

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Tudor Grange Samworth Academy, Leicester

Trenant Road, Leicester, LE2 6UA

Current SIAMS inspection grade

Good

Diocese

Leicester

Previous SIAMS inspection grade

Inadequate

Date of academy conversion

September 2007

Name of multi-academy trust

Tudor Grange

Date/s of inspection

16-17 April 2018

Date of last inspection

8-9 December 2014

Type of school and unique reference number

All -Through (3-16) 144479

Headteacher

Ian Harrison

Inspector's name and number

Kathryn Wright 436

Context

Tudor Grange Samworth is a smaller than average all-through academy serving inner city Leicester. The majority of pupils are from White British backgrounds, with about 24% from ethnic minority groupings. Almost two thirds are eligible for free school meals, and the proportion of pupils with special educational needs support is significantly above the national average. The academy has seen significant changes since the previous SIAMS inspection including becoming part of the Tudor Grange Multi-Academy Trust (MAT), the appointment of a new principal and head of the primary phase as well as newly appointed RE subject leaders in both phases. The church shares the school site and the current incumbent took up post just over a year ago.

The distinctiveness and effectiveness of Tudor Grange Samworth Academy as a Church of England school are good

- The new Christian vision of 'A place for all to flourish' is lived out by leaders and teachers, it is leading to significant improvement and beginning to impact on better outcomes for all pupils.
- The passionate drive to transform lives rooted in the Tudor values is impacting positively on the wider local community.
- Collective worship is valued by the whole school community uniting everyone and celebrating the school's foundation.
- The prominent place of religious education (RE) within the curriculum affirms its place as a core subject and supports pupils' understanding of the Tudor values and their spiritual development.

Areas to improve

- Ensure robust monitoring and self-evaluation of collective worship leads to highly effective practice particularly deepening pupils' spirituality, helping them understand the nature of God and increasing their leadership roles.
- Ensure consistently high-quality teaching in RE is firmly established, that effective assessment procedures are embedded and that higher prior attainers are challenged to improve all pupil outcomes particularly at Key Stage 4.
- Invest time in building positive relationships with parents to deepen their understanding of the distinctively Christian nature of the school's vision and values.
- Ensure that pupils can articulate the relationship between the Tudor values and the biblical teachings on which they are based in order to deepen their understanding of being in a place where all can flourish.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

Tudor Grange Samworth Academy is a place where everyone is striving for all to flourish and where lives are being transformed. The school is an oasis of compassion, love, care and service within the community. The Christian context of the Tudor values of tolerance, unity, democracy, opportunity and respect underpins policies and practice. Some pupils are able to make connections between the values and biblical teachings, but this is limited. However, the values are lived out whole-heartedly through their relationships, positive behaviour and a strong sense of teamwork. Although pupil outcomes remain below expected standards in all key stages, the school has invested resources, personnel and time in significant interventions to begin to enable pupils to flourish academically and socially. The impact of this renewed vision has led to a significant reduction in exclusions and incidents of bullying and increasing attendance. Attainment in English and mathematics rose significantly in 2017. Every child is valued, nurtured and supported through a personalised approach to the curriculum and individual wellbeing, leading to improving outcomes for the most disadvantaged. The school provides a safe and calm space for the most vulnerable, particularly through bespoke mentoring and coaching programmes. Pupils are growing in self-confidence, having higher aspirations as a result of emerging leadership opportunities in some areas of school life such as the school council and through 'Enabling Enterprise'.

Promotion of and provision for moral, social and cultural development is good. Opportunities for pupils to reflect on and respond to the world around them through charity work, particularly towards the homeless and the stewardship of the environment, has enabled pupils to make practical connections with Christian teachings. RE enables pupils to learn about the global Christian family and to interact with members of faith, including the Archbishop of Canterbury. A shared understanding of spirituality across the school community is not fully established, although through RE and tutor times pupils are able to express their hopes and aspirations with confidence. Celebration of the school's Christian foundation, prayer and spirituality is expressed prominently in the primary phase, particularly through reflective prayer spaces; however, this is less evident in the secondary phase area.

The impact of collective worship on the school community is good.

Collective worship is central to the life of the school enabling all to unite behind the Tudor values, celebrate the school's foundation and grow in understanding of their biblical basis. The collective worship policy has been revised to reflect the vision of the school and how worship contributes to all flourishing. Worship is well organised and planned, linking closely with Diocesan materials and the church calendar. Inspiring worship gatherings help pupils to understand biblical texts; for example, from the Book of Proverbs verses relating to discipline and the importance of God's love. In the primary phase, worship makes a good contribution to pupils' spiritual development through creating a calm and reflective atmosphere and helping them learn about Christian teachings which they apply to their daily lives. In the secondary phase worship impacts primarily on pupils' moral development and nurturing of positive relationships. Pupils in all phases appreciate coming together as a school community because it provides a sense of belonging and celebrates their diverse community.

Worship reflects the Anglican tradition through the use of liturgy, the structure of worship and celebration of Christian festivals. Pupils value different styles of worship, benefiting from a range of input from school leaders, clergy and visiting speakers. Although pupils are able to talk confidently about Christian narratives, they have a limited understanding of God as Father, Son and Holy Spirit through worship. Younger pupils have a good grasp of the person of Jesus as God's son and king over everything. Pupils in the primary phase have a comprehensive understanding of both formal and spontaneous prayer. They are enthusiastic about writing 'thankyou' prayers as well acknowledging the need to ask for forgiveness when they do something wrong. Some pupils in the secondary phase openly ask for prayer to support their personal well-being. A book of prayers created by pupils in all phases is used throughout the school supporting their spiritual development. Pupils have opportunities to assist with some aspects of worship such as drama and readings. Worship is inclusive of the whole community, celebrating different cultures through the use of prayers in native languages. However, pupils' role as worship leaders is limited. Strong leadership of collective worship ensures that it is inclusive and relevant for all pupils. Monitoring of tutor group worship in the secondary phase indicates there are inconsistencies which are limiting opportunities for spiritual development.

The effectiveness of the religious education is satisfactory

Religious education (RE) is valued by pupils and staff. Pupils talk about its importance in terms of respect, unity and tolerance, making direct links with the Tudor values. Pupils appreciate learning about different perspectives and understanding others as preparation for life in the world today. The temporary secondary subject leader has been in

post for one year and is well supported by the senior leadership team. She provides passionate and dedicated leadership, working well in partnership with the primary phase RE leader. Detailed strategic plans are driving improvement in the subject and provide a solid foundation for the newly appointed secondary subject lead (for September 2018). Monitoring and evaluation is well established within the academy quality assurance structures.

Standards and progress at the end of Key Stage 2 are below those expected, but pupil work shows an improving picture in Key Stage 1. All pupils take a recognised qualification at Key Stage 4 affirming RE's place as a core subject. Standards of attainment (Full Course GCSE 2017) are well below national expectations (27% A*-C) and pupils outcomes are expected to be similar in 2018. However, data shows that strong improvements in the quality of teaching and learning, and a revised curriculum at Key Stage 3 are impacting positively on progress and standards in the long term. This is tackling the legacy of underachievement and preparing pupils for success in Key Stage 4. Gaps in standards are narrowing between lower prior attainers and those of middle ability in all phases. Pupil work indicates that standards for these two groups are now in line with English at Key Stage 3. However, higher prior attainers are not provided with enough challenge and are therefore not yet fulfilling their potential.

Quality of teaching is at securely satisfactory and sometimes good. The most effective lessons are well structured to enable pupils to analyse and interpret texts, as well as consider connections between different biblical characters, giving reasons and justifying their ideas. Although lessons are well planned, some pupils remain passive in the secondary phase and are not fully engaged in the learning process. The revised RE curriculum using the Understanding Christianity resource is impacting on pupils' use of theological vocabulary, increased pupil questioning and deeper learning. This helps to ensure the requirements of the Church of England Statement of Entitlement for RE (2016) are fully met. Some pupils are engaged in a variety of imaginative learning tasks, but this is inconsistent across year groups. Although assessment procedures have been agreed and established they are not embedded. Opportunities for pupils to respond to feedback and next steps are not always implemented consistently. RE makes a very good contribution to spiritual, moral, social and cultural development. A recent visit from the Saltmine Theatre company challenged pupils' thinking about St. John's gospel and themes of hope. Pupils regularly reflect critically on the impact of beliefs on their own lives and the difference it might make to them.

The effectiveness of the leadership and management of the school as a church school is good.

The leadership and management of the school has been transformed since the last inspection. A comprehensive Christian vision rooted in 'living life in all its fullness' (John 10:10) drives school improvement and although in its infancy has had a significant impact on the lives of pupils, staff and the wider community. The Christian values and ethos are lived and breathed by all leaders who demonstrate an exceptional commitment to the individual lives of pupils valuing them as God's children. Policy and practice changes made in light of this vision are now impacting on pupil outcomes and aspirations, as well as on parental engagement. The school's self-evaluation is largely accurate leading to appropriate actions and forming a key component of the academy development plan.

Good progress has been made regarding the five areas to improve from the previous inspection. There is a shared understanding of the Christian values that informs and underpins academy decision-making. Systems for monitoring and tracking pupil performance are well established and lead to significant interventions for many pupils. Pupils play an active role in collective worship, although their leadership responsibilities are still underdeveloped. Priority has been given to professional development opportunities for the new RE subject leaders and the revised curriculum embeds progression thus providing a firm foundation for standards to improve. A small number of issues arising from monitoring and evaluation of collective worship and RE have not always led to swift change meaning that the school's own high expectations have not always been met. Robust systems established by the trust board and newly created local governing body effectively hold the school to account, providing challenge and ensuring that the Christian distinctiveness of the school impacts on its effectiveness. Statutory requirements for collective worship and RE are met.

Parents are supportive of the school and increasingly engage with events and attend meetings. Some are beginning to contribute to the life of the school. However, parents' understanding of the Christian foundation of the school is very limited and the school website is not utilised to promote the vision of 'A place for all to flourish'. The relationship with the on-site church community is strong. The school have utilised the expertise of local Christian leaders particularly in terms of reviewing policies as well as through the provision of additional support for the most vulnerable. The partnership with the diocese is good. Leaders have benefited from diocesan support, particularly in relation to improvements in RE and the Christian underpinning of the values. With the retirement of the current headteacher in summer 2018, effective succession planning ensures the newly appointed headteacher (for September 2018) has a comprehensive understanding of the journey the school is on and that the capacity to continue to improve is very good.