



DRAFT

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ranby Church of England Primary School

Address Blyth Road, Ranby, United Kingdom, DN22 8HZ

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

Overall grade

Excellent

The impact of collective worship

Excellent

School’s vision

As part of the caring Ranby Family, all are encouraged to have 'a love of learning for life and for all' (Love one another. As I loved you, so you must love one another' John 13:34) by following the Ranby rules, inspired by God's selfless love.

Respect everyone and everything

Aim high with pride

Nurture others

Be honest and Fair

You must believe in yourself

Key findings

- The highly effective impact of the Christian vision at Ranby empowers all members of the school community to enhance the lives of others through love. It motivates and inspires pupils and adults, including parents, to grow and flourish.
- Strong leadership ensures a robustness in the Christian character of the school which is inclusive and caring for all individuals.
- Collective worship is a joyful celebration of God's love, with a multitude of opportunities for deep reflection. Pupils' are creatively enabled to develop outstanding knowledge of biblical texts. This facilitates exceptional spiritual growth in pupils and adults alike. Along with high-quality religious education (RE) provision, it clearly reflects the vision of the school.
- Pupils’ excellent behaviour is a reflection of the relentless compassion shown to one another based in the teachings of Jesus.
- Policies and procedures promote an overwhelming love of learning throughout the school, where every pupil and adult believes that no challenge is too great to prevent them from being the person God made them to be.

Areas for development

- Explore a greater range of opportunities to deepen understanding of diversity, in order to improve or enhance the lives of others.

- Embed assessment practices in RE, to further enhance pupils' consistently high levels of knowledge and deep understanding articulated in lessons, in order to routinely surpass adults' expectations.

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

Ambitious Christian leadership at all levels has secured the school's deeply rooted Christian vision at the heart of everyday life. The biblical verse, 'As I have loved you, so you must love one another' (John 13:34) is lived out in the unrelenting small gestures of loving daily kindness which values all. Ranby's vision is exceptionally well articulated by leaders and everyone within the school community. The phrase 'A love of learning for life and for all' is explicitly linked and consistently woven throughout a thought-provoking curriculum. It encourages pupils' curiosity of the world, raising questions to be explored. Pupils from across the school are constantly seeking additional challenges to complete at the end of the school day. They speak with pride about their friends who achieve success. Leaders show boldness in applying the vision for those with additional needs who are valued as unique individuals. High levels of nurture continued through lockdowns and an emotional literacy support assistant (ELSA) worked tirelessly to support pupils and families both in school and at home. Parents rightly acknowledge that leaders create a climate in which each child can realise their full potential, with no ceiling being placed on their achievements. Parents are effusive in praise of all staff for how the school's vision extends beyond the school. A parent commented, 'it's the extra touches – the church runs deep in the school on a day-to-day basis'.

Quality induction by peer mentors within school and bespoke professional development through the Diocese, enable all staff to flourish as part of a highly effective team. Staff are unreserved in their praise of support for their own mental health and wellbeing. During the pandemic, leaders acted quickly to address any challenges through effective, timely actions. A counsellor was made available in school and weekly visits to pupils' homes demonstrated a deep concern for everyone. Working with local schools, the headteacher inspired resilience in leaders which shaped their practice to promote a positive response across the wider community. Through this partnership, many benefited from the drawing up and implementation of strategic shared policies.

Leaders provide an innovative and comprehensive curriculum and the headteacher inspires a determination to identify opportunities for pupils and staff to shine, whatever challenge they face. Exceptionally vigorous monitoring and evaluation by senior leaders and governors ensures highly effective teaching takes place. The vision threads through a creative curriculum which is responsive to pupil needs, encompassing their ideas and enhanced with visits and visitors. Pupils become animated during debate, expanding their views whilst respecting those of others. They choose to explore local and global issues, thinking critically about their response to questions such as 'Is war good or bad?' and 'What does freedom mean to you?' Pupils critically analyse the sentiments of leaders such as Nelson Mandela and Martin Luther King and show a determination to put their own beliefs into action. They are adamant that everyone should be treated fairly and that everyone should have a voice. Pupils have developed the skills to both resolve conflict and celebrate reconciliation. Parental views confirm the clear evidence that pupils are enthusiastic and extremely articulate when putting forward their thoughts and beliefs, giving reasoned explanations for their views.

Pupils value opportunities for reflection, calm and prayer. They demonstrate through their actions how Jesus' teaching and Christian values influence their own choices and behaviour. Through prayers they place in the prayer jar, they show awareness and appreciation of things they have that others do not. Studying the life of a girl living in Afghanistan and the journey she took when leaving the country, inspired compassion and an overwhelming desire to raise money for Afghan refugees. The pupils do not currently have many opportunities to gain a deeper understanding of their role as advocates for change and to grasp fully what it means to be a good neighbour, both nationally and globally.

Collective Worship is at the heart of school life and is seen by all as a way they experience the love of God. It is an excellent expression of their vision and impacts deeply on the whole school community. Pupils' engagement is high, participating actively and listening attentively. They have a consistent central role in worship and their attitudes are extremely positive because they feel included and involved. Planning is driven through pupils' rigorous evaluation of the quality of worship, and they see the teachings of Jesus as paramount to the way everyone should lead their life. Pupils confidently follow Anglican traditions. Behaviour in worship is exemplary and the older pupils support the youngest by leading them into worship and sitting with them throughout this special time. Worship is a joyous occasion

for all, incorporating inspirational music, songs by the school choir and drama which leaves a lasting impression in pupils' memories. Prayers which have been written throughout the week are remarkably mature and courageous, showing an understanding of the nature of God. Pupils articulate how messages in worship stay with them throughout the day. Following morning worship an older pupil stated that everyone was being asked to live by the school's vision of 'being honest and fair'. They explained that this will take place if 'we live by our Ranby Code and understand that we don't take words as we hear them but explore what they mean in our lives and the lives of others'.

Due to the village chapel being closed throughout the pandemic and in the absence of a vicar, the headteacher courageously reached out to the church community and invited them to hold Messy Church style services within the school. The number of families attending has increased dramatically and older pupils have become worship leaders. These occasions are now strikingly normal, and clergy and parents rightly acknowledge that the school has excelled in becoming a place of worship for the community. The high-quality leadership of RE and collective worship make a significant contribution to Christian distinctiveness and pupils' spiritual development. The positive behaviour system of different coloured gems, based on the Ranby Code for respecting everyone and everything, is highly effective. Instances of poor behaviour are very low.

Pupils respond eagerly to diverse teaching styles in RE and develop good awareness of Christianity as a living faith through their use of 'Understanding Christianity' resources. They demonstrate highly critical thinking skills and offer challenging questions such as, 'Would history have changed if Jesus had not prayed "not my will but yours"?' Due to multiple opportunities, pupils are highly skilled at challenging each other's views respectfully in a safe environment and give insightful reasons for their opinions. There is an impressive depth of understanding between pupils and a calmness even when they disagree. This is evident in RE lessons and deeply enhances the school culture of being able to disagree well. This is observable in pupil social interaction and in the enriching talking partner sessions in collective worship. The study of different faiths and worldviews has been enhanced and enriched through the implementation of the locally agreed syllabus for RE. School leaders have identified an opportunity to reflect on how they assess RE to ensure that pupils make exceptional or outstanding progress.

Contextual information about the school

Date of inspection	09/03/2022	URN	122749
Date of previous inspection	25/03/2015		
School status	Voluntary Controlled	NOR	106
Name of MAT/Federation			
Diocese	Southwell & Nottingham		
Headteacher	Mrs Clare Mackinder		
Pupil profile	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.		
Additional significant information (if needed)	Ranby Church of England Primary School is a smaller than average sized school. The school works in partnership with the Elizabethan Family of Schools and Diverse Academy.		
Inspector's name	Mrs. Fiona Griffiths	No.	705