

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Easington Church of England Primary Academy	
Address	High Street, Easington, Hull, HU12 0TS
School vision	
<p style="text-align: center;">A community working in harmony to achieve our God-given potential. 'I have come that they may have life and have it to the full.' John 10:10.</p> <p>An inclusive Church school at the heart of its community. We strive to enable all pupils to reach their full potential and become responsible citizens who care for the environment and make a positive contribution to society. Christian values underpin all that we do. We provide a rich and stimulating learning environment based on our core Christian values of thankfulness, respect, compassion and friendship.</p>	
School strengths	
<ul style="list-style-type: none"> • Motivated by the aspirational and inclusive Christian vision, leaders foster a sense of community at all levels. The nurturing culture enables pupils and adults to flourish. • The curriculum is designed to expand pupils' horizons and understanding of their place in a diverse world. It contributes well to pupils being able to experience the promise in the Bible of 'life in all its fullness.' • School and trust leaders are committed to the wellbeing of pupils and adults. Everyone is encouraged to thrive in an environment that supports personal and professional growth. • Strong partnerships provide high levels of mutual support, challenge and opportunity. They create a network that gives the school security, a sense of belonging and hope for the future. • Enthusiastic and well-informed leadership contributes to an effective curriculum for religious education (RE). As a result, pupils are motivated and inspired by their learning. 	
Areas for development	
<ul style="list-style-type: none"> • Expand the school approach to, and develop a consistent language of, spirituality. This is to increase opportunities for spiritual flourishing in the curriculum. • Extend opportunities for pupils to respond to issues of injustice that occur nationally and globally. This is so they develop an understanding of their potential as agents of change. • Develop the range of religious and non-religious worldviews that pupils encounter in RE. This is to broaden their understanding of the influence of belief on people's lives. 	
Inspection findings	
<p>Leaders, including governors, are committed to understanding the needs of pupils and the context in which they live. Their vision for the school serves to bring the community together and creates a solid foundation for individual growth. As a result, adults and pupils are able to flourish, motivated by the possibility of 'life in all its fullness.' Christian values, reinforced with examples from the life of Jesus, help pupils understand and apply the vision. A strong partnership with the Ebor Academy</p>	



Trust supports this work at all levels. The values of belonging and opportunity support and reinforce the vision of the school. The trust provides rich opportunities for enrichment of the curriculum for pupils, and professional development for staff. This is particularly effective for leaders, at all levels, who work closely with the network of colleagues in local schools. As a result, pupils benefit from highly motivated and well-trained staff. The governing board is fully involved in the life of the school. Regular monitoring and evaluation of the impact of the vision informs school development and decision making. This includes the recruitment of staff who contribute significantly to the flourishing of pupils, in both learning and personal growth.

The curriculum gives pupils a deep appreciation of who they are and where they live. They explore their place and potential in a diverse world. The curriculum is shaped by the vision of a full life as members of communities: home, school, neighbourhood and beyond. Careful use of resources, including video links to the lives of people from different cultures, broadens pupils' horizons. A range of visits and visitors enrich the curriculum and help to open-up the world. Staff make good use of the school's extensive grounds to inspire pupils' appreciation and understanding of the natural world. The trust provides opportunities for partnership work with other schools to enable activities that would otherwise be out of reach. These include theatre trips, sporting events and residential visits that contribute to pupils' ability to flourish through wider experiences. However, the potential for using these to nurture spirituality is less developed.

Pupils and adults enjoy collective worship and value the opportunity to meet regularly as a whole school community. They gather with a shared sense of reverence and expectation. Bible stories and events in the life of Jesus inspire pupils to explore and apply Christian values. These values reinforce the vision and encourage pupils to fullness of life, modelled on Jesus' example. Leaders encourage adults and pupils to feel welcome and comfortable, whatever their personal beliefs. Careful choices of scripture, music and images effectively nurture pupils in their understanding of Christianity. The local church community makes a significant contribution to the worship life of the school. Clergy and members of the church provide a rich variety of prayer and patterns of worship. Celebration of Christian festivals in the church, which are well attended by parents, strengthen the sense of community. The symbols of windows, mirrors and doors are used to prompt different types of reflection. This encourages pupils on their spiritual journeys. However, this approach is not used consistently by all staff and is not fully embedded.

School leaders, and the trust, work diligently to establish collaborative relationships across the community. They communicate well with parents and colleagues. This helps the school navigate challenging circumstances successfully. These positive relationships create a safe and secure culture in which adults and pupils are able to thrive. Membership of the trust ensures wider access to services and external agencies and therefore support for pupils and families. As a result, the school is able to build trusting relationships that lead to confident pupils keen to attend school. Leaders make wellbeing a high priority which contributes to the flourishing of adults and pupils. Those with special educational needs and/or disabilities (SEND) are well supported. They are empowered to succeed because adults tailor learning to meet individual needs. This enables pupils to access the curriculum and participate in enrichment activities. Staff feel valued because they are supported in their professional and personal development.

Pupils learn to take responsibility for themselves and their environment. They care deeply for each other, showing respect for individual difference and dignity. Teachers provide a broad range of practical tasks that support pupils in learning to help others. Older pupils build on this through direct involvement in the trust's pupil parliament. Together with pupils from across the trust's schools, pupil parliamentarians receive training to support them in their roles. They share their learning and encourage their peers to get involved in social action projects. This contributes to pupils' growing understanding of issues such as diversity and equality. However, there are not

enough opportunities for pupils to respond to examples of injustice beyond their locality.

The RE curriculum meets the needs of pupils in the school because it is well-sequenced and carefully structured. As a result, pupils enjoy learning and understand the relevance of the subject to their own lives. They know the importance of understanding how people with different beliefs live and see the world. Building lessons around key questions encourages pupils to be curious and to consider their own beliefs and convictions. Leaders ensure balance in the curriculum by approaching themes and beliefs from three distinct perspectives. This helps pupils to gain understanding of how people think, believe and act. Teachers are careful to present the diversity within religious cultures, including Christianity as a faith practised differently around the world. However, there is not sufficient consideration of a variety of non-religious worldviews. Leaders benefit from effective training from the diocese and regular support from schools within the trust.

Teachers are confident and enthusiastic, supporting each other to ensure RE is taught accurately and effectively. They motivate pupils well by using a wide range of approaches to support learning, including drama and artwork. As a result, pupils make good progress, building on their knowledge and understanding from year to year. Teachers assess work carefully to identify misunderstandings or gaps in knowledge. They adjust planning to ensure that learning is effective. Regular moderation of pupils' work with teachers from other schools in the trust supports the accuracy of leaders' judgements. The governing body works closely with leaders to monitor and evaluate the impact of the RE curriculum. This ensures that priority is given to areas for future development.

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

Information			
Inspection date	16 April 2024	URN	145189
VC/VA/Academy	Academy	Pupils on roll	31
Diocese	York		
MAT/Federation	Ebor Academy Trust		
Headteacher	Gill Pepper		
Chair	Josie Speck		
Inspector	Peter Barfoot	No.	2216