

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Queen Elizabeth's Academy, Mansfield	
Address	150, Chesterfield Road South, Mansfield, NG19 7AP
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)	Requires Improvement

School's vision
Inspired by Luke 10:29-37 we give our all to all in appreciation to God who gave us his all in Jesus, offering learning without boundaries and care without limits so that all our students can experience life in all its fullness.
Key findings
<ul style="list-style-type: none"> • The distinctive Christian vision drives the work of the academy and is enabling pupils and adults to prosper. This is especially evident since the appointment of the new principal. • Driven by the nine Christian values, the character development work is preparing pupils well to live life to the full and is enabling the whole community to live increasingly well together. A shared definition of spiritual development is less well embedded across the curriculum. • The vision is fundamental to the care the academy shows to its pupils and wider community. Pupils are valued and the most vulnerable are flourishing in their learning. • Collective worship is instrumental in driving positive change at Queen Elizabeth's Academy. Wider opportunities for pupils to plan and lead collective worship are currently limited. • The quality of religious education (RE) is improving although recent changes are not yet fully embedded. High quality RE provision is not yet prioritised for all pupils.
Areas for development
<ul style="list-style-type: none"> • Embed the improving quality of RE so that all pupils access a challenging RE curriculum enabling them to become informed world citizens. • Develop student leadership within the planning and leading of collective worship so that pupils' experience of worship is more richly inspirational. • Ensure a shared definition of spiritual development across the curriculum is fully understood by staff so that pupils can flourish spiritually.



Inspection findings

Inspired by the biblical parable of The Good Samaritan 'we give our all to all' is at the heart of the ethos at Queen Elizabeth's Academy. The leaders drive the vision within the academy. Governors, alongside Diverse Academies Trust, routinely monitor the work of the academy as a Church school. This has led to a refocused Christian vision since the last inspection and is central to improvement work. Leaders are passionate about the vision which is particularly evident in the exceptional care of pupils and staff which is a hallmark of the academy. As a result, pupils and staff flourish as they increasingly live well together. Staff are proud to work at the academy and highly value the care they receive now and previously throughout the pandemic.

The nine values which stem from the Christian vision are deeply embedded within the academy. They are woven through the pastoral curriculum and through the collective worship cycle. Consequently, pupils think deeply about the relevance of concepts such as truthfulness, forgiveness and kindness to their lives. The values are helping pupils to shape the citizens they are becoming. As one pupil stated, the values 'motivate me to be the best version of myself'. This is resulting in pupils having hope and aspiration for their futures.

As a result of the vision, strategic decisions are made to enable pupils to live life to the full. Leaders have broadened the curriculum in recent years to include music and design technology based subjects which are highly popular. This is resulting in many disadvantaged pupils having opportunities to thrive because of initiatives such as the impressive choir and free peripatetic music lessons alongside heavily subsidized enrichment opportunities. Within lessons, the 'I do, we do, you do' lesson structure is enabling all pupils, especially those with special educational needs and disabilities (SEND) to make increasingly swift progress. Pupils value the support teachers give them, which is often individualised as staff 'give their all' to the pupils in their care. Although the academy values are apparent throughout the curriculum there is not a shared definition of spiritual development.

Driven by the vision, the pastoral care of pupils is central to the academy's approach to behaviour management through the 'QEA way'. In expressing God's love, staff care deeply for the wellbeing of pupils at the academy something greatly appreciated by parents spoken to. The care shown extends to the mental health support available having recently employed a counsellor to provide further help. Staff speak highly of the support that is also available to them including 'wellbeing week'. They welcome the open door approach of leaders and value the training and development opportunities that have more latterly been provided from both the diocese and Diverse Academies Trust. Equally valuable is the opportunity for staff to take part in daily prayer and in the Eucharist should they wish. The sense of community and support for one other is strong.

Opportunity for pupils to pray daily and reflect through invitational and inclusive collective worship is integral to the life of the academy. The well thought out worship programme is relevant and engaging and families value the opportunity to 'worship with us' through the home-based resources. Pupils value the range of engaging approaches to worship including scripture reading, music and story telling led by a number of academy staff and local clergy. Pupils are reverent in their respect of those who wish to pray which is at the heart of the academy's routines. The work of the chaplain in leading collective worship is highly effective and pupils are inspired to take action as a result. This has been especially evident in the way pupils care for their community through initiatives such as 'bags of hope' and the community 'boxing day brunch'. Consequently, pupils find joy in giving and in Christian service. Conversations about faith are commonplace and pupils of different faiths or no faith value the opportunity to explore its relevance to them personally. Increasing opportunities for pupils



to plan and lead aspects of collective worship would richly augment this experience.

The academy has built increasingly strong partnerships with the diocese and local churches which have enhanced opportunities for pupils to become courageous advocates of change. This is especially apparent through the work of pupils to promote diversity both within and beyond the academy. Pupils are increasingly confident in their identity and celebrate their differences. This is creating an inclusive community where individuals are treated with dignity. Such partnerships have also increased opportunities for pupils to discover more about the Christian faith through initiatives such as the 'about life and faith club'.

Led by a passionate head of RE with strong subject knowledge the quality of RE is improving. Pupils enjoy RE and the coverage of a range of world religions mean that pupils are broadening their depth of understanding of living in a multi-faith world. Pupils are deepening their world views and religious literacy. However, not all pupils have opportunity to study RE until the end of year 11 as a large number are withdrawn to focus on English or maths. Those that do study RE follow the GCSE short course; there are currently no pupils opting to study the full GCSE course. Curriculum time allocated to the study of RE is not yet at the minimum expected within a Church academy. Actions to address this are being taken as the academy endeavours to meet the Statement of Entitlement for RE but these have not yet had time to fully embed.

	The effectiveness of RE is		Requires Improvement	
	For those that study RE the quality of teaching is improving although this is not yet consistently the experience for all pupils. Work produced is of an increasingly high standard, especially at Key Stage 3 when taught by an RE specialist. Routine monitoring by the academy confirms this. Outcomes for those studying the short course GCSE in RE were below national averages in 2022 including for the most vulnerable.			
Information				
School	Queen Elizabeth's Academy, Mansfield	Inspection date	2 February 2023 - 3 February 2023	
URN	144486	VC/VA/Academy	Academy	
Diocese/District	Southwell & Nottingham	Pupils on roll	777	
MAT/Federation	Diverse Academies Trust			
Principal	Donna Percival			
Chair of Governors	Rachel Webb			
Inspector	Sadie Batstone	No.	2125	