

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

<b>Rauceby Church of England Primary Academy</b>			
<b>Address</b>	Tom Lane, North Rauceby, Sleaford, Lincolnshire. NG34 8QW.		
<b>Date of inspection</b>	12 March 2019	<b>Status of school</b>	Stand-alone academy, inspected as voluntary controlled
<b>Diocese</b>	Lincoln	<b>URN</b>	138284

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgement</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

Rauceby CofE Academy is a primary school with 186 pupils on roll. The majority of pupils are of White British heritage. No pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. Since the last inspection there have been two headteachers with the current acting headteacher taking up the role in January 2019. At the time of the inspection the RE subject leader was on a phased return following maternity leave.

### The school's Christian vision

In a safe and caring Christian setting, through inspirational teaching, challenge, awe and wonder, this school's goal is to enable all children to become confident lifelong learners to achieve their full potential.

### Key findings

- A strong commitment to living out the Christian vision means that each child is truly valued as an individual loved by God whose full potential is being developed.
- A culture of lifelong learning for all creates opportunities for deep thinking and questioning across the curriculum. However, planned opportunities to discuss spirituality are limited.
- Collective worship and prayer are central to school life, contributing significantly to the mental health and wellbeing of all.
- Religious education (RE) is well-planned and led, providing a safe space for pupils to explore different faiths. More detailed systems of tracking attainment in RE are being developed.
- Effective systems of monitoring and evaluation are becoming embedded and informing future development of the school as a church school.

### Areas for development

- Root the school's vision more deeply in the Christian narrative so that the whole school community can engage in deeper discussion of the Christian vision.
- Develop planned opportunities to discuss spirituality in order to create a shared vocabulary.
- Continue to develop appropriate tracking of attainment in RE, paying attention to capturing a wide variety of learning.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The flourishing of each individual within a distinctively Christian learning community is central to the vision of this caring school. Here pupils are valued as children of God whose potential is being developed throughout their time at the school. The phrase #thischildcan has been adopted to summarise the school vision. Consequently, the Christian vision has become embedded through the practical application of the school's vision and values in everyday life. All stakeholders, including the youngest children, are now able to articulate the vision which has at its heart developing the God-given potential of every child so that they leave the school as confident lifelong learners ready for the next stage in their learning journey. Governors comment that the vision is 'beginning to blossom'. Whilst the school's Christian vision and values are linked to Bible verses and there is a recognition that 'the goodness of God creates aspiration' (drawing on Proverbs 10.28), further work is required to root the vision more deeply in the Christian narrative.

There is a strong sense of community where the potential of everyone is being developed. Positive relationships demonstrate that the schools' Christian values underpin all aspects of school life. Staff speak of the values being 'knitted in together', parents comment on the way in which kindness is a hallmark of the children's behaviour and pupils relish opportunities to help each other. The emphasis on developing and living out the school's Christian values ensures that behaviour is extremely good and there are no reports of incidents of bullying. Restorative justice processes are used effectively to ensure that where relationships break down there can be forgiveness and reconciliation as well as consequences for actions. As a result children feel safe and secure in school.

The school's vision and values impact positively on character development through the provision of opportunities to engage in activities which develop understanding of the wider world. Children actively seek to make a difference in their local community and beyond. They are encouraged to be aspirational both for themselves and for the community of which they are a part. Pupils are motivated to engage in social action and inspired to challenge injustice. For example, through informed discussion the School Council decided that Shelter should be the charity they would support this year.

Staff develop good relationships with pupils so that they are able to identify the learning needs of all children effectively. Particular attention is given to the effective allocation of funding to ensure that children receive targeted and appropriate support. Poor attendance has been identified as a barrier to learning for some children and appropriate strategies have been put in place to address this effectively. Staff work closely with families to ensure that they have supportive conversations when attendance is poor and these are linked to the school's Christian vision. A new tracking system has been introduced to improve early identification of children's learning needs, particularly higher achieving children who were not always making the progress they should. Learning Journey books are used to record the children's learning across the curriculum and children speak enthusiastically about being challenged to develop and improve their work, 'we aspire to do better' and 'we all want to be challenged equally'.

There is a well-defined long-term vision for supporting the mental health and wellbeing of the whole school community. This is being addressed through planned activities such as mindfulness sessions for Year 6 and for staff who want to participate. Opportunities for prayer and reflection throughout the school day impact positively as Year 6 children report developing the skills they need to deal with the stress of preparing for tests. Although pupils and staff acknowledge the benefits of practising personal prayer and reflection there is no shared vocabulary to talk about spiritual development.

A committed governing body has introduced effective systems for monitoring and evaluation. These are becoming embedded and are actively informing future development of the school as a church school. Governor monitoring ensures that staff wellbeing is central to these developments. All staff have access to appropriate development and training to enable their flourishing as individuals and as part of the whole school community. Governors comment that sharing best practice and developing effective partnerships with other schools is a positive expression of the Christian attitude of sharing. This has contributed significantly to the development of the school's Christian vision.

Collective worship drives the vision of the school through exploring the Christian values which impact on the school day, 'We use what is said in worship for the rest of the day.' Meeting together as a whole school community

has increased a sense of team working and fellowship, 'We are all one Christian family, one team.' All staff feel valued through being included in worship time, hearing the same messages which relate to Christian values and relationships which can then be explored throughout the rest of the day. There is increased involvement of pupils in planning and leading collective worship through the establishment of the Little Fish (Faith In Small Hands) worship group and pupils in Years 5 and 6 leading class worship times. Developing closer links with the local church provides opportunities for pupils to engage with questions of faith and parents comment positively on being 'welcomed in' to take part in church services and celebration collective worship.

Well-planned and delivered RE provides a safe space for children to explore and discuss big questions. The RE subject leader has worked closely with diocesan and local authority advisers to develop and ensure quality practice. The introduction of the *Understanding Christianity* resource has impacted positively on children's learning. There is evidence of greater depth of understanding of Christian concepts such as trinitarian belief in Year 3, the use of well-developed religious literacy skills such as appropriate use of the term 'consubstantiation' in Year 5 and increasing confidence of staff in teaching RE. Effective feedback is given to children so they know how to improve their work. Provision is made for learning about different faiths and cultures thus extending pupil experiences and deepening understanding of the wider world. Learning experiences include the asking of big questions and engaging in mini-debates which are integral to RE lessons in Years 5 and 6. Through visiting different places of worship, staff understanding of different faiths has been enhanced and is impacting positively on RE teaching. The system of assessment in RE has recently been reviewed. The school has agreed to pilot a new system of assessment and teachers are being encouraged to explore different ways of capturing children's learning.

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