



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

Abbey Grange Church of England Academy	
Address	Butcher Hill, Leeds, LS16 5EA
School vision	
<p>We embrace Jesus' call to life in all its fullness. As a diverse community, we celebrate difference and build character through innovative and imaginative practice that seeks to transform lives. Enabling everyone to flourish means finding identity, purpose and value in God as we journey together.</p> <p>'My purpose is to give life in all its fullness' John 10:10</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Abbey multi-academy trust (MAT) and academy leaders are fully invested in, and committed to, the academy. Motivated by the vision they go to exceptional lengths to create an inspirational place where all are welcome.</li> <li>• The Christian vision is clearly articulated and firmly rooted in the Bible. The shared understanding of the vision encourages academy leaders and staff to ensure that students have increased opportunities to live life to the full.</li> <li>• Adults live out the vision through their commitment to enable students to flourish and thrive. They use innovative, imaginative, research based practices to coach and support students to achieve their highest potential.</li> <li>• The collective worship is carefully planned. It reflects the vision of both the academy and trust. Wonderful, valuable and varied opportunities empower students and staff to share their faith and deepen their spiritual experiences.</li> <li>• Religious education(RE) is highly effective. All students Year 7-13 attend expertly led lessons. The curriculum is broad and relevant. Skilful teachers provide safe environments for rich discussions and opportunities for deep thinking. Students are inspired and achieve highly in this curriculum area.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Enable pupils and adults to engage in more independently planning, leading and evaluating collective worship in order to further enhance practice.</li> <li>• Encourage wider participation in the extensive programme of routinely available additional activities. This is so that all students are able to flourish in rich and exciting ways including, beyond the classroom.</li> </ul>	
Inspection findings	
<p>The Abbey Grange Christian vision is firmly rooted in the ambition for students and adults to experience life in all its fullness. Trust and academy leaders intentionally create policies and practices to enable everyone to flourish. Through robust monitoring and evaluation leaders ensure the vision remains at the heart of the academy community. All leaders share the determination to improve life chances for students at the academy. A strong sense of welcome and belonging</p>	

encapsulates the diverse and inclusive community. The academy ambition, 'in partnership to educate, nurture and empower', is woven through every action and interaction. A student articulated the impact of this, saying, 'they open all the doors for us and we choose the doors to walk through'.

The vision and values support positive pupil outcomes through a well planned curriculum. This is inclusive and aims to meet the needs of all learners. This includes those with special educational needs and/or disabilities (SEND) or who are vulnerable and/or disadvantaged. The impact of this is very high attendance and positivity to learning. Clear, thoughtful and structured routines effectively enable students and staff to work in calm and purposeful learning spaces. The innovative and imaginative policies and procedures are clearly communicated and firmly embedded. The impact of these routines, underpinned by the vision, supports the transformation of the lives of the young people. Further opportunities for growth and enhancement are offered through an extensive range of additional opportunities. Many students engage in these opportunities commenting 'you have so much choice', although this does not reach all students.

Collective worship is meticulously planned with the vision and values carefully woven through the weekly calendar. Clear, established, structured routines, including lighting a candle at the start of each gathering, illustrate the priority that worship has. Form worship is structured to be a time of reflection. It allows students to explore passages from the Bible and think about their application in daily life. Staff and students recognise collective worship as the opportunity to contribute to their spiritual nourishment. Students speak with affection of the end of day reflection giving them time for valuable quiet and stillness. Many wider spiritual experiences are arranged by older students, staff and external providers. The cell groups run by Sixth Formers for younger students offer Bible study opportunities. The time to share, reflect and discuss different perspectives has a powerful impact on those attending. Rock solid social groups encourage opportunities for students to feel closer to God. Students enjoy the wide variety of enrichment opportunities they can attend to learn about, develop and grow in faith. The variety of invitational worship involving music, readings from the Bible and, as appropriate, the Eucharist, offers wider spiritual experiences. Staff and Sixth Form students talk joyfully about the significant impact of the recent Year 11 leavers' service. They appreciated the time to celebrate their journey through the academy, the wide variety of friendships formed and opportunities and experiences. The provision for acts of worship is extensive but the opportunities for students to independently plan, lead and evaluate worship are underdeveloped.

Students in all years thrive in this aspirational community. Parents recognise the quality of education provided and some students travel long distances to access the opportunities on offer. They appreciate the benefits that the rich curriculum and the ethos of the academy bring to all. The formation of the MAT began at Abbey Grange. It was a conscious decision to share the academy's success in giving students varied opportunities in order to improve more students' lives. This adds to the success of the academy in living by its vision. The ambition to educate, nurture and empower is embraced by academy leaders. Students have opportunities every lunchtime to attend bespoke activities to support wellbeing, explore faith or use quiet study spaces. These opportunities are a clear expression of how the vision provides personalised packages to support individual needs. Students' groups are successfully working to effect change in the academy and actively changing policy and process. The sustainability group successfully set up food banks for the wider local community. They also initiated meat free Mondays to support raising the awareness of living responsibly in view of the climate emergency. Another student group highlighted to leaders the issues surrounding Afro textured hair. This prompted further discussion. These discussions led to the adoption of the HALO code, allowing Afro textured hair worn in a variety of styles. The nurturing nature of the academy supported students making an impact, changing uniform policy to make it more inclusive. The decisions to change academy policies reflects the high esteem in which students' rights and responsibilities are held.

The academy appreciation of inclusivity and diversity is captured by the annual culture day. Inspired by this trust wide idea, Abbey Grange culture day enables the community to celebrate difference and diversity. Food, fashion and music are amongst the significant range of cultural experiences. All speak about the impact of the day in enhancing their understanding of different lifestyles, effectively supporting living well together. Students are encouraged to develop the Abbey characteristics of aspiration, benevolence, belief, excellence and youth leadership. One way this is achieved is through character education that encourages the development of personal and moral purpose. Each year group has different challenges to complete through each characteristic, called Abbey pledges. These are hugely popular with students who enjoy the challenges throughout the year. Students are encouraged to take part in charitable projects and volunteering. This results in students engaging in activities that enable them to become agents of social change. They also provide other opportunities that promote student participation in the community including, the highly popular Duke of Edinburgh Award scheme.

RE is highly regarded by academy leaders and within the trust. This is reflected in the commitment to strong subject leadership. Highly motivated qualified specialists deliver engaging and challenging lessons. The sequenced Key Stage 3 curriculum, exploring Christianity and wider theological concepts, prepares students well for GCSE. GCSE results are above the national average and students including those with SEND make very good progress. Religious studies is a popular A-level course. All Key Stage 5 students study a carefully crafted course enabling them to experience and explore wider RE themes. Students enjoy RE and relish applying theological and philosophical thinking when debating important and often controversial issues. The academy curriculum oracy strategy supports the leadership ambition for students to enhance their skills of debate. The philosophy club enrichment activity, initiated by the RE department, successfully competed in a national event reaching the final. This was hosted at a prestigious university opening students' eyes to the wider world opportunities and the next stages of learning. Reflective, evaluative practice coupled with creativity enables students to encounter innovative and imaginative practice. This leads to the enhancement of learning beyond the classroom, supporting the ambition for students to live 'life in all its fullness'.

The inspection findings indicate that Abbey Grange Church of England Academy is living up to its foundation as a Church school.

Information			
Inspection date	27 September 2023 - 28 September 2023	URN	137083
VC/VA/Academy	Academy	Pupils on roll	1665
Diocese	Leeds		
MAT/Federation	Abbey Multi Academy Trust		
Headteacher	Simon Prinsep		
Chair	Paul Whitman		
Inspector	Tina Astley	No.	2205