

# Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

## National Church of England Academy

Address Annesley Road, Hucknall, Nottingham, NG15 7DB

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** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

### School's vision

Life in all its fullness: in following Jesus' teaching 'I came that you might have life, life in all its fullness' we believe in providing all members of our community with the opportunity to develop as children of God. To deepen their learning, develop their sense of identity and to take their place as active members of the wider community.

### Key findings

- Leadership is strong and aligned with the vision. The headteacher and leadership team have a compassion for pupils and adults, along with unrelenting high expectations for the academy. This has led to some bold leadership decisions in the best interests of pupils regarding the strategic direction of the school, aspects of the Key Stage 4 curriculum and the joint post 16 provision.
- The vision for offering 'life in all its fullness' resulted in the school establishing a collaborative Sixth Form Centre. However, the way in which the Christian vision drives this initiative has not always been shared clearly with all stakeholders. Recent leadership decisions have secured how the Christian vision is embedded in the Sixth Form. Collective worship and religious education (RE) remain areas for development at Key Stage 5.
- Overall, the RE curriculum effectively supports pupils in making good progress. However, Year 10 pupils are following a combined personal development and RE course, on reduced learning hours, as a post Covid strategy. As a result, Year 10 progress in RE is currently below expectations. The academy has initiated plans to reintroduce full cohort GCSE RE.
- Collective worship is invitational and inspirational. Pupils are sometimes involved in the leadership of collective worship, enabling them to live their lives as active members of the community. Wider opportunities for pupil leadership are growing following the pandemic and support students' character development.
- Pastoral support for pupils with special educational needs and/or disabilities (SEND) is a pocket of excellence. Clearly planned layers of provision are underpinned by the academy's Christian values, meaning that staff know pupils very well. Clear expectations and planned processes of repair and restoration create an ethos that pupils appreciate and value.

### Areas for development

- Continue to develop the work of the Sixth Form Centre in line with the schools' Christian vision. This is so that the community understands how the vision drives practice and it further enriches RE and collective worship
- Further widen student leadership opportunities across the academy, including in collective worship, in order to support pupils' character development.
- Continue to develop RE at Key Stage 4 so that it makes a strong contribution to pupils flourishing.

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

Senior leaders and governors at the National Church of England Academy (NCEA) have a clear understanding of the Christian vision which shapes their strategic decision making. This is lived out in the academy through their ARCH values (achievement, respect, charity and humility) and the pillars of wisdom and service. An example of this is how the vision drove leaders' decisions to join a multi-academy trust that fully aligns with the school's Christian values.

Pupils articulate the vision and are proud of how the ARCH values encourage them to strive for academic excellence and live well together in the school community. Pupils have a clear understanding of when tolerance and respect have been important to them or to their peers. At Key Stage 5, many pupils choose to remain as NCEA pupils and spend most of their time off-site accessing provision at the Hucknall Sixth Form Centre (HSFC). The development of HSFC was inspired by the vision for 'life in all its fullness' to ensure the offer of a broad and rich curriculum at Key Stage 5. Some concerns around how the NCEA Christian vision is explicitly shared at HSFC have been addressed by recent changes to the Key Stage 5 leadership and pastoral structure. These ensure the vision and values of the academy are lived out for NCEA pupils in the Sixth Form.

The vision for pupils to flourish as children of God drives excellent pastoral support for vulnerable pupils and those with SEND. Partnership working with primary feeder schools supports any additional needs of pupils during transition. Behaviour support and inclusion provision are underpinned by the academy's ARCH values. This is exemplified in how pupils develop open and honest reflective practices that encourage them to make good choices around their behaviour. Inclusion leaders work with care, compassion and clear expectations. Staff know their pupils well and vulnerable pupils say they have safe spaces in the academy and trusted adults they can turn to in difficult times.

Positive relationships and the Christian vision underpin planned processes of repair and restoration. These support pupils to reflect and move forward to overcome difficulties. Pupils access layers of carefully planned provision and personalised strategies. These include a sensory room, the Chaplaincy led listening service and the new Epiphany Centre. These all support the most vulnerable pupils, who speak very positively about the support they receive and the adults who work with them. The academy is seen as a safe space where nurturing helps pupils to develop humility and gain a better understanding of themselves and of those around them. This supports students to live well together in the academy community and look outwardly to become advocates for others.

Leaders have developed an aspirational curriculum for pupils that deepens their learning and develops their understanding of themselves. Pupils are encouraged to grow their academic talents and contribute to the wider academy community. As a result, pupils are open, hopeful and have a good awareness of local and global issues. Tutor groups are actively involved in fundraising for local charities. Staff and pupils speak with pride about how they support international charities and sponsorship programs. Social, Moral, Spiritual and Cultural (SMSC) development of pupils is evident in the Character Education curriculum, enabling pupils to talk openly about the importance of good character and Christian values. The opportunities for the SMSC development of pupils are clearly mapped across the curriculum. Pupils show some understanding of how their spiritual development is supported in the curriculum.

RE is key to pupils living 'life in all its fullness'. Pupils engage with deep theological thinking while learning about Christianity and other faiths. Leaders have positioned RE as a central and leading part of the curriculum and have introduced full cohort GCSE RE for the current Year 11 pupils. Key Stage 3 pupils are generally positive about how they will study full course GCSE RE in Key Stage 4. This reflects the growing impact of RE on the lives of pupils in the academy. RE Leaders collaborate well with local and diocesan networks to support the development of RE.

Collective worship is invitational and inspirational, with a rich variety of provision across Key Stages 3 and 4. The Year 11 Service challenged pupils to think about the future, while reinforcing a strong sense of belonging. Wonderful music, provided by their peers, allowed worship to take the form of a biblically rooted celebration. Leaders are supported by a strong and talented Chaplaincy team. They work collaboratively with local church leaders to deliver a broad range of worship experiences. Pupils in the Sixth Form plan and lead assemblies with a distinctively Christian prayer or

reflection, as well as supporting collective worship in Key Stages 3 and 4. This vision has also directed leaders to reflect and develop new pastoral systems and tutor time activities in the Sixth Form. These have enhanced the distinctive Christian ethos for Sixth Form National Academy pupils.

Staff, parent and pupil voice is highly regarded by leaders. These dialogues also consider opportunities for supporting staff wellbeing and help to inform professional development that is strategic and supportive. The academy utilises training and professional development that supports staff to meet the needs of the pupils. This is strategically used to increase the effectiveness of the curriculum, safeguard pupils and build Christian leadership capacity.

Leaders were creative and committed in their approach to supporting learning and the wider needs of the community during the pandemic. This included connecting well with local food banks and community groups. A series of weekly live remote lessons in core subjects, plus a rolling programme of live lessons in other subjects, was supported by further online resources for pupils. Staff also proactively provided pastoral and community support, especially for the most vulnerable or at risk.

The National Church of England Academy has a strong sense of community and togetherness. It is a family, where leaders proudly place the interests of their pupils and the Christian vision at the centre of their work. This enables adults and children to flourish and for life in the academy community to be lived in all its fullness.



**The effectiveness of RE is**

Good

The RE curriculum effectively supports strong learning and teaching, especially in Key Stage 5. Consequently, progress is good overall. Assessments and feedback show that the first full cohort of pupils following GCSE RE develop a good understanding of theological principals. Year 10 progress is below expectations due to a temporary recovery curriculum which combines RE and personal development. Key Stage 3 pupils progress well through a well-planned and sequenced curriculum.

**Contextual information about the school**

Date of inspection	28 June and 29 June 2022	URN	137159
Date of previous inspection	17 and 18 September 2015		
School status	Secondary Academy	NOR	1221
Name of MAT/Federation	Minster Trust for Education		
Diocese / Methodist District	Nottingham and Southwell		
Headteacher	Martin Brailsford		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is in line with national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is below national averages.		
Additional significant information (if needed)	The National Academy joined Minster Trust for Education in January 2021. Key Stage 5 provision is at the Hucknall Sixth Form Centre, which is part of a collaborative Sixth Form involving other schools and another multi-academy trust.		
Inspector's name	Mike Adnitt	No.	C1801