

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

### Patrington Church of England Primary Academy

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|--|------------------------|
| Southside, Patrington, Hull, HU12 0PW      |                        |
| <b>Current SIAMS inspection grade</b>      | <b>Good</b>            |
| <b>Diocese</b>                             | <b>York</b>            |
| Previous SIAMS inspection grade            | Satisfactory           |
| Date of academy conversion                 | 1 April 2014           |
| Name of multi-academy trust                | William Temple Trust   |
| Date of inspection                         | 21 November 2016       |
| Date of last inspection                    | September 2012         |
| Type of school and unique reference number | Primary Academy 140178 |
| Executive Headteacher                      | Sal Smith              |
| Inspector's name and number                | Judy Jones 797         |

#### School context

The academy is average sized, serving the large village of Patrington in rural East Yorkshire. The proportion of children eligible for the pupil premium is average, and the proportion identified as having special educational needs or disability (SEND) is above average. Virtually all pupils are of White British heritage. On 1<sup>st</sup> April 2014 the school became a sponsored Church of England academy together with Easington School six miles away. The sponsor is the William Temple Academy Trust. The executive headteacher, who was here during the previous inspection, leads both academies, sharing her time between them.

#### The distinctiveness and effectiveness of Patrington as a Church of England school are good

- Good leadership ensures that children enjoy school and feel safe and happy in the friendly environment that is underpinned by Christian values.
- Children make good progress in the core subject of religious education (RE) because it is well led and taught and supports the leadership's Christian vision.
- Children know the academy's Christian values well and use them to guide their everyday lives and relationships.
- Parents recognise the school's distinctively Christian nature and think highly of the support given to children of all needs and abilities.

#### Areas to improve

- Give children more responsibility for planning, organising and presenting collective worship so that they can make a constructive contribution to the Christian character of the academy.
- Extend children's first-hand experience of other races and religions so that they can consolidate their already positive and respectful attitudes towards those with different beliefs from themselves.

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

Patrington Academy is a well ordered community where children are encouraged to work hard and care for each other. The distinctive Christian character is stronger now than at the previous inspection. This is because the academy's vision rests on explicit Christian values, such as trust and friendship, which are more deeply embedded and are continually referred to by adults and children. Consequently, children understand and explain these values, although some younger children are vague about the academy's more abstract values such as 'compassion.' Through their RE lessons children relate the academy's values to stories of the life of Jesus and of his parables, explaining, for example, how the story of The Good Samaritan is mirrored in playground incidents in their own lives. The academy tries hard to counteract its relative remoteness through the teaching about different religions and customs, and by emphasising the value of respect. Children visit the Buddhist Centre at Pocklington, and there are occasional visits from another faith leader. As a result, children are very tolerant of different ideas and opinions and this helps to reinforce good relationships throughout the academy. However, the school has identified the need to extend children's direct experience of other faiths.

Standards are improving and assessments of children currently in the academy show they are generally in line to reach expected standards by the end of Year 6. Previous results have been below average, although progress from low starting points is good. This is because children are assessed rigorously and individual help provided. Sympathetic but firm systems for encouraging attendance and dealing with unsuitable behaviour are effective: attendance has improved and is now close to average. The academy's overarching Christian ethos encourages children to behave well and temporary exclusions very rare and due to exceptional situations. There have not been any permanent exclusions since the previous inspection.

Music and art are strong, and contribute to the academy's distinctive Christian character. Children sing hymns tunefully and with great enthusiasm in worship and where appropriate in lessons. For example, children enjoy singing 'Let my people go' while studying a DVD in a lesson on slavery.

**The impact of collective worship on the school community is satisfactory**

Collective worship is well organised and planned and meets statutory requirements. It is timed to give adults and children a chance to reflect and consider the Christian values, based on Bible stories and prayer, at the start of the day. Worship is also used to introduce Anglican symbols and customs such as lighting a candle at the start of the service, and singing grace at the end. Worship starts with a sentence about God as Father, Son and Holy Spirit. As a result, older children are able to explain the Trinity in their own words. The parish church is supportive and the incumbent or a church representative leads worship once a week. These sessions are popular with children because they often play an active part, for example through drama. Children are enthusiastic about singing, but in general they do not feel that worship makes a big contribution to school life. They would like to play a more active part in it. There is a growing sense that prayer is a key part of worship. This was reinforced by the recent visit by the Archbishop of York, who talked and prayed with the children and helped them to see prayer as a personal conversation with God. As a result, children are beginning to contribute their own prayers. The academy has identified the need to involve children more and has appointed some to be worship leaders. They have made a limited, but important, start. All pupils contributed to recent celebrations in St Patrick's Church and are keen to continue their involvement. Evaluation of worship has improved since the previous inspection. It now takes good account of the views of governors, staff, parents and children.

**The effectiveness of the religious education is good**

RE has become a core subject as a result of academy status, and this has galvanised the leadership and organisation of the subject. The subject is managed in both academies by the same teacher, so that there is a team of teachers and teaching assistants from both academies who plan together and share ideas. As a result the curriculum, while adhering to the diocesan syllabus, is creative and engaging and those teaching the subject support each other well. Children's knowledge of the basis of Christianity and of Bible stories increases as they move up the academy. Exciting teaching, reinforced by artwork and drama, leads to a good grasp of Old Testament stories such as the Creation, and Jonah and the Whale, as well as the life of Jesus. Consequently children can retell these stories with authority. For instance, they talk about the man who built his house upon a rock and explain that the rock represents the Christian values that are the foundations for their own lives. Other major world religions are well taught so that children can describe religious festivals such as Divali and Eid. Visits to the Pocklington Buddhist Centre and to the parish church enrich children's experience of RE as a living subject. Children's progress is assessed frequently, and accurately, and teaching is monitored and supported rigorously. As a

result, progress and attainment are in line with other core subjects. High quality support and training for the RE leader and headteacher has been effectively passed on to colleagues and as a result they find teaching RE rewarding and enjoyable.

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

The change in status to an academy has been managed well by the leadership. Overall responsibility lies with the William Temple Trust although many of the powers are delegated to the headteacher and the local governing committee (formerly the governing body). This is essential in view of the relative remoteness of the academy. The Trust receives reports from the headteacher and has overview of standards.

The headteacher has a clear vision for the development of Patrington as a church school and splits her time efficiently between this and the sister academy. Good preparation for future leadership lies in the academy's high quality professional development. Staff training through the Trust and the diocese has been well used to expand the RE curriculum and to enable teachers and teaching assistants to deepen their specialised knowledge of RE. Governors have also had training in monitoring, helping them to evaluate accurately the needs and strengths of the academy. They ensure that the requirements for RE and worship are met. Children evaluate the impact of worship and are ready to take on more responsibility for its planning and presentation.

Links with the local church and community are good and underpin the academy's vision and ethos. The relationship with the local community is strengthened by the academy's fundraising for local charities and by such activities as the St Patrick's Day celebration in the parish church. There is a strong focus on academic standards, and effective monitoring and assessment enables every child to make good individual progress. The great importance given to values such as truthfulness and friendship generates an atmosphere in which children want to do well and take pride in their work.

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