

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Redmile Church of England Primary School

Address	6 Belvoir Road, Redmile, Nottinghamshire, NG13 OGL		
Date of inspection	14 June 2019	Status of school	Primary academy inspected as VC Diocese of Leicester Academies Trust
Diocese	Leicester	URN	140910

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

School context

Redmile is a primary school with 87 pupils on roll. The majority of pupils are of White British heritage. Very few 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 or disabilities is above national averages. Since the last diocesan inspection the school has become an academy within the Diocese of Leicester Academies Trust and the headteacher is now an executive headteacher over four local schools.

The school's Christian vision

We Encourage Learning and Caring because Our school Matters to Everyone.

We are dedicated to serving the community by providing our children with life skills to flourish in a diverse society. Every individual is valued and celebrated. Faith, spirituality, Christian and British values guide us through our journey at Redmile.

'Teach children how they should live, and they will remember it all their lives.' Proverbs 22:6.

Key findings

- The school has a clear Christian vision underpinned by biblical text which is reflected in the life of the school.
- As a result of the vision and strong leadership, staff are well supported to develop their roles and understanding of the school as a church school. They have a voice and are valued.
- As a result of the vision this is an inclusive, nurturing school. Pupils are well cared for, happy and have a pride in their school.
- Pupils are articulate and have an awareness of ethical issues. This goes beyond compassion to a sense of justice.
- Religious education (RE) is well led and pupils have a good understanding of a range of religions as a result they are able to speak with respect about difference and diversity.

Areas for development

- To extend opportunities for pupils to explore progressively deeper spiritual and ethical issues so that these are strengthened across all areas of the curriculum.
- To develop pupils' awareness of the Eucharist so that they are aware of its central importance to Christian worship.
- To extend the opportunities pupils have to engage with a range of religions and world views so that they can engage in significant dialogue.

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 school's vision, which has been revisited and refreshed in consultation with all stakeholders, is underpinned with biblical text that reflects the school's philosophy, Christian values and local context. There is an effective induction process for staff and they and governors have regular opportunities to develop their understanding of Church school education.

The school is welcoming and inclusive and several pupils with additional needs attend the school from outside the catchment area. Worship is invitational and an important aspect of school life. Family worship is valued by all and regularly brings together families from the range of villages the school serves. The links between the church and school are mutually beneficial. Members of the clergy and local communities regularly lead worship in school and through 'Open the Book'. The church appreciates the opportunity this brings to members of differing local parishes to work together.

The multi-academy trust, of which the school is a part, is supportive of the school and its work and is also appreciative of the work the school does to support the trust. Governors speak passionately about the school's vision and its impact. They have a system of regular visits, and learning walks to monitor the school's effectiveness as a church school including biennial questionnaires seeking the opinions of a range of stakeholders. Feedback and results are then used to support the school's development plan and self-evaluation. The school has addressed all the recommendations from the previous SIAMS inspection.

The school has developed a broad and balanced curriculum and, as a result, pupils make good progress. Individualised learning supports pupils with additional needs to make strong progress. Parents are appreciative of the way the school develops the whole child. The school has a clear understanding of spiritual development and there are opportunities within the curriculum for pupils to explore progressively deeper spiritual and ethical issues. The school is now extending these opportunities into all areas of the curriculum.

The school has high aspirations for its pupils and this is attributable to its vision. Pupils confidently articulate how the school's vision and associated values support them in their learning. They explained how having the school's values on footprints around the school reminded them that they were walking in Jesus' footsteps and following his example. They are proud of their school. Pupils have a good understanding of disadvantage, deprivation and exploitation. This goes beyond compassion to a concern for justice. In speaking about homelessness one pupil explained that 'We should treat people the right way as they are humans like us.' The school annually hosts the Viking Challenge a cycling event which reflects its Christian vision and provides opportunities for pupils to engage in social action projects. Each year the pupils choose a charity to benefit from half of the funds raised and during the year spend time engaging with and learning about the charity's projects.

The school's high standards of behaviour reflect its Christian vision and it has a proactive approach to behaviour teaching pupils to behave in a Christian way. In some classes children are encouraged to use a hat to reflect on appropriate ways to behave. Relationships between all members of the school community are supportive. The behaviour policy encourages reparation and children use reflection sheets when thinking about their actions and how to learn from them. The school places a high emphasis on the importance of mental health and wellbeing. A member of staff has been trained as a mental first aid champion and pupils take part in meditation and yoga. Staff know pupils well and this aids early identification of mental health issues enabling the school to provide appropriate support. Parents were appreciative of the nurturing environment provided by the school. Both adults and pupils feel confident to express their views and pupils are able to take part in decisions. Recently, they were consulted by local councillors as to which equipment they would like in the play park.

The school is a welcoming, inclusive community. Staff and pupils feel valued. Pupils speak of the need to respect others and there are planned opportunities within the curriculum for pupils to celebrate diversity. For example, in 'World Buffet Day' pupils had opportunities to research and experience different cultures, races and beliefs. Recently, staff have had training on diversity and are planning to introduce the 'Everybody's Welcome'

programme. The school's anti-bullying policy is reflective of its vision and promotes a proactive stance. Pupils take a lead in promoting friendship and celebrating difference through the 'Making a Difference' group.

Worship is invitational and inclusive. It takes a variety of forms including whole school worship, class and family worship. There are opportunities for reflection, prayer, stillness and worship. Statutory obligations are met. Pupils talk about the value of prayer and spoke of the spontaneous prayer they often take part in during worship. Pupils have regular opportunities to plan, prepare and lead worship and are able to volunteer on a regular basis to do so. They are involved in evaluation but this could be extended. Pupils have an understanding of the Trinity. Pupils and staff spoke of how worship affected them with some members of staff describing it as 'uplifting, raising morale, and setting the ethos'. Leaders of worship are well supported by the collective worship leader and there is a coaching and mentoring approach to development of staff. The pupils have limited understanding of the importance of the Eucharist to Christian worship.

RE reflects the Church of England Statement of Entitlement. RE teaching and learning is well supported by the RE leader who leads network meetings on behalf of the diocese.

RE is well planned. The school uses the Leicestershire Agreed Syllabus, Understanding Christianity and RE Visual Literacy to support its curriculum. As a result, teaching and learning in RE has been enhanced. This is reflected in pupils' books. Pupils are able to give age appropriate accounts of Christianity and understand key concepts such as 'Jesus being a saviour who sacrificed himself to save our sins.' Pupils have opportunities to visit places of worship including a Sikh Gurdwara and an Islamic Mosque. Visitors from faith groups are invited in. As a result, pupils are developing a respectful knowledge and understanding of a range of religions and world views. They do not yet have opportunities to engage in significant dialogue with members of religious faiths and world views so that they can develop an awareness of views in a variety of contexts. Staff regularly share and develop good practice within their own school and across other schools. Effective assessment systems are in place enabling teachers to pitch work appropriately and challenge pupils' thinking.

Executive headteacher	Julie Hopkins
Inspector's name and number	Angela Dewes 945