Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ryhall Church of England Academy

Vision

Living life in all its fullness*, making memories and building futures.

(*John 10:10)

Ryhall Church of England Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The Christian vision, underpinned by the school's values, are known and lived out. It impacts positively on school life. Leaders are passionate that all within the school community should thrive. It sets out the ambition for all to have 'fullness of life'.
- Relationships are respectful and kind. They clearly reflect the impact of the school's deep understanding of Christian love. This results in a harmonious community. Pupils flourish due to the care and compassion provided. Staff thrive in response to the professional and personal support they receive.
- Collective worship is a special time of coming together that is highly valued the school community. It is central to the spiritual life of the school.
- Pupils' engagement in leadership opportunities is having a positive effect on school life. Pupils' strong sense of justice and social responsibility spurs them to take positive action. They are empowered to value the world and improve the lives of others.
- Religious education (RE) is ably planned and thoughtfully led. It contributes well to pupils' understanding of religion and worldviews.

Development Points

- Strengthen the school's shared understanding of spirituality. This is so that staff can provide opportunities for spiritual development more confidently in the wider curriculum.

Inspection Findings

Ryhall Church of England Academy is a happy, friendly and welcoming community. At the core is its Christian vision. It shapes the wealth of experiences that leaders provide and creates an engaging environment that supports pupils' love of learning. The school enhances its Christian vision through embedded values. Their motto, "Living Our Values Everyday" (LOVE) encourages pupils to uphold those values in their daily lives. Governors are active in the life of the school. They provide support and challenge, with the vision at the centre of their decision making. This is informed by effective monitoring and evaluation, which focuses on both what is being done and its impact. Partnership with the trust and support from the diocese further enriches and strengthens the school. Parents and carers appreciate the welcome they receive and know that support is there when it is needed. As a result, a culture of love and a belief that everyone can thrive is a reality.

The Christian vision and values are woven throughout the curriculum. Leaders have crafted a broad and creative curriculum that is enriched by visits, visitors and other extra-curricular activities. Experiences are designed to be memorable and develop pupils' enjoyment of learning. They talk with enthusiasm about the trip to the Houses of Parliament and residentials that expands their horizons creating lasting memories. Outdoor learning provides opportunities for the younger pupils to explore the natural world. Consequently, those experiences develop pupils' appreciation of nature and fosters a sense of awe and wonder. With support from the diocese, a growing shared understanding of spirituality has developed. Moments for spiritual reflection are enhanced by using the reflective ideas of 'wow, ow, now.' However, further opportunities to explore spirituality more deeply within the curriculum are in its early stages of development.

Working in partnership with families, the school is attentive to the nurture and care of pupils. Leaders adapt the curriculum to meet individual pupil's needs. Sensitive approaches, such as flexibility within the timetable, lead to pupils' increased engagement and enjoyment of school. In addition, emotional literacy support assistants offer therapeutic interventions to enable pupils to achieve success. Parents are overwhelmingly positive about the high quality of care and educational provision their children receive.

The daily act of collective worship is a special time filled with joyful singing, reflection and prayers. Leaders plan worship with care, ensuring it reflects the school's Christian vision and values. Pupils consider these values as important and impact on the way they behave and treat others. Collective worship is inclusive. This is evident in the way leaders create worship times where all pupils can engage and participate in their own way. Pupils state that worship makes them feel peaceful, whilst staff acknowledge that it gives them a time to pause and 'reset' themselves. Regular opportunities to pray throughout the school day are embedded practice and are invitational in nature. Weekly celebration worship is held to praise achievements for pupils who have been recognised for a special achievement. Awarded to pupils for showing the values through actions, this positively contributes to their spiritual growth. Links with the St John the Evangelist and Ryhall Methodist churches enrich the school life. Services and visits to St John's are valued and benefit the spiritual wellbeing of the school community.

A sense of love and care for one another permeates throughout the school. Inspired by the vision, leaders have created a highly effective ethos. This is rooted in the creation of positive relationships. Pupils talk of the care adults take to listen and help them. Daily 'check-ins' in every classroom provide an outlet for pupils to confide their feelings, knowing they will be supported sensitively. As a result, pupils are confident and happy at the school. Pupils' behaviour across the school is exemplary. Participating in the school's buddy system and leadership roles, enables younger pupils to be supported by older ones. Consequently, strong relationships are forged. Parents and carers appreciate the support their children are given and the approachability of leaders. It creates a culture that helps pupils settle quickly and an environment where pupils and staff feel valued and safe. Leaders prioritise staff

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work life balance and they are provided with career development training. The school community is a cohesive team, offering help and encouragement to each other. As a result, staff feel well supported, enhancing their wellbeing.

Many roles and responsibilities, such as sports ambassadors and school councillors, are available to pupils. They take their roles seriously and know that their actions and opinions matter. For example, recent changes to the class behaviour charts were introduced based on suggestions by the school councillors. Pupils have a positive impact on the wider world through raising money for charity. This helps them to understand those who are less fortunate and to have compassion for those facing hardship. Pupils contribute with enthusiasm to raising funds including buying gifts for a children's ward of a local hospital. Other ways in which pupils make a difference include pupils writing to the local council about building on local playing fields and to the parish council about reducing the speed on a local road. This has led to pupils developing an understanding about equity and fairness, and how they can bring about positive change.

RE is ably led. It is thoughtfully planned, sequenced and builds on prior learning. It is a core subject characterised by the fact that leaders ensure it is well resourced. Pupils talk about what people from different religions believe. They also recognise that religious stories and ideas make them reflect on their own lives and sense of meaning. The RE subject leader attends training offered by the diocese and shares this to others. Early career teachers are supported by the RE lead with training and advice. As a result, teachers are kept informed of the latest developments in the subject. Pupils engage in RE with enthusiasm. Their class journals are evidence of the varied and interesting activities undertaken. However, pupils make limited connections between what they have learnt across different religions.

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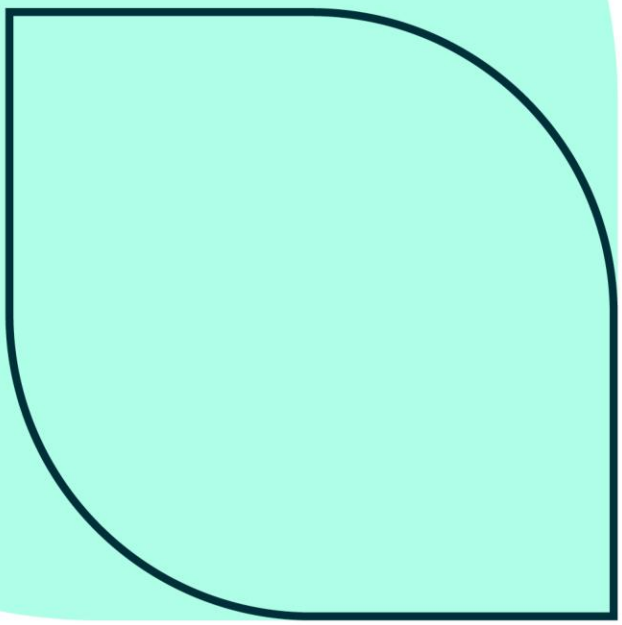
Information

Address	Ryhall Church of England Academy, Church Street, Ryhall, Stamford, Lincolnshire, PE9 4HR		
Date	27 November 2024	URN	141234
Type of school	Academy	No. of pupils	190
Diocese/District	Peterborough Diocese		
MAT/Federation	Diocese of Peterborough Education Trust		
Headteacher	Alan Reed		
Chair of Governors	Mandy Rogers		
Inspector	Rachael Hutchinson