



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

West Grantham Academy St Hugh`s

The Avenue
Dysart Road
Grantham
Lincs
NG31 7PX

Previous SIAMS grade: Inadequate

Current inspection grade: Good

Diocese: Lincoln

Local authority: N/A

Date of inspection: 9 July 2015

Date of last inspection: April 2010

Academy's unique reference number: 120718

Chief Executive Officer/Principal: Trudy Brothwell

Inspector's name and number: Roger Moore 353

Academy context

West Grantham Academy St Hugh's is a smaller than average secondary Academy with 485 learners between the ages of 11 and 16. The Academy serves the community of West Grantham and the large majority of learners come from White British backgrounds. It has well above average proportions of learners with special educational needs, statements of special educational need and disabilities. The proportion of learners who are eligible for pupil premium funding is much higher than average. St Hugh's is part of a small Multi Academy Trust established in 2011 which now manages two academies within the town.

The distinctiveness and effectiveness of West Grantham Academy St Hugh's as a Church of England Academy are good

- Relationships between staff, between staff and learners and between learners are strong and enable all to live out Christian values.
- The well-developed and embedded values programme which is firmly embedded into the daily lives of all learners and underpins the ethos and culture of the Academy.
- Nurture and support for the learners provides a high standard of care across all year groups.
- The good and developing leadership of collective worship and religious education (RE) which has an impact on the spiritual, moral, social and cultural (SMSC) development of all learners.

Areas to improve

- Evaluate the success of the collective worship programme by undertaking a whole Academy review and use the outcomes to build on the existing successes.
- Celebrate more overtly the Christian foundation of St Hugh's and evidence this through a robust approach to the self-evaluation of the Academy as a church Academy.

The Academy, through its distinctive Christian character, is good at meeting the needs of all learners

The Academy, through the trust's espoused values, is successful in enabling its learners to express and live out Christian values on a daily basis. The Academy's continually developing Christian character provides a consistent and caring approach for all learners. The well-structured range of support and nurture for the learners in most need is very effective. Regular and effective communication with parents and carers helps the Academy staff to reach out into the community. A carefully crafted and flexible curriculum provides routes for success enabling all learners to succeed. A range of academic and vocational courses enables learners to maximize their achievement. Learners with special educational needs do well due to the high level of expertise of those who support them. The Academy works hard at encouraging learners to attend regularly and provides support for those who find this difficult. It is an expectation that learners will always give of their best. Learners value the support available to them and speak freely and confidently of how the Academy's approach had allowed them to reflect on previous behaviours. More importantly they also comment on how they are enabled to make changes themselves. There is a strong focus on extending learners' SMSC development across the curriculum. The use of the growth mindset approach is helping learners believe that their present abilities can be developed through dedication and hard work. Learners are responding well and are developing the ability to express their thoughts clearly and with confidence. They are now more comfortable in trying things out. They feel safe that making mistakes is acceptable within a learning process which helps future development. It is clear that staff and learners work well together as a team. These relationships are captured in what is described as the team St Hugh's ethic. This recognition is very effective and learners are proud to be members of this culture. Learners show concern for others. The recent Race for Life event was supported by the whole Academy and the wider community. Learners behave well and relationships between all members of the Academy community demonstrate and sustain the Christian character and values of the Academy. The collective worship programme, RE and the growth mindset approach are particularly effective in embedding the Christian distinctiveness of the Academy. RE and collective worship are key in building understanding and respect for diverse communities and of Christianity as a multi-cultural world faith. Both of these aspects make a positive contribution to learners' SMSC development and to the Christian character and values of the Academy.

The impact of collective worship on the Academy community is good

Collective worship is delivered successfully through a well-structured programme. It is provided on a daily basis by the tutors. The themed programme based on the Academy's values is well-resourced and effectively structured. The policy and procedures clearly outline the expectations for worship so that all who lead understand its importance. There is a weekly focus on a specific Christian Value which is delivered through a research, reflect, respond, review, and recognise approach. This helps the learners to focus on and develop their understanding of the value being discussed. Through consistent provision of good acts of worship, learners engage with Christian thought and belief. Learners say this gives them the opportunity to reflect and to think for themselves on the theme for the week. Monitoring and evaluation of collective worship informs planning. Academy leaders recognise that a review of collective worship will continue the process of development and further improve the experiences of learners. Staff are enthusiastic about the themed programme and welcome the support and guidance provided by the co-ordinator. In addition to tutor led collective worship, the Academy also holds assemblies each week. These are often led by the Academy chaplain who includes teaching about the person of Jesus Christ. Learners have an understanding of the importance of Jesus in Christianity and in worship. Assemblies often include Biblical material and learners are able to make some links between this and their own lives and to the Academy's core values. When reflecting on the life of John the Baptist learners are able to make links to key changes in their own lives. 'I have matured and overall grown as a person.' 'Although I am not a religious person I was interested in how change is good.' Learners are aware of God as Father, Son and Holy Spirit although their

understanding is as yet is undeveloped. The chaplain, who is also an Academy director, makes a significant contribution to the life of the Academy and is valued by staff, learners and the wider community. During a time when the local church building is out of use he has been successful in bringing the church into the Academy. Learners are developing an understanding of different Christian traditions. Most learners recognise the value of worship, respond positively, participate willingly and are interested and engaged. Planning provides a structure that enables learners to encounter Christian beliefs. Worship is related to significant moments in the life of the Academy and the seasons of the Church. Most Christian festivals are celebrated or acknowledged in the context of worship.

The effectiveness of the leadership and management of the Academy as a church Academy is good

The Chief Executive Officer/Principal has facilitated change to ensure that leadership develops the Academy's distinctive Christian values and ethos. The Academy leadership team development programme includes visits to other church academies. This is supporting the development of leaders who are dedicated to focusing on the Academy as an organisation with a distinctive Christian character. There is a clear channel of communication and support available through the Diocese. These developments are fully supported and aided by the trust's directors. The Academy building displays significant examples of high quality religious works of art and design that signal and celebrate the Christian purpose of St Hugh's. The chaplain provides effective chaplaincy for staff and learners. The leader of collective worship and RE is given good support in fulfilling her role. This has enabled her to bring about improvements and maintain previous good practice. Leadership of collective worship and RE is having a major impact on staff and learners. Support for staff leading worship through training and the provision of good quality resources has improved the quality of collective worship. Changes to the roles and responsibilities of the senior leadership team have enabled them to fully embed the Academy's core values. The focus on SMSC in lesson observations ensures that these aspects are effectively monitored. The development of the growth mindset approach is enabling learners to develop confidence in their approach to learning. Learners are further supported through the Academy's no charge policy. Learners are able to experience a wide range of visits and activities. This helps them to understand other faiths and cultures and have experiences which they would not otherwise be able to access. There is a wide range of evidence to demonstrate the impact that the leadership changes have had on improving the quality of RE and collective worship. Support from diocesan education advisors has enabled the RE and collective worship co-ordinator to develop her leadership expertise. Although the changes have been recent they are already having a positive impact on learning. Staff value the support they are given. They feel valued as individuals and are fully supported in their work. Collectively, teachers and support staff are empowered to provide care and support for the learners' well-being. They know each child and feel comfortable in mixing with them throughout the day. There is a calm and quiet atmosphere throughout the Academy. Learners enjoy and respect the trust that is placed on them. The leadership team has recognised the need to develop the self-evaluation process and to be more overt in recognising and celebrating the Academy's Christian distinctiveness. The Academy has the capacity for sustained improvement and development. Good progress, as recognised in the monitoring visit report of November 2012, has continued in addressing the development points highlighted at the last inspection. The Academy meets the statutory requirements for RE and collective worship provision.

SIAMS report July 2015 West Grantham Academy St Hugh's, Grantham, Lincolnshire NG31 7PX