

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Harris Church of England Academy, Rugby	
Address	Overslade Lane, Rugby, CV22 6EA
School vision	
'While there is time, let us do good to all.' (Galatians 6:10)	
School strengths	
<ul style="list-style-type: none"> • The Christian vision is at the heart of everything the school does. It is a powerful driver for the aspiration of 'fullness of life' (John 10:10) for all. • The quality of relationships is a particular strength of the school. Here, everyone cares for everyone, which creates a culture of empathy, safety and wellbeing. • The school is exceptional in its commitment to pupils with special educational needs and disabilities (SEND), and those who are vulnerable or going through difficult times. This means that all have opportunity to thrive. • Leaders' consistent emphasis on developing the skills of teachers means that pupils are engaged in high quality, effective learning. Staff relish the opportunity to flourish professionally and pupils are increasingly successful. • There are strong foundations for spirituality, worship and religious education (RE). These include the open-ness to spirituality, the sacred space of worship and new activities to encounter differing worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • Continue to be steered by the vision as the school moves into the future and considers fresh developments and opportunities. • Develop robust systems to ensure Church school governors more effectively evaluate the impact of the school's Christian vision. • Working alongside key partners, further develop the scheme of work in RE. This is to ensure greater challenge and more engagement with questions of meaning and purpose. 	
Inspection findings	
<p>Harris is a school driven by its Christian vision, to 'do good to all, while there is time'. Although the statement is succinct, it deeply roots the culture of the school. Its message is well known and understood. Staff, governors and pupils are able to relate it to their lives in, and beyond, the school. They are inspired to treat the time at Harris as valuable and use it to seek 'fullness of life' (John 10:10) for everyone. The vision is the mantra which has driven and embedded the improvement of Harris over the last few years. For leaders and governors, it is the plumbline against which decisions, large and small are made. For example, they have chosen to limit the growth of the school to maintain the ethos of care for each individual. Because they are committed to ensuring the best for all pupils, leaders embrace partnerships which add to Harris's resources. Everyone pulls together to 'do good to all'. Visiting professionals flourish because they are trusted as fellow colleagues within a</p>	

Christian community. Therefore, pupils benefit. The vision of the diocesan trust resonates with that of the school. Although Harris is its only secondary school, the trust blends in-house expertise with external partnerships so that support is effective. Trust leaders are thoughtful about the school's needs. Their support of chaplaincy is a particular gift.

The culture of care for all at Harris is exceptional. 'Everyone cares for everyone' is the motto, with safety and wellbeing given highest priority. As a result of this, there is a powerful sense of hospitality and belonging. Relationships across the school are excellent. Pupils behave well, showing empathy and loyalty towards others. Staff commonly go the extra mile because they are committed to the vision of 'doing good to all'. In this, key leaders are inspirational to the whole community. Leaders and governors have wisely acted to ensure that this special culture is embedded throughout the school. Thoughtful decisions about structures, policy and staffing reflect this. Because of this, pupils and adults flourish. The school gives extraordinary support to pupils, particularly those who are especially vulnerable or experiencing difficult times. Pupils at risk of exclusion are firmly claimed as still part of the 'Harris family'. Therefore, the school is developing its own alternative provision on-site. This means no-one need be cut off from the 'good' the school offers.

The vision shapes pupils' experience of learning because of the school's commitment to fullness of life. Alongside the broad and balanced curriculum, pupils enjoy an extensive extra-curricular offer. Engagement in and out of lessons is high. Leaders leave no stone unturned in ensuring that vulnerable pupils benefit from the learning life of the school. The decision to partner with the local special school is particularly important. By sharing provision, Harris enables some of Brooke's pupils to benefit from a mainstream curriculum. In turn, this enhances the expertise and support for SEND within the school. The vision's focus on 'good' and 'time' creates ambition and pace in school improvement. The emphasis on high quality teaching means that staff are able to think deeply about learning and purpose in the classroom. Staff are committed to making learning in lessons the best it can be for all. They particularly relish the opportunities offered by the bespoke approach to training, enabling them to flourish professionally. All of this has contributed to the significant and consistent improvement in outcomes for pupils.

The worship life of the school is anchored by the leadership of the chaplain. Through structures and symbols, she has established an atmosphere of dignity in collective worship that is taken seriously. It is a space where people are comfortable to share deepest feelings and reflections. Pupils are thoughtful and engaged. In their class setting, they are lively and participative. The programme is enhanced by visitors from local religious organisations, so pupils benefit from the variety of their different approaches. They enthusiastically enjoy modern worship songs. As an effect of worship, they are inspired to act. For example, after the Carol Service, Year 10 pupils spontaneously went carol singing in the local streets. More regularly, pupils ask to use assemblies to rally support for charities and causes about which they are passionate. They are alert to issues of justice and equality, which school leaders take seriously. Pupils are effective in their campaigning, confidently engaging with school structures and local democracy. In this, they are supported by the curriculum, particularly personal, social and health education (PSHE). In developing spirituality, the school has adopted the language of MEG and MOG – moments of extraordinary or ordinary grace. The use of these can be powerful, both in worship and the curriculum. For example, in an English lesson, the class was interrogating their set text for messages about forgiveness. However, governors' oversight of these aspects of the outworking of the school's vision is less well developed.

The school gives high status to RE. This is reflected in the decisions leaders make about provision, such as entering the full cohort for GCSE in Year 11. In Key Stage 4, teaching is consistently good, with subject specialist and non-specialist teachers making wise choices about how to maximise learning. Examination outcomes are generally strong and there is a commitment to high standards in every year group. Expert teaching supports good progress and, where pupils struggle, they are

supported with dedication. Pupils value RE because they want to understand people who are different from themselves. They learn with interest, willingly engaging with new vocabulary, artefacts and approaches. The curriculum in RE picks up the school's vision by helping pupils consider what is 'good'. It is shaped around 'big questions' and has areas of strength. However, it is not consistently challenging and does not always prompt deep thinking. Although there is reasonable coverage of a range of religions, Christianity is not explored in its global diversity. There are limited opportunities to extend pupils' experience through visits and visitors. Curriculum development in RE is a collaboration between the school, trust and diocese. Together they are shaping units of work reflecting current national subject developments. Therefore, they have strong capacity to develop. The subject leader is creatively developing opportunities for reflection and encounter, such as in the Interfaith Week programme.

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

Information			
Inspection date	24 January 2024 - 25 January 2024	URN	140371
VC/VA/Academy	Academy	Pupils on roll	862
Diocese	Coventry		
MAT/Federation	Diocese of Coventry MAT		
Headteacher	Roberta Harrison		
Chair	Barry Cockcroft		
Inspector	Barbara Easton	No.	862