



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Patrington Church of England Primary Academy	
Address	Southside, Patrington, Hull, HU12 0RW
School vision	
<p>We are a caring Christian community striving to be the best that we can be. Everyone belongs, everyone cares, everyone tries. And Jesus said to him, 'If you can? All things are possible to those who believe.' (Mark 9: 23). Through our journey of exploration, engagement and enrichment, we aim to be aspirational, building resilience and achieving together in God's love.</p>	
School strengths	
<ul style="list-style-type: none"> • The inspiring Christian vision is lived out in relationships across all activities of the school. It guides the work of leaders, including the governing board and academy trust, enabling adults and pupils to flourish. • The curriculum is carefully designed to meet the needs of pupils in the context of their community. It motivates, broadens horizons and provides the foundations of future success. • Adults and pupils value the sense of community provided by the daily collective worship. It encourages them to reflect and respond in ways that enable spiritual flourishing. • Leaders are committed to understanding the needs of staff, pupils and the wider community. As a result, everyone is encouraged to thrive in a highly nurturing environment. • Pupils enjoy religious education (RE) and make good progress. The effective, well-sequenced curriculum contributes to their deep understanding of Christianity and a range of faiths and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Embed a school-wide language and understanding of spirituality. This is so that pupils can be provided with opportunities for spiritual development across the breadth of the curriculum. • Expand the use of philosophical enquiry in the balance of approaches to teaching in RE. This is to support the development of pupils' own personal beliefs and convictions. • Extend the opportunities for involvement in meaningful social action to all pupils. This is to ensure they are able to develop a growing sense of themselves as agents of change. 	
Inspection findings	
<p>The school plays an important part in the life of the village. It promotes an inspiring Christian vision that makes building community a main priority. Leaders model the expected behaviours and work hard to develop relationships based on trust. Pupils apply the key elements of 'belonging', 'caring' and 'trying' to their lives. They are able to flourish in a welcoming environment that seeks to include everyone. Parents see the impact of the values in the way their children are accepted and</p>	



encouraged to treat others. Leaders support staff very effectively. Adults benefit from clear communication and training. The Ebor Academy Trust provides access to a rich resource of expertise in local schools. There are support networks for each role. This reinforces the school's vision and promotes the goals of belonging and excellence. The local governing board balances encouragement with challenge through regular monitoring activities. This is in close partnership with the trust. For example, the group of trust headteachers' joint moderation of collective worship. This led to training for teachers and improvement in the quality of class-based worship.

The curriculum is designed to meet the needs of pupils in the relatively isolated rural context. Leaders are determined to provide aspiration and broaden horizons. Learning begins with an understanding of pupils' identities and immediate locality. It introduces the diversity and possibilities of an increasingly wider world. This is achieved with a range of enrichment activities. These include use of the local beaches for learning and coaching from Hull FC. Teachers use videos of people from different cultures to support learning and develop understanding of the world. However, the potential for pupils' spiritual flourishing in the curriculum is not fully developed. The school provides lunchtime and after school activities, including sewing and skateboarding. These broaden horizons for many, through new experiences and development of a range of skills. Leaders ensure that pupils with special education needs and/or disabilities (SEND) are supported well. They identify needs early and adapt the curriculum, helping pupils make good progress alongside their peers. The school-wide focus on emotional regulation promotes positive behaviour. The trust provides joint moderation activities with local schools. These help staff maintain a good understanding of the standards at which pupils are working, contributing to their academic flourishing.

Collective worship is highly valued by pupils and adults. Leaders create an open and welcoming atmosphere, with thoughtful use of music and invitational language. They use Bible stories, the life of Jesus and other inspirational figures to explain Christian values. Pupils and adults apply what they learn to their own lives. Collective worship supports the flourishing of all, as it provides inspiration and a context for individuals to grow spiritually. Pupils talk confidently about the difference this makes, for example overcoming fears to learn new skills. Dedicated areas in classrooms and around school give further opportunity for pupils to reflect on worship themes. They write their own prayers that are used with the whole school. Leaders work closely with local clergy, using the church to celebrate festivals and special events. On these occasions many parents and members of the wider community join with the school. This adds to the impact of worship as an encouragement for people on their spiritual journeys. Working closely with the diocese, the trust supports leaders to evaluate and develop worship in their own and other schools.

Leaders, including trustees and governors, are strongly committed to promoting the wellbeing of adults and pupils. They are diligent in getting to know the needs of pupils and their families. This builds trust and strengthens relationships across the community. The idea in the vision that 'all things are possible', motivates staff to overcome challenging situations. Regular communication and opportunities for parents to discuss pupils' progress contribute to the nurturing culture. Staff monitor pupils' needs closely and provide support flexibly in response. This covers a wide range of needs including those of pupils who are young carers and the recently bereaved. Pupils feel secure, knowing that they can take time out for emotional support from adults in the Rainbow room. Dedicated staff make good use of external agencies and are determined in their efforts to access specialist help whenever necessary. The trust provides a range of medical and mental health services to staff, along with many opportunities for professional development. This motivates the team of adults in school, who feel valued and supported, professionally and personally.

Pupils have a strong sense of their responsibility to themselves and each other. They understand the importance of good relationships as the foundation of a caring community. Leaders focus on

teaching clear expectations for behaviour. This supports pupils in managing their responses and actively looking for opportunities to help others. As a result, there is a culture of pupils supporting each other across the entire age range. Some pupils are given the opportunity to represent their class or the whole school in various levels of pupil parliament. They receive training and engage in projects focussed on diversity and environmental improvement. This results in developing confidence, as pupils learn how they can make a difference. One pupil ran an inspiring and successful campaign for the Patrington Puffin statue to be installed in the school grounds. However, regular opportunities to act as agents of change are not extended to all pupils.

Wise and enthusiastic leadership of RE ensures that it is highly valued as an academic subject. The school makes effective use of high-quality training and advice from both the diocese and trust. They enrich pupils' learning with inspiring visits to places of worship. As a result, the well-sequenced curriculum is carefully designed to build on pupils' knowledge and understanding. Learning starts from personal experience, in the context of their locality. Pupils explore Christianity and a wide range of religions and worldviews by answering key enquiry questions. Teachers use examples of religious practice from diverse cultures to reinforce the global nature of world faiths. They guide pupils to consider religious experience from three different perspectives, thought, belief and action. This encourages a deep understanding of how religion impacts on people's lives. However, this is not sufficiently balanced with opportunities for pupils to explore their own beliefs and convictions. Leaders ensure that teachers have the necessary training and resources. As a result, they teach topics effectively. Pupils are engaged and motivated in lessons, which provide a safe environment for debate. This equips them with knowledge, vocabulary and skills to engage sensitively in discussions about belief. Carefully planned assessment activities provide evidence of pupils' ability to apply their knowledge. These provide evidence of progress.

The inspection findings indicate that Patrington Church of England Primary Academy is living up to its foundation as a Church school.

Information			
Inspection date	22 April 2024	URN	145190
VC/VA/Academy	Academy	Pupils on roll	219
Diocese	York		
MAT/Federation	Ebor Academy Trust		
Headteacher	Gill Pepper		
Chair	Josie Speck		
Inspector	Peter Barfoot	No.	2216