

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

### East Ravendale Church of England Primary School

#### Vision

At East Ravendale, we strive to develop independent, self-motivated and inquisitive learners of all ages. We celebrate our uniqueness and value all as God's children. We aim to give all members of our community opportunities to succeed, now and in the future, knowing they are safe and valued.

**Our vision is underpinned by our core values of wonder, belief and joy.**

**"I can do all things through God who strengthens me." Philippians 4:13**

East Ravendale 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 well-known Christian vision is rooted in the commitment to celebrating wonder, belief and joy. It is the driving force that enables both pupils and adults to flourish within this supportive and loving school community.
- Nurturing, kind relationships underpin daily life in school. Pupils and adults are valued as unique individuals. There is a determination for each person, including those who may need additional support, to succeed together.
- Pupils are proud of their school. An updated behaviour system and wide range of leadership opportunities enable them to make a positive difference for themselves and others.
- The school's partnerships enrich daily life. Collaboration with the diocese, multi-academy trust (MAT) and church contribute positively to the spiritual flourishing of pupils and adults.
- The Christian vision shapes a curriculum that enables pupils to be inquisitive and self-motivated. Extensive enrichment and extra-curricular activities enhance pupils' self-belief and confidence as God's children.

#### Development Points

- Ensure leaders and governors have a robust approach to the monitoring and evaluation of the Christian vision. This is to ensure it is central to the school's ongoing development as a Church school over time.
- Develop a school-wide understanding of how a range of collective worship opportunities support the daily life of pupils and adults. This is so that opportunities for spiritual flourishing are not missed.
- Broaden staff and pupils' knowledge and confidence about a range of religions and worldviews. This is to enable pupils to progressively understand greater diversity within faith and beliefs.



## Inspection Findings

### Vision and Leadership

The Christian vision drives how this growing, close-knit school lives and learns together. The shared values of wonder, belief and joy inspire pupils and adults alike. They thoughtfully inform aspects of daily life and decision making. As a result, the words of Philippians, to be able to do all things with strength from God, are lived out. Interactions between adults and pupils are characterised by kindness, recognising the uniqueness of each member of the school community. These caring relationships build motivation and confidence, creating a happy learning environment. Leaders ensure that their strategic plans and actions are informed by the vision. This means improvements are grounded in care and compassion, seeking the best for pupils both now and for their future. Governors are passionate about the school and all it offers to the local community. They keep a pastoral eye on staff wellbeing and workload. However, processes for monitoring and evaluating over time are not systematic enough to evidence the impact of the Christian vision. The school is outward looking. Partnerships with the local Church, diocese and the Lincoln Anglican Academy Trust (LAAT) expertly support the school's Christian character.

### Vision and Curriculum

The curriculum is carefully shaped by the school's Christian vision. Opportunities for pupils to be inquisitive and develop independence are considered and integrated with care. As a result, the bespoke, evolving curriculum values academic achievement, alongside personal and spiritual growth. Wisely considered use of texts and resources increasingly enables pupils to see themselves as part of a rich and diverse world. Explicit opportunities for spiritual development are not yet consistent. Inspired by the life of bees and everyone having a place in a hive, reflection areas are thoughtfully designed. These attractive spaces invite pupils to think deeply and share their ideas with confidence. The beautiful outdoor environment is skillfully used to enable pupils to see themselves as part of 'something bigger'. Pupils enjoy a wide range of opportunities beyond the classroom. These include leadership roles, leavers' services and an impressive range of extra-curricular options. Consequently, they develop confidence and a strong sense of belonging as they journey through school. Driven by the vision of celebrating uniqueness, provision is adapted carefully when needed. As a result, pupils, including those who may need additional support, participate fully in the life of the school and progress happily alongside their peers.

### Worship and Spirituality

Collective worship is a developing part of daily life in school. Pupils and staff value gathering as a school community, appreciating the times to pause, breathe and be still. Leaders intentionally plan worship to ensure pupils of all ages and needs can take part. As a result, pupils feel involved and respected, strengthening the sense of belonging across the school. Throughout the week, singing, prayer and drama are woven together to offer varied times to reflect. Pupils participate enthusiastically. However, they do not have a clear understanding of when these are an opportunity for worship. As a result, some chances for spiritual thinking and growth are missed. Support from the local parish is helping pupils understand the Bible and Jesus' teachings. In one example, after hearing the story of Paul and Silas, pupils discussed that when 'you're going through bad times, you can ask for help'. Celebration worship is a hi-light of the school week, recognising the unique achievements and talents of pupils. The opportunity for pupils to nominate their peers for awards is particularly cherished. Parents are integral to these special times. They rightly speak positively about the sense of togetherness and welcome they receive. As a result, the spiritual life of the school is enriched further.

### Vision and School Culture

A school culture of kindness and togetherness flows from the Christian vision. Pupils, including those who have special educational needs and disabilities (SEND), are supported to build their resilience and confidence. This enables them to feel secure in their learning, especially when facing new challenges. The vision lovingly



recognises and celebrates uniqueness. This has created a school where pupils and adults know they are seen and valued, enabling them to flourish. Leaders prioritise pupils' wellbeing with support such as buddying and access to quiet space in 'the nest'. As a result, they are confident, happy and engaged throughout the day. Staff wellbeing is equally valued, reflecting a supportive, professional community. This enables them to movingly share that they feel 'seen, heard and valued as a person, as well as a member of staff'. Senior leaders are given protected time to think through any challenges with care, enabling them to be confident in their work. Collectively, these approaches nurture adults and reflect the school's commitment to helping both pupils and staff to thrive together.

#### Vision, Justice and Responsibility

The school's Christian values are seen in the positive attitudes and relationships day to day. Pupils are kind, respectful and serve each other. The words of a staff member that, 'you can't fix everything, but you can do something', were seen in action. This reflects leaders' unwavering hope for every pupil to grow and thrive. Pupils are given many opportunities to take on leadership roles. Whether as reading ambassadors, kindness heroes or supporting with collective worship, these chances develop responsibility and confidence. As such, pupils think beyond themselves and can see the needs and skills of others. Joint charitable projects with LAAT enable children to make a positive difference within their locality. Pupils are able to suggest and champion causes meaningful to them, empowering them to respond compassionately when things seem unfair. Throughout the curriculum, there are emerging opportunities for pupils to learn more about issues of injustice in the world. Together, these are shaping thoughtful, informed individuals who make a meaningful difference for themselves and others.

#### Religious Education

The religious education (RE) curriculum is an important part of the school's offer to pupils and is enthusiastically led. Pupils value the opportunities that RE offers them find out what people believe and how this influences their lives and actions. Reflecting the school's vision of inquisitive learning and finding wonder, belief and joy, pupils willingly listen to each other's viewpoints. They understand that people believe different things and that they don't have to agree with each other. At times there has been a limited focus on the breadth across and within faiths and worldviews. These curriculum gaps have led to limited knowledge for some pupils. However, this is an important time of change for the school. Working with the diocese, a new RE syllabus is being implemented. Effective training is building a clearer balance of faiths and stronger subject knowledge. Staff and leaders value this support and subject leader surveys with pupils reflect an increased enthusiasm for the subject. As a result, the curriculum offer is strengthening and both pupil and staff confidence is growing.

## Information

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|--------------------|--------------------------------------------------|---------------|--------|
| Address            | School Lane<br>East Ravendale, Lincolnshire DN37 |               |        |
| Date               | 19 June 2026                                     | URN           | 137811 |
| Type of school     | Academy                                          | No. of pupils | 122    |
| Diocese            | Lincoln                                          |               |        |
| MAT                | Lincoln Anglican Academy Trust (LAAT)            |               |        |
| MAT Chair          | Jerry Woolner                                    |               |        |
| Headteacher        | Becky Farr                                       |               |        |
| Chair of Governors | Wayne Taylor                                     |               |        |
| Inspector          | Simone Bennett                                   |               |        |