



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Riston Church of England Primary Academy	
Address	Main Street, Long Riston, Hull, HU11 5JF
School vision	
<p>As an inclusive and caring church school, we provide an excellent education and aim to develop a life-long love of learning. We see all members of our school family as individuals, valued and valuable in the eyes of God (Psalm 139). We will support and challenge everyone to show respect and courage in achieving their full potential as part of a peaceful community. Enabling all our community to live life to the full - John 10.10.</p>	
School strengths	
<ul style="list-style-type: none"> • Riston is a very caring and inclusive church school. Pupils and adults feel welcomed as members of the Riston family. In line with their vision, the uniqueness of everyone is valued. • Effective partnerships with the trust and diocese have strengthened all aspects of school life. Leaders know school very well. • Collective worship is woven effectively within the fabric of school. It strongly reflects the vision and associated values and contributes to the spiritual development of all. • The mental health and wellbeing of pupils and staff is given the highest priority. • Supportive relationships are a strength of this school. Pupils' behaviour and attitudes to learning are shaped by the vision and associated Christian values. They show dignity and respect to one another. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure that the distinctly Christian vision is deeply embedded within the school. This is so that the impact can be further developed. • Continue to develop the school's shared understanding of spirituality. This is to ensure it is understood by all and that rich opportunities for spiritual development are planned for across all aspects of the curriculum. • Further develop ways for pupils to explore the causes of local and global issues. This is so that pupils of all ages gain confidence to enable them to seek change. 	
Inspection findings	
<p>In line with their Christian vision, Riston is an inclusive and caring church school. All are welcomed as unique individuals, into the Riston family. School leaders are passionate about ensuring all pupils and adults at Riston flourish, which they do. The relatively new leadership team have recently revisited the school vision, following a period of trauma in school. This included a time of closure caused by a serious flood, when pupils had to be educated in neighbouring schools. The long standing vision has been revised to reflect a fresh start and the coming together of the school community. The vision is lived out through a set of Christian values; respect, community, trust and</p>	

peace. Although these are well known and understood, the vision is less explicit. Leaders, including governors, demonstrate a good understanding of the biblical underpinning and why their vision is right for their context. Trust members know the school thoroughly and are well informed about its effectiveness as a church school. Partnership with the diocese and other Ebor Academy Trust schools offers connection across schools to equip staff for their roles. Collaboration effectively supports the professional development and flourishing of all staff. The trust offers support and challenge through a specific church school trust group, whose leader works closely with the diocese.

In order to develop a life-long love of learning, consistent with their vision, leaders have developed a curriculum that educates the whole child. It focuses on the skills pupils will need to be independent and succeed beyond Riston. The school values are threaded through lessons, for example when older pupils were discussing respect when studying diaries in an English lesson. When possible, learning is enhanced by carefully chosen visits. Year 5 and 6 pupils talk excitedly about their fundraising to enable them all to attend a residential trip. Opportunities are planned for pupils to explore different cultures and expand their horizons beyond their own lives. This is being enhanced with the recent introduction of a programme that enables pupils to explore the lives of children around the world. Teaching is inclusive ensuring those pupils with special education needs and disabilities (SEND) are well supported. Challenge questions focused on the learning needs of each child, allow all children to be successful in their learning. Pupils value all the opportunities that school offers for them to enhance their learning. For example, on listening to their views, leaders introduced a wider range of extra-curricular clubs. Although leaders have explored ways to support pupils' spiritual development through the curriculum, these are under developed.

Relationships at all levels are strong. Staff, pupils and parents talk of the care they receive as part of a loving family. Supporting the words of the vision, community is important to all at this school. Staff feel valued and respected and speak highly of the importance given to their own mental health and wellbeing by both the school and the trust. The school's restorative approach to behaviour management is driven by their vision, to live in a peaceful community. Forgiveness is central. As a result behaviour is good and any issues are dealt with effectively and promptly. Pupils feel safe and well supported. They value the school's emotional literacy support assistant (ELSA) and the support that is offered when they need it. Parents talk proudly of the good behaviour and caring nature of pupils when they are out in the village. The school council have planned activities for the pupils to consider anti-bullying week. The start of this is seen in worship when pupils and staff wear odd socks with pride to demonstrate the uniqueness of each individual. Pupils told of the importance of speaking out to prevent bullying. Pupil peacemakers help promote good behaviour on the playground at break times and are proud of the role they play.

Worship is an expression of the school's Christian vision and values and is a central part of each day for both staff and pupils. Pupils speak of the importance of starting the day with worship to focus their thoughts and behaviours. It is invitational, offering everyone the opportunity to engage. It provides time for togetherness, reflection and moments of stillness that enhance the spiritual development of all. Pupils are inspired to learn from the teachings of Jesus, regardless of their own faith background. Planned by the headteacher and local vicar, Anglican liturgy is meaningfully included. Pupils confidently lead elements of worship, choosing thoughtful prayers and songs. This further develops their spirituality. They value pupil liturgy as an opportunity to respond to worship through big questions back in their classrooms. Pupils' understanding of prayer is strong and they share the opportunities they have for prayer beyond worship. Creative reflection spaces in classrooms offer opportunity for spontaneous prayer and reflection which supports their spiritual growth. However, spontaneous opportunities within the curriculum for developing spiritually are more limited. Pupils have a good knowledge of Bible stories and talk of the messages they give. They share how they chose the story of 'Elijah and the Widow' to act out in their recent Harvest Festival. This was to demonstrate the importance of sharing what we have. Parents value the opportunities to

join in worship in church for major festivals and at weekly celebration worship in school.

Pupils are encouraged to take responsibility within school, in line with their vision. They speak enthusiastically of their roles as reading ambassadors and pupil peacemakers. Pupils on school council work with staff to choose the charities they support such as Children in Need and the local foodbank. The pupil parliament, a trust initiative, encourages pupils to think about how they can improve the world in which they live. This has led to the introduction of recycling bins in each classroom. However, their understanding of how they can challenge injustice and make a difference both locally and globally is limited. Initiatives appear to be restricted to a small number of older pupils.

High priority is given to Religious Education (RE). It is effectively planned to ensure it is well balanced, sequenced and diverse. As a result, pupils have a good understanding about the religions they study. They talk animatedly about the importance of prayer in a range of religions. They understand the importance of RE in informing them of how people's different beliefs impact how they behave. This is preparing them for life in a global society. The new RE lead is being well supported by both the headteacher and diocese. Regular monitoring and evaluation ensures leaders are aware of the impact RE has on pupils' learning.

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

Information			
Inspection date	13 November 2023	URN	146174
VC/VA/Academy	Academy	Pupils on roll	86
Diocese	York		
MAT/Federation	Ebor Academy Trust		
Headteacher	Jennifer Marsden		
Chair	Helen Freeborn		
Inspector	Susan Thackray	No.	979