

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| West Grantham Church of England Secondary Academy | |
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| Address | The Avenue, Grantham, NG31 7PX |
| 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 | Requires Improvement |

| School's vision |
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| To champion and rejoice in those we serve, creating an environment where excellence is achieved and potential fulfilled. |
| Key findings |
| <ul style="list-style-type: none"> • The Christian vision of the school has driven significant improvement and makes a tangible difference to the whole school community. The programme of evaluation that has effectively supported recent improvements is now an ongoing process but is still in its infancy. • The newly developed curriculum is rooted in the Christian vision and allows all students to progress academically and develop spiritually. However, students are not currently confident in articulating how their spiritual development is supported beyond collective worship and religious education (RE). • Pastoral care is a real strength of the school. As a result, students feel valued and are supported to fulfil their potential. • Collective worship is fully inclusive and inspires students to respond to calls to action. However, there is currently not daily worship for all. • Effective curriculum planning in religious education (RE) allows students to develop their knowledge and understanding of Christianity and other world religions. It offers a safe space for discussion. |
| Areas for development |
| <ul style="list-style-type: none"> • To enhance opportunities to grow spiritually through worship and reflection, ensure there is daily collective worship for all. • To deepen students' understanding of their spiritual development, ensure links to spirituality are explained across the curriculum. • To ensure the Christian vision continues to enable all students and adults to flourish, embed an ongoing programme of evaluation. |



Inspection findings

The Christian vision is rooted in Jesus' promise of 'life in all its fullness' and underpins the biblical values of the school. Leaders articulate how the words 'champion and serve' are specifically included as Jesus is a champion for all and serves others. The whole school community played a part in the development of the vision. This has ensured it reflects the context of the school and is inclusive for all. Leaders are passionate about making a difference to the lives of the students and families they serve. Consequently, the school has undergone substantial improvement following the joining of The Diocese of Southwell and Nottingham Multi-Academy Trust (MAT) in January 2021. This has led to increasing student numbers, a very purposeful learning environment and a real sense of community and belonging within the school. There is a clear improvement plan that reflects the school's vision. This supports the school in its drive to create an environment where excellence is achieved. Governors are an integral part of the self-evaluation of the school. They regularly challenge school leaders to ensure decisions made are living out the Christian vision and values. The school's vision informs its formal partnerships. For example, the MAT has recently supported the school with the newly developed curriculum. Partnerships with local churches have resulted in the whole school carol service being held at St. Wulfram's Church. In addition, the school chaplain teaches English to parents at a local church and church leaders deliver collective worship. This reflects the vision of serving others. Staff development is also a priority, with all staff undertaking training around the Christian vision and values. Some staff are also enrolled on programmes to support their development as future church school leaders.

The curriculum is newly designed and has the school's vision at its heart to support all students to fulfil their potential. It is inclusive for all and supports those with special educational needs and the most able to progress. Extracurricular visits to local universities, which are part of the wider careers programme, encourage students to be aspirational. Students have the chance to explore big questions in all lessons and there are opportunities for students to understand and celebrate diversity. Planning for social, moral and cultural development of students is embedded. Consequently, the curriculum ensures the rounded development of the whole child. There is a coherent plan for spiritual development across the curriculum. Whilst students can articulate how they are supported spiritually in religious education (RE) and collective worship this doesn't extend across the full curriculum.

Every student is rejoiced in as an individual. The pastoral team work tirelessly to champion those they serve. They ensure the most vulnerable students and their families are supported and any barriers to attendance are broken down. Some recent examples include a winter food bag scheme and visits from the chaplain to families of students who are refugees. As a result, attendance is good. This supports students to fulfil their potential and thus reflects the Christian vision of the school. In order to live out the school's vision of creating an environment where excellence is achieved, daily routines have been embedded. The behaviour policy has also been centred around forgiveness and restorative justice. Consequently, a calm learning environment is evident across the school that allows all students to flourish. Displays around the school celebrate difference and diversity. Students are knowledgeable about protected characteristics and understand that everyone deserves respect. There are procedures in place to deal with any bullying and students report any incidents are dealt with effectively.

There are several opportunities for student leadership in order to live out the vision of 'rejoicing in those we serve'. Anti-bullying ambassadors have helped to establish a worry box where students can anonymously raise any concerns. In addition, prefects arrange charity



events. Students and their families have regular opportunities to give feedback. This has led to the refurbishment of the toilets and additional revision sessions. Mental health and wellbeing are prioritised for all students and adults. This is to ensure the whole school community can fulfil its potential. The marking policy has been reviewed as a response to teacher workload and some staff benefit from flexible working arrangements. Consequently, staff turnover is very low. Students have dedicated days where issues such as positive mental health and wellbeing are explored. In addition, students are supported by mental first aiders, a trained counsellor and external agencies where appropriate. Therefore, all students spoken to said they feel safe and cared for at school.

The school has made bold financial decisions to enhance the worship experience of all students. A chaplain is now in post who supports students and adults spiritually and pastorally. Collective worship is inclusive and encourages students to be social advocates for change. This has inspired students to arrange a collection for the local foodbank and prepare Christmas boxes for children in Ukraine. Students explain how collective worship makes them think and reflect on their behaviour. In line with the school vision, collective worship provides opportunities to encounter the teachings of Jesus and explore the relevance of the Bible today. Currently students are reflecting on the school values, which are underpinned by the vision. There are opportunities for prayer and reflection beyond collective worship. These include the use of the multi-faith prayer room and voluntary share and prayer student groups at lunchtime. Prayer is a valued part of school life. Collective worship is evaluated by leaders and this has led to developments such as the writing of a whole school prayer. Students also have opportunities to give their feedback by speaking to their tutors. Student leaders currently have some opportunities to be involved in the planning and delivery of collective worship. Due to the prioritising of literacy and numeracy intervention, collective worship is currently not daily for students. This means collective worship requires improvement.

Curriculum planning in religious education (RE) enables students to gain a knowledge and understanding of Christianity and other world religions. Students report that RE is a safe space where they can ask questions. Consequently, they have the opportunity to reflect on their own beliefs. Teachers who are not specialists receive support and training from the subject leader. This ensures all students have a consistent experience. A significant number of students have chosen to take the full RE GCSE qualification next year. Remaining students will all study the short course. This demonstrates the value students place on the academic study of RE.

This school is on a journey of significant improvement which is being driven by its Christian vision. As a result, it is making a difference to the students it serves, especially the most vulnerable.



| Information | | | |
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| School | West Grantham CofE Secondary Academy | Inspection date | 9 March 2023 |
| URN | 148433 | VC/VA/ Academy | Academy |
| Diocese/District | Lincoln | Pupils on roll | 313 |
| MAT/Federation | Diocese of Southwell and Nottingham MAT | | |
| Principal | Clare Barber | | |
| Chair of Governors | Martin O'Connell | | |
| Inspector | Kelly Wall | No. | 951 |