

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Easington Church of England Primary Academy

High Street, Easington, Hull, HU12 0TS

Current SIAMS inspection grade

Good

Diocese

York

Previous SIAMS inspection grade

Good

Date of academy conversion

1 April 2014

Name of multi-academy trust

William Temple Academy Trust

Date of inspection

22 November 2016

Date of last inspection

May 2010

Type of school and unique reference number

Primary Academy 140662

Executive Headteacher

Sal Smith

Inspector's name and number

Judy Jones 797

School context

This is a very small school, serving the village of Easington close to Spurn Point on the East Yorkshire coast. The proportion of children eligible for the pupil premium is above average, as is the proportion identified as having special educational needs or disability (SEND). Virtually all pupils are of White British heritage. On 1st April 2014 the school became a sponsored Church of England academy together with a larger school six miles away. The sponsor is the William Temple Academy Trust. The headteacher is head of both academies, and shares her time between them.

The distinctiveness and effectiveness of Easington Academy as a Church of England school are good

- The headteacher's clear vision for the academy is shared with staff and children so that Christian values underpin the daily life of all.
- Children's progress and personal development is good because they receive good individual teaching within a supportive Christian community.
- High quality worship and religious education (RE) in a Christian community reinforce the Christian character of the academy.
- Strong links with the church enrich children's lives and spiritual development in this church school.

Areas to improve

- Involve children more frequently in planning and leading worship so that they make a greater contribution to the Christian nature of the academy.
- Emphasise to children the way the life of Jesus relates to events and relationships in their own lives.

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

The academy's distinctively Christian ethos, underpinned by the Christian vision of the leadership, enables children to enjoy learning and make progress that is broadly in line with and sometimes better than expectations. Good individual care for children and their families ensures that attendance is close to average, and exclusions are rare and due to exceptional circumstances. There have been no permanent exclusions since the previous inspection. Children are proud of their Christian values and readily explain why such values as trust and friendship are important in their lives. These values are evident in good behaviour and relationships at all times, for example in the caring way older ones care for younger or more vulnerable children. Although the Christian values such as trust and friendship are explicit, children do not readily see the link between the life of Jesus and their own everyday lives.

Spiritual development is a strength of the academy and founded on the place of prayer in daily life. Academy leaders work hard to extend children's ideas about cultural and geographic diversity by taking advantage of the academy's remote location close to Spurn Point, valuing its remarkable scenery and bird life. Additionally, as part of the Forest Schools project, the academy has a beautiful outdoor area that is regularly used as a setting for worship. As a result, children appreciate the wonder of God's world and show this in their writing and art work. Visits away from school are limited, but children have been to the Pocklington Buddhist Centre. Visitors from organisations such as the National Society for the Prevention of Cruelty to Children (NSPCC) bring their own different experiences so that children are moved to initiate fundraising for those more needy than themselves. Well-planned RE lessons introduce children to other religions and their festivals. The academy has just become part of the Hull Children's University project so that children can learn about diversity through meeting children from a wider range of backgrounds than their own.

The impact of collective worship on the school community is good

Worship is distinctively Christian in nature, founded on the Bible, and makes effective use of Anglican traditions such as lighting a candle at the start of worship. As a result, children take worship seriously and see it as an important part of their day. The atmosphere is calm and reverent, in contrast to other noisier times in the day. The use of Anglican introductory words to worship is encouraging children to think about the Trinity. Consequently, some have formed clear ideas and can explain how they see the three parts as both separate and as part of one whole. Worship reinforces the Christian values for both children and adults and is respected by parents. Children consolidate their ideas by recording their thoughts about worship in large whole-class books that they keep in designated reflection spaces in classrooms. Children are comfortable talking about prayer and how it can help them. Prayer is very important and children are confident writing their own prayers and saying prayers without preparation. The recent visit of the Archbishop of York to the academy, when children asked him about praying, helped reinforce the value of prayer for many children. They are also accustomed to formal prayers and can recall parts of the Lord's Prayer. Worship is planned and led well, and involves staff and governors. The incumbent regularly leads worship and, when this is not possible, other members of the church take her place. Worship is evaluated effectively by staff and governors. Children's views are sought through questionnaires. As a result, changes have been made about the timing of worship during the day. Children respond to questions during worship, and contribute their own prayers. They occasionally plan and lead worship sessions. However, at present this is too infrequent for children to play a significant part in shaping the academy's worship.

The effectiveness of the religious education is good

Children reach standards that are at least in line with their expected levels and often higher. They enjoy learning about Christianity and comparing it with other religions. Their progress is good. This is due to good, and sometimes exceptionally good, teaching. At present low numbers mean children are taught in mixed age groups. However, skilled teaching takes advantage of this and sees that children work at their own levels. They appreciate being given work which may be on the same general theme as the rest of the class but which is designed to suit each individual. They say they never find the work too easy because the teacher always has a challenge for them. RE is well led. The school follows the diocesan syllabus and shares the planning effectively with the sister school. The way in which children apply this knowledge in other situations is also assessed, for example in relationships and in appreciation of art and nature. Consequently, the subject leader accurately evaluates learning about Christianity and other religions. The team teaching RE includes teaching staff from Easington's sister academy, thus bringing a wider range of experience and expertise than would normally be available in a very small school.

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

The William Temple Trust has oversight of the performance of the academy, but most decision-making is delegated to the headteacher and the local governing committee (formerly the governing body). Governors ensure that the academy is distinctive in character and meets statutory requirements for RE and collective worship.

The headteacher has a clear-sighted vision for the academy as a church school that is shared by deeply committed governors. Strategic planning is effective in ensuring the school community thrives, because it is based on robust evaluation at all levels. The leadership has coped well with significant changes since the previous inspection, and particularly with the reduction in numbers and difficulty in recruiting staff. Partnership with the sister school has enabled the headteacher and governors to take advantage of flexibility in the use of teachers and teaching assistants, so that standards have been upheld and children are making good progress. Current standards are close to average.

Leadership of RE is very strong and makes a substantial impact on the academy's distinctively Christian nature. The way the Christian values are lived out is evident in all aspects of the academy, and particularly in children's wellbeing and the satisfaction of parents. Training for leaders, both among teaching staff and governors, has been well targeted to ensure the present success of the academy and for the future. In this the academy has made good use of high quality support from the diocese.

Children benefit from successful links with other organisations such as Forest Schools and the NSPCC. The link with the local church is a strength of the academy. For example, church members run a very successful lunchtime club where children learn about Bible stories through activities and relate these to prayer. Such experiences, together with other church activities, have drawn families into the church and strengthened the link between the academy and the community.

SIAMS report November 2016 Easington CE Primary Academy, Easington HU12 0TS