

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

### Rossington All Saints Academy

<b>Address</b>	Bond Street, Rossington, Doncaster DN11 0BZ		
<b>Date of inspection</b>	7&8 March 2019	<b>Status of school</b>	Secondary academy Delta Academies Trust
<b>Diocese</b>	Sheffield	<b>URN</b>	136675
<b>Overall Judgement</b>		<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
<b>Additional Judgements</b>			
<b>The impact of collective worship</b>		<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>		<b>Grade</b>	<b>Good</b>

#### School context

The academy has 758 pupils on roll and is the only Church school in the Delta Academies Trust. The majority of pupils are of White British heritage. Very few speak English as an additional language. The proportion of pupils considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The Bridge offers alternative onsite provision for students with additional needs. The academy is oversubscribed and has increased the number of places in Year 7. The Trust's proposal to centralise sixth form provision for its academies is in the final stage of consultation.

#### The school's Christian vision

'Experiencing life in all its fullness' John 10:10

Rossington All Saints Academy acts as a centre of educational excellence, where no individual is left behind and where all students are provided with support to become responsible and successful citizens. We aim to raise every student's aspirations and achievements through the provision of excellent teaching, strong pastoral support and access to an outstanding curriculum. Our Christian ethos and values encourage all students to take advantage of the opportunities which the academy provides, to promote increased personal and community growth.

#### Key findings

- Exemplary pastoral care of students and adults is expertly tailored to individual needs so all flourish. Staff are relentless in their commitment to equip vulnerable students to 'experience life in all its fullness'.
- The 'Deep' structure of leadership enables the academy to transform lives in its community. Staff and governors explain how their work is rooted in a theological understanding of the academy's vision.
- Religious education is enjoying a significant revival. It stimulates thought and students benefit from the safe space it offers to debate. However, not all students have access to RE as an academic subject at GCSE.
- Collective worship is central to the school's Christian identity. It raises aspirations and shapes character but there are too few opportunities to experience the rich traditions of Christian worship.
- Students regularly engage in social action projects. They talk knowledgeably about ethical issues in the context of their own lives but have limited understanding of these in a global context.

#### Areas for development

- Provide students and adults with a rich experience of the breadth of Anglican and other Christian traditions in worship and develop young leaders through the work begun with the student worship panel.
- Help students to gain a global perspective on ethical issues.
- Ensure the website makes it clear how the Christian vision shapes policy and practice.
- Take advantage of increasing numbers and changes to sixth form provision to extend students' entitlement to RE and enable the academy to have a greater presence in Church school education more widely.
- The Diocese and the Trust to review legal agreements so that expectations of the academy are secure and sustainable.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

All staff go 'above and beyond' what is expected of them in order that all members of the community flourish. Students follow their lead in supporting each other. This is expressed in the biblically based vision for 'life in all its fullness' (John 10:10). It is successfully played out through the family culture of the house structure and the highly effective systems for pastoral care. The leadership structure is well named 'Deep' because lines of responsibility cover both the warp and weft of school life. The needs of no individual are missed and the 'fullness' of school life is closely monitored. Staff and governor training with the Diocesan Director of Education has given a new momentum to how the academy articulates its Christian vision but is still being embedded in strategic and operational thinking.

Leaders enjoy a good relationship with the Trust where the academy's model for alternative provision is held up as good practice. The academy is given discretion to express its distinctive Christian identity within the Trust, although this is not evident in the scheme of delegation or in the versions of policies available on the website. Documents do not always reflect the impressive nature of what is happening in practice. An example of this is the academy's approach to managing behaviour on explicitly Christian principles. The number of exclusions and incidents of poor behaviour have dramatically reduced since staff received training in the use of restorative conversations that promote forgiveness and reconciliation.

Leaders are grown from roles within the academy. New staff are quickly caught up in the ethos so everyone pulls together and relationships are harmonious. The Christian vision for 'life in all its fullness' equally applies to adults as well as students. The wellbeing of staff matters so there is a carefully planned approach to professional development, morale is high and staffing remains stable.

All members of staff are relentless in their drive to remove barriers to learning in order that all students flourish. The support options available are multi-faceted from the highly personalised provision in The Bridge to the transition programme for Year 7. Vulnerability is quickly dispelled as students learn empathy with others and to be 'comfortable in their own skin'. A typical comment from one student and affirmed by others was: 'Everyone accepts you here but I have also learned to accept myself.' In this environment, incidents of prejudice based bullying have significantly reduced. Lessons are calm and a safe space to learn, to question and to express opinions. Students are confident to speak about belief, gender and spirituality. All students make good progress above the national average, including those with additional needs. Attendance is improving especially for students who find it difficult to attend regularly. Student planners are an impressive tool in enabling students to flourish. They record awards for going 'above and beyond' and contain guidance for learning and personal conduct in a Church academy.

The RE leader is highly effective. Her appointment and promotion has led directly to the raised profile and popularity of RE. Senior leaders have wisely recognised this as an opportunity to establish the Christian character of the school across the curriculum and given it status at middle as well as senior leadership level. The RE leader takes maximum advantage of diocesan training but has little access to opportunities for sharing good practice with RE practitioners in other Church schools. This hampers her ability to keep abreast of changes happening nationally but what she has achieved working in relative isolation is impressive.

The increased take-up of RE now makes it a viable option at GCSE. This is posing leaders with a new but welcome challenge as a Church academy. Leaders are committed to employing specialist staff so the Trust is looking at how to meet the growing demand in the wider context of Delta Academies. From Year 9, RE is only timetabled for students following the GCSE course. In line with its vision for all students to flourish, leaders ensure that they receive their RE entitlement through 'Step-up days', a series of substantial, creative, one-day courses. Their thinking benefits from thought-provoking reflection journals but these do not provide them with the same individual feedback on their learning as in taught lessons. However, students articulate their own views on spiritual, moral, ethical and cultural issues and this is further promoted by subjects across the academy. In Years 7 & 8, the RE curriculum is carefully dovetailed with personal, social and health education but retains its own identity. Students have improved their understanding of Christian concepts through an additional teaching resource, *Understanding Christianity*. This is allocated only limited time so students do not make full use of their learning to gain a wider understanding of diversity in religious practice.

All staff and students 'collect' together for worship and this is taken very seriously. When students receiving special support are not present, a member of staff attending shares it with them later. Everyone benefits spiritually and gains insight into biblical teaching, yet without compromising anyone's personal beliefs. Worship consistently reinforces Christian values and the vision of 'life in all its fullness' because it is intrinsically linked to

the existing structures of the academy. The family style vertical grouping of houses and forms builds a high level of trust. Tutors tailor the high quality material produced by worship leaders to students needs so everyone benefits spiritually from reflecting together. A high proportion of students are spurred into action and pledge themselves to some form of personal or social support for others. They give convincing accounts for why these are important in a local context but have less confidence to converse about issues of injustice at a global level.

Students appreciate how the value of prayer varies for each individual and some have discovered its value for themselves through prayer in worship. They are familiar with Christian prayers and understand the language of referring to God as Father, Son and Holy Spirit. However, they have few opportunities to experience the more formal traditions of Anglican worship beyond the services for Christmas and Easter. Leadership of worship continues to grow with the recently formed student worship panel very motivated to expand its role. The partnership with the local church is devolved to the chaplaincy team whose members represent different denominations locally. Their considerable contribution to worship and to pastoral support of students indicate the potential of this partnership to play a far greater role in the Trust and the academy's presence in Church of England education more widely.



### **The effectiveness of RE is Good**

Senior leaders have a thorough knowledge of teaching and learning from their regular presence in classrooms. They are accurate in their view that it is consistently good teaching that has captured students' interest and inspired the rejuvenation of RE. Students enjoy debate and learn to disagree well because seating plans are successfully used to structure discussion. Teaching draws on successful whole school strategies to check learning so students know what is routinely expected of them and how to improve their work.

There is no current Year 11 exam course but the analysis of assessments for the first Year 10 examination group indicates a positive picture. Three quarters of students are making at least good progress towards GCSE including those with special educational needs. Disadvantaged students are doing as well as other students. The majority of Key Stage 3 students, including those with additional needs make good progress against the expectations of the local syllabus.

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