

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Abbey Church of England Academy, Daventry	
Address	Vicar Lane, Daventry, NN11 5AA
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

School's vision
<p>Together, anything is possible</p> <p>"Everything is possible for one who believes, Mark 9:23"</p> <p>Our vision is to create an environment where all are proud of their achievements and prepared to be confident, happy, life-long learners who make a positive contribution to their world and experience life in all its fullness.</p>
Key findings
<ul style="list-style-type: none"> • Anything is possible at Abbey CofE Academy because the community is united by an aspirational vision. The principal is instrumental in leading a dedicated team and stimulating remarkable change for the good of everyone. Governors do not utilise a robust enough system to monitor the impact of the academy's vision. • Pastoral support for pupils and families is highly effective. Pupils are happy and behave well. They are supported effectively on their unique learning journeys to develop a love of learning. • The character and moral development of pupils is driven by the vision. Pupils are beginning to engage in social action projects in their community for the benefit of others. • Collective worship enables pupils to acquire an impressive knowledge of the Bible and teachings of Jesus. Whilst a definition of spirituality is in place, this is not shared by all members of staff. Consequently, there are some missed opportunities for spiritual growth. • Religious education (RE) is a key strength. The curriculum is well-structured and leads to pupils' work being of a high standard and effectively reflects the Christian vision.
Areas for development
<ul style="list-style-type: none"> • Those responsible for governance must implement an effective system to monitor the impact of the academy's Christian vision. This is to ensure that governors articulate the vision with practical illustrations and assure themselves of the intended impact. • Develop opportunities for pupils' positive contributions and engagement in social action projects to enhance their advocacy for change nationally, and globally. • Embed the academy's shared understanding of spirituality. This is to ensure that further planned and spontaneous opportunities are harnessed for pupils and adults to grow spiritually.

Inspection findings

In a short space of time the new leadership has reignited the academy as a Church school. The principal is a constant role model to staff and pupils, fully embodying and living out the Christian vision. Academy leaders have developed and implemented an inclusive vision that is aspirational for everyone. All members of the community subscribe to this and are guided by well-embedded Christian values. The principal has established a dedicated and united staff team within this trusting and caring environment. The David Ross Educational Trust (MAT) has recently enlisted experienced foundation governors to support the academy scrutiny committee. However, systems are not in place for all those responsible for governance to monitor Abbey CofE Academy effectively enough. Currently, there is little evidence of governance playing an active part in the development of the academy's Christian character.

Strong and effective partnerships with Peterborough Diocese and the MAT support the development of Abbey CofE Academy as a Church school. Training and expertise are utilised by academy leaders to enhance provision. This has supported the principal's rapid progress in re-establishing Christian distinctiveness. Parents correctly note the positive changes since the appointment of the principal. Communication has significantly improved, consequently, parents have a clear understanding of the vision and associated values. This strengthens relationships and partnerships and gives clarity of purpose for everyone.

Pupils are empowered to become life-long learners. The vision is thoughtfully woven across the curriculum and extra-curricular opportunities on offer. The wider curriculum is shaped by the aspirational tone of the vision to strive for high academic achievement. Those in need of additional support are well catered for and make good progress because staff know pupils exceptionally well. There are opportunities for pupils and adults to flourish spiritually. The life-size 'Spiritualtree' located in the entrance, showcases individual interpretations of spirituality. Whilst a definition of spirituality is in place, this is not consistently understood or shared with staff members. Consequently, some staff are not utilising every opportunity for the spiritual development of pupils.

Leaders have high expectations of staff. This ensures that staff are aspirational for every pupil. The character and moral development woven into the curriculum encourages pupils to have aspiration for themselves. This is particularly strong when circumstances are difficult. Leaders are beginning to build lasting connections with local charities to enable pupils to make a difference in their local community. Support for local food and clothes banks is one example. Pupils do not gain sufficient experience in taking action to improve the lives of others beyond Daventry. Leaders correctly identify social action projects nationally and globally as the next step.

Revised policies, coupled with leaders' high expectation of pupils', results in good behaviour. Well-established values underpin policy and ensure that Abbey CofE Academy is a calm and purposeful learning environment. Rare incidents of poor behaviour are swiftly managed as a culture of forgiveness and reconciliation is in place. Exceptional pastoral care for pupils and families is central to flourishing. Parents rightly identify the impact pastoral support has over time. This encourages good mental health and enables all to flourish and live well together. Pupils considered to be vulnerable are very well supported and nurtured to make good progress academically and socially. There is a direct correlation between recent improvements in pupil attendance and their love for coming to school. A strong sense of belonging to a large family permeates. Pupils are proud of their academy and the achievements they are enabled to make.



Leaders have skilfully constructed an environment that is built on dignity and respect. The MAT's model policies and procedures are shaped by leaders to reflect the Christian vision and successfully embed values. Difference and diversity are celebrated, resulting in everyone feeling included and confident to be themselves. A well-crafted relationships and sex education curriculum support pupils in developing healthy friendships. The inclusiveness of the vision is valued by everyone. Pupils know they are respected and cared for by the whole staff team.

Collective worship deeply expresses the Christian vision. Planning is led by the principal and pupils in the junior ethos committee. As a result, pupils' views on worship are regularly sought. Worship shines a light on the Bible and the teachings of Jesus in an interesting and engaging way for all. Pupils develop a respectful and thoughtful response to Bible stories. Inclusive prayer is important to everyone. Pupils are invited to pray by adults leading worship as a whole school and in class worship. Moments of reflection are woven throughout the day and within acts of worship. As a result, pupils develop a deep understanding of Christian values and the meaning of these within their lives. Each day begins with a sense of togetherness experienced in worship. Partnerships with the local church clergy are strong. Practical and pastoral support from the church is utilised by pupils, staff, and families. Visits to Holy Cross Church are relished by the academy community. Clergy supports teaching in RE when asked. Pupils have a clear understanding of the Holy Trinity and language associated with the Christian belief in God. Three candles lit at the beginning of every act of worship exemplifies this. Christian festivals are explored in worship sessions and celebrated in the church. A recent visit to Peterborough Cathedral supports pupils' understanding of Anglican traditions of worship.

The principal is the RE leader, which ensures that the subject has a high profile within the curriculum. High-quality planning from the diocese coupled with the Understanding Christianity resource result in RE which reflects the Church of England Statement of Entitlement. Inspirational leaders weave the vision throughout the bespoke and stimulating RE curriculum. This gives clarity of vision and supports pupils' exploration of theology, philosophy, and human science. Subsequently, pupils develop age-appropriate skills of enquiry, critical analysis, and interpretation. Pupils enjoy RE lessons and learning about Christianity as a global religion. Work in books is of a high standard and pupils are rightly proud of their achievements in RE. Diocesan training is used to develop the curriculum and ensure that teachers have up to date knowledge of best practice in RE. Displays promote critical thinking, celebrate religious diversity, and heighten the profile of the vision. Robust assessment systems enable teachers to scaffold learning so all can flourish in RE.

The sense of togetherness is born out of the Christian vision that is at the heart of recent success. Abbey CofE Academy enables pupils and adults to experience life in all its fullness. Fresh changes introduced by dedicated leaders are having a significantly positive impact on pupil and adult flourishing.



Information			
School	Abbey Church of England Academy, Daventry	Inspection date	27 April 2023
URN	140190	VC/VA/Academy	Academy
Diocese/District	Peterborough	Pupils on roll	160
MAT/Federation	DRET		
Principal	Deborah Godfrey		
Chair of Governors	David Huckin		
Inspector	Toby Long	No.	896