



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sproatley Endowed Church of England Academy	
Address	Balk Lane, Sproatley, Hull, HU11 4PR
School vision	
<p>Through our Christian values – Friendship, Compassion, Trust and Respect: We encourage, build and hope together...no-one left behind Based on 1 Thessalonians 5-11</p>	
School strengths	
<ul style="list-style-type: none"> • Enhanced by the school values, the clearly articulated Christian vision informs decisions by leaders and staff. Kindness and mutual respect permeate and drive the actions of the school community. • Positive relationships form the beating heart of the school. A strong focus on inclusion and nurture results in the flourishing of pupils, staff and families. • Collective worship affirms the vision and is a valued part of the school day. It provides a special time for all to gather together to grow spiritually. • As a result of deliberate choices made by leaders, pupils have a deep understanding of difference and diversity. This is celebrated and brought to life through enriching resources and well-planned activities. • Effective leadership in religious education (RE) has established a well-sequenced curriculum. This provides opportunities for pupils to learn about a range of religions and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Plan further opportunities to deepen pupils' understanding of how religion shapes the lives of believers. • Develop a strategic approach for governors to monitor and evaluate the impact of the school's Christian vision over time. This is so that they can provide well-informed support and challenge to school leaders. • Further embed a shared understanding of spiritual development. Leaders should use this to identify further opportunities across the curriculum that nurture spiritual growth. 	
Inspection findings	
<p>The Christian vision 'to encourage, build and hope together' is a lived reality at Sproatley. It is a welcoming school where staff and governors are deeply committed to providing an authentically warm and nurturing environment. The vision promotes mutual respect, empathy and a sense of determination in staff and pupils. This is enhanced by a shared understanding of the school's local context. Values of friendship, compassion, trust and respect are woven into daily learning, meaning that they are understood and lived-out. As a result, adults and pupils, including those who are vulnerable, are cherished and flourish. Governors support leaders in making bold decisions that</p>	

promote inclusion and bring the vision to life. They are an active presence in school life and are able to talk about ways in which they monitor and evaluate the school. However, these systems are not always sufficiently robust or prioritised.

Positive relationships form the beating heart of the school. The school actively embraces and promotes thriving links with the diocese and local community groups. Visitors recognise the impact of the vision on behaviour and relationships and talk positively about the warm welcome they receive in the school. Leaders prioritise and develop a mutually-beneficial relationship with the parish. There is a strong focus on maintaining positive links within the locality, helping pupils and adults to live well together. Strong partnerships, including with the Ebor Multi Academy Trust, reflect the outward-facing drive for ongoing development and improvement.

Inspired by the vision, leaders ensure that opinions matter and that people are treated well. Staff support each other in ways that promote their wellbeing and they recognise the importance of continuing professional development. They value the ways that leaders treat them with kindness and respect and prioritise their professional growth. This helps to empower them to be proactive in addressing and supporting the varied needs of the school community. The kindness encapsulated in the vision extends to new pupils in school. Everyone is welcomed and valued. Key documents, such as the behaviour policy, are informed by the vision. As a result, everyone is treated with dignity and respect. Parents and carers refer to school as 'a second home' and value the ways in which staff know and understand pupils as individuals. The aims of the vision resonate strongly with them and they talk passionately about the steps taken by school to transform the lives of their children. Further impact of the vision is clearly seen through the work of the school's pastoral team. They provide effective support to all staff, pupils and families to ensure that pupils, regardless of their background or ability, can flourish and make progress. This is rooted in the passionate desire to ensure equity, especially the most vulnerable pupils and families.

Shaped by the vision, the school has developed a curriculum that prepares pupils for life in an ever-changing world. Leaders' aspirations for the curriculum are rooted in the desire to take the pupils beyond the boundaries of their community. Literature has been carefully curated across the school. Pupils develop an understanding of difference, are able to challenge stereotypes and learn to disagree well. Studying a broad range of diverse, motivating role models helps to raise aspiration and develop empathy. The prioritisation of a 'big picture' curriculum helps pupils to develop a wider understanding of who they are and their place in the world. This is exemplified clearly through the well-developed forest school provision in school. Pupils are encouraged to be creative and experience the natural world through activities designed to promote independence and exploration. However, there is not a fully-embedded understanding of spiritual development in the school. Pupils know that spirituality cannot always be clearly defined and are aware of opportunities for awe and wonder in the curriculum. Whilst there are opportunities for pupils to pause and reflect, the many opportunities for spiritual flourishing are not explicitly identified.

Pupils are given a voice through participation in groups, such as the pupil parliament and school council. They encourage pupils to 'build and hope together' to put the vision into action. Leaders are passionate about justice and responsibility and are determined for pupils to be 'upstanders not bystanders.' Pupils are committed to their local context and they enthusiastically engage in community work. They know that their voice matters and feel confident in talking about issues that are important to them. This is enabling them to be a voice for change and they understand the difference their actions can make. However, there are not sufficient opportunities for them to understand how their voices can have influence beyond their local community.

RE makes a positive contribution to the curriculum and provides opportunities for pupils to learn in different ways. Skilled and committed leaders prioritise RE, which has a high profile in the school.

They provide support and training to other members of staff. There is a precisely-sequenced approach to learning that balances different ways of believing and thinking. Through a well-planned and challenging curriculum, pupils are given the opportunity to express their own views and have open discussions. They enjoy learning about the core beliefs of a wide range of different world religions. They can talk with confidence about a range of concepts. These include the meaning of the transfiguration and the sacred importance of the five pillars of Islam. Whilst enrichment days help to enhance pupils' learning, the school does not deepen an understanding of people's lived experiences. This is because there are not fully-developed opportunities to experience this outside of the school community.

Collective worship is central to the life of the school. It is a highly valued, shared, spiritual experience for all staff and pupils. Staff and pupils value this invitational opportunity to 'stop and think' and 'just be'. They are encouraged to consider their personal responses to life's big questions in a safe, warm environment. The welcoming school prayer is joyously and proudly recounted by enthusiastic pupils. Using resources curated and developed by the leaders, staff are supported in the delivery of varied and rich worship. Pupils talk passionately about the impact of powerful messages they hear about refugees and the climate crisis. Their spiritual growth is enhanced through these special moments of 'looking out' at the world. Thanks to the close relationship with local church communities, pupils benefit from engaging interpretations of stories from the Bible. Through these partnerships, pupils are inspired to learn about different styles of Christian worship. This enables pupils to confidently talk about the diversity in practice at a local and global level.

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

Information			
Inspection date	27 June 2024	URN	144082
VC/VA/Academy	Academy	Pupils on roll	129
Diocese	York		
MAT/Federation	Ebor Academy Trust		
Headteacher	Victoria Tippett		
Chair	Christopher Smith		
Inspector	Lee Talbot	No.	2123