives.

### **The impact of collective worship on the school community is good**

Acts of worship are good because they very effectively promote the core Christian values. They provide time for children and adults to appreciate how biblical teaching supports their understanding of values and their relevance to their own lives. Children are acquiring a mature grasp of the values and how they support them. For example, they say that 'we have belief that God won't flood the earth again' and 'we need to show joy like the father did when the lost son came home'.

Acts of worship give opportunities and space for children and adults to reflect on their thoughts and ideas about faith and belief which makes a positive impact on their spiritual development. Children and adults actively engage in worship, particularly through the enthusiastic singing of worship songs, interactive storytelling and prayer. Planning for collective worship is thorough and continually improving. Children do not yet have sufficient opportunities to be involved in this planning or to lead and evaluate worship based around the school values. Key events in the church year enhance the distinctively Christian worship programme, enabling children to develop an understanding of Anglican tradition and practices at a local level and national level. Children have a good understanding of the Trinity and were clearly able to explain it as God the Father, Son and Holy Spirit. As one child expressed, 'God is father of all creation. Son is Jesus, but also God. Spirit that is always around everywhere, all the time'.

There are opportunities for children to pray throughout the school day both in acts of worship and at other times. Opportunities to share written prayers in collective worship help children articulate how prayer can be used in their own lives to say sorry, thank you or to 'ask for something for someone else'.

### **The effectiveness of the leadership and management of the school as a church school is good**

The strong leadership of the headteacher, who also leads RE and collective worship, has ensured that the school has made good progress in developing its distinctive Christian character. The headteacher articulates and promotes a

Christian vision that puts the holistic wellbeing of every child at the heart of all that the school does and is fully supported by governors. As one governor put it, 'we want to see everyone reach their full potential'. This enables Christian values and spirituality to make a positive difference to the lives of children.

Leadership and management are good because the headteacher and foundation governors have been successful in leading the whole school community in creating a Christian ethos that has meaning and purpose for everyone. It is an inclusive ethos based on biblical teaching. The headteacher is fully supported by his staff and governors in constantly working to raise standards in pupil achievement. However, formal procedures for monitoring and evaluating the impact of the distinctively Christian ethos do not currently involve the whole school community.

Individual governors who work regularly in school to support collective worship and the teaching of RE appreciate how values and spirituality enhance experiences in the classroom. They clearly articulate how the Christian ethos makes a difference to the school's approach to relationships and behaviour. As a result of accurate self-evaluation by the headteacher, school leaders have a good understanding of how to continue to develop the school as a church school. Together with governors who actively support these areas, progress as a church school has accelerated and there is good capacity and enthusiasm to sustain this.

Links with local churches are strong. Local clergy and other members of churches make a valuable contribution to the life of the school through their commitment and support through worship and RE lessons. The use of the church for collective worship and key events in the church calendar are good examples of links between the two communities. These events are supported well by parents and the local community and therefore ensure that the 'church and school are joined'.

The school has benefitted from support from the diocese which is helping to support leaders in the continuing development as a church school. Professional development of staff and governors ensures that they are up to date with the latest developments in supporting the teaching and assessment of RE.

The school meets the statutory requirements for RE and collective worship.

SIAMS report October 2017 East Ravendale Church of England Primary School, East Ravendale, DN37 0RX