

National Society Statutory Inspection of Anglican and Methodist Schools Report

Queen's Church of England Academy

Bentley Road
Nuneaton
CV11 5LR

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: Coventry

Local authority: NA

Date of inspection: 23 April 2015

Date of last inspection: April 2010

School's unique reference number: 125679

Headteacher: Hannah Carvell

Inspector's name and number: Alan Thornsby 137

School context

Queen's Academy was created in January 2014, with 174 pupils from a diversity of faith and cultural backgrounds. The proportions of pupils supported by pupil premium, those with special educational needs and/or disabilities are above average. Following significant staffing changes the school now has stable staffing and governance. The head of school was appointed in November 2013 and became substantive headteacher after Easter 2014. An assistant headteacher and subject leader for religious education (RE) were appointed in summer 2014.

The distinctiveness and effectiveness of Queen's Academy as a Church of England school are good

- The leadership team have re-established the distinctive Christian ethos that is becoming securely embedded in throughout the school.
- The core Christian values of the school have made a significant impact on behaviour, relationships and learning attitudes of pupils and adults.
- As a result of opportunities to plan and deliver worship, the spiritual awareness of children is a strength of the school.

Areas to improve

- Reinforce and explicitly celebrate the Christian ethos that underpins the practice and daily life of the school.
- Ensure a more formal and coherent approach to the planning and delivery of worship by exploring themes over a longer time.
- Ensure that formal monitoring and evaluation procedures by staff and governors fully reflect the good practice of the school to inform development.

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

The school has a welcoming and inclusive ethos that fully reflects the Christian character of the school. In a short time the Christian values of the school, decided by the pupils, have become securely embedded. These have a significant impact on the behaviour, relationships and learning attitudes of everyone. The Christian values of respect and trust create a successful learning environment in which each child is valued and nurtured as a unique individual. This enables pupils to return respect and trust to their teachers, describing them as 'our school parents'. They understand the high expectations of teachers and the importance self-esteem and presentation, including a dress code. Pupils clearly enjoy being in school. They are happy and want to learn so attendance is good. The Christian character of the school is exhibited in the school scrapbook, which has contributions from the whole school community, especially celebrating RE and worship events. The school is exploring ways to increase and celebrate its Christian ethos. For example, the school is currently awaiting an agreed set of Biblical and incentive quotes to be painted around the school to illustrate and further reinforce its distinctive Christian character. The headteacher, staff and governors have worked hard to successfully improve progress and achievement. These and the Christian learning environment have enabled results in that are now almost in line with national expectations. Spiritual, moral, social and cultural (SMSC) development is rapidly becoming a strength of the school following staff training and the input of the religious education (RE) subject leader. This includes the identification of SMSC opportunities across the curriculum. A range of out of school activities and visits and respect for the diverse school community further enhance this. Religious education has a high profile, led by an enthusiastic and knowledgeable subject leader, who maintains a regular input at weekly staff meetings. Although in early stages of development, assessment indicates that pupils' achievement is comparable to that in other core subjects. A recent multi-faith day range provided opportunities to explore and celebrate other faiths. The diversity of the school community and pupils' understanding of the importance of Christian values being shared by all, results in a harmonious school community. Pupils are very aware that 'respect must be earned' and 'treat others as you wish them to treat you' show Christian values in action. Pupils' knowledge of global Christianity is further by Christian visitors from around the world arranged by the Youth With A Mission group from The King's Lodge. Pupils and parents from other faiths sharing their beliefs in school enhance pupil's understanding of global faiths.

The impact of collective worship on the school community is good

Worship is a regular feature of daily life that is recognised with the whole school reciting The Lords Prayer each morning. This ensures that everyone recognises the foundation of the school. It also reinforces the inclusive nature of worship by giving a time for prayer or reflection at the start of the day, regardless of their faith background. Pupils experience a range of worship formats including whole school and class worship. Whole school worship often reinforces a current value or event in school to reinforce Biblical teaching and its relevance to everyday life. However, the school has identified the need to review planning procedures and delivery to explore themes in greater depth over a longer period of time. Class worship is now often planned and delivered by pupils who are gaining in knowledge and developing spiritually through being part of the worship group. Class worship gives pupils opportunities to fully explore the meaning and relevance of Bible stories. For example, after a recount of the story of Jonah and the whale, pupils discussed the meaning behind the story. They then reflected on a personal action, consequence and resolution with a relevant prayer. A weekly achievement assembly recognises academic and personal success and includes 'the Star of the Week'. Opportunities for parents to join school worship, especially for celebration assembly gives them greater insight into pupil achievement and impact of Christian values. The vicar regularly leads worship in school and church, exploring the church year, the Bible and life of Jesus. Children are developing a good understanding of the Trinity and have created their own

symbols to represent the Trinity. They have a good understanding of Christian symbolism. Children of other faiths reflect the inclusivity of worship in the contribution of Christian symbols and artefacts to class reflection areas. Prayer is a central part of the school day. Children regularly write and share prayers in the class prayer tree. The worship group guided by the vicar have created a school prayer. Currently informal visits by foundation governors and discussion between adults and children inform development.

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

The enthusiastic, passionate and dynamic headteacher has within a short time revitalised the school. Her vision of providing the best learning opportunities for each individual child, within a secure Christian context, has been understood and implemented by staff. The daily greeting of arriving children and parents at the school gate reinforces the inclusive and caring ethos. Staff recognise the impact of Christian values in the whole school. They ensure that Christian values are increasingly recognised in planning and referred to in teaching. This ensures the distinctive Christian character impacts throughout the day. The confidence and morale of staff has improved significantly, with the ethos of the school creating positive attitudes to their abilities to teach. They know they are respected and valued. This has resulted in staff who are fully motivated to drive the school forward, recognising the impact of having a fresh start through academy status. Children model the example of adults to create a happy and successful learning environment. The appointment of experienced foundation governors has supported development of the distinctive Christian character of the school. Training opportunities have ensured that governors are more knowledgeable and are confidently beginning to question and challenge the school. Through regular visits, learning walks and reports by the headteacher and RE leader they understand the distinctive Christian character of the school and the contributions made by RE and worship. This ensures both meet statutory requirements. The recent staffing appointments have enabled governors to develop a good understanding of church school leadership. The appointment of the RE leader has increased the profile and impact of the subject. The school uses a range of informal evaluation routines involving foundation governors, leaders and children. However, these are not currently integrated to ensure that self-evaluation documents present a secure picture of the successful practice and impact of the distinctive Christian character of the school. Parents recognise and welcome the changes in the school and the impact of these on the personal and academic progress of their children. The school is rapidly developing a very positive reputation within the local community that is further enhanced by community groups using school facilities. The school has good links with the diocese and benefits from staff and governor training within the Multi Academy Trust (MAT) group of schools.