

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

<b>The Bishop of Winchester Academy</b>			
Address	Mallard Road, Bournemouth, BH8 9PW		
Date of inspection	12 and 13 November 2019	Status of school	Secondary academy inspected as VA.
Diocese	Dioceses of Winchester and Portsmouth	URN	136120
<b>Overall Judgement</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>Grade</b>	<b>Good</b>
<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 Bishop of Winchester Academy is an 11-18 secondary school with 1130 pupils on roll, 639 male, 491 female. The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is in line with national averages. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages, partly due to pupils with ASD having a designated centre on-site. The academy is heavily oversubscribed. The PAN has grown to 210 per year group to meet the increasing application numbers. The academy Sixth Form is in its sixth year.

### The school's Christian vision

All students have the God-given right to 'Live Life to the Full' (John 10 v10). We make this happen through our Christian values culture of 'High Expectations – No Excuses', and the motto 'Have the Courage to be Wise'. Students are to be confident and successful well-developed characters demonstrating resilience, empathy, awareness, collaboration, creativity and independence.

### Key findings

- The academy has an appropriate and effective vision, with some theological underpinning, that has led to an expanding and cohesive school. Staff respond well to the Christian ethos of the academy.
- The generally long-standing team of academy leaders is passionate about the role of the school in improving the life chances of students. Revised systems of self-evaluation are needed as the school is growing larger and more complex.
- The vision gives rise to an emphasis on the development of values appropriate to learning and to character formation. This is having a positive impact on the development of the whole person, including academic performance. Mentor groups play a crucial role in this and in spiritual development.
- Sixth Form students are role models and contribute well to the playing out of the vision. There are fewer leadership opportunities lower down the academy and there are insufficient chances for students to advocate for justice both in the academy and on wider world issues.
- The religious education (RE) team is teaching well, with a good variety of resources. Assessment processes are well formed but some curriculum review is now needed in order to ensure greater breadth of study.

### Areas for development

- Develop a rigorous system by which governors gather information and evaluate Christian distinctiveness, collective worship and RE. This will ensure that the Christian ethos is fully impacting on the life of the school.
- Provide more opportunities for younger students to be advocates for change in the academy and on wider world issues in order to foster a greater sense of student ownership in the school.
- Review the RE Key Stage 3 curriculum and the RE contribution to Sixth Form enrichment in order to produce more breadth of study and greater religious literacy for all students.

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**

The Bishop of Winchester Academy's vision offers hope to a locality where there is significant disadvantage. Imaginative use is made of the parable of the Good Shepherd (John 10 v10) to provide a theological underpinning to the school's vision. The academy characterises the thief in the parable as low aspiration and the impact of the vision is characterised by students and staff having high expectations of themselves. The vision is made central to the life of the academy through a carefully planned and resourced programme of collective worship. A useful handbook guides staff and students over both the content and the practice of collective worship.

The academy's leaders, many of whom have been at the academy throughout its development, are passionate about both the vision and about their students attaining fullness of life. They give unstintingly of their time and effort and students find them approachable. Governors, however, do not have a thorough system for allowing the vision to impact on key policies nor for evaluating the impact of Christian distinctiveness, RE and collective worship.

Pastoral care is exemplary, both through the mentor group system and through the large range of additional services available to students. Despite the academy's growth, the way in which each student is treated as an individual makes it clear that the vision continues to have a significant impact. This is demonstrated, for example, both by the principal spending time with each new family to the academy and with every Year 11 student and also by personalised learning being provided for every post-16 student.

One of the fruits of the vision is that students are working hard to succeed across the curriculum. Much effort is spent in making sure that students have all the basic skills needed. 'Grammar groups', curriculum and mentor groups in Years 7 and 8, demonstrate that a priority now is to provide more challenge for higher ability students. There are many partners to the academy that provide enriching opportunities for students, especially in the area of career aspiration. Enrichment involves further academic reinforcement as well as extra-curricular activities, such as a flourishing creative arts programme. That enrichment is called 10:10 demonstrates the influence of the vision.

Collective worship is a significant feature of the academy and a good allocation of time is given to it. Worship in the main hall is led by a variety of staff, students and visitors and students appreciate its structure. Every act of worship, for example, finishes with the academy prayer, which students know and can apply to their lives. A range of staff contribute imaginatively to collective worship. Two History teachers participated informatively and movingly to the Remembrance-themed act of worship. Their contributions enabled students to understand better the continuing impact of the world wars on society and on families today. Whilst students appreciate the role of worship in the academy, there are insufficient systems in place for students to be involved in the planning and evaluating of these acts of worship.

Staff recognise they play a key role in both academic performance and also in character development. Mentor group time brings the two aspects together well. Collective worship is a strong feature of mentor group time. It is particularly used to explore and personalise the six 'Learning Apps', an imaginative combination of Christian values and skills for learning. These Learning Apps are reinforced across the curriculum and in enrichment and are significant in the development of positive mental health across the academy. The academy, however, needs a more explicit definition of spirituality to foster progression through the school.

There are many and varied charities that are supported enthusiastically and generously in the academy. Older students demonstrate a keen sense of justice and lead well in this area, initiating several new activities. However, younger students have fewer opportunities and do not feel that the existing structures enable their voices to be fully heard. Older students demonstrate a keen sense of justice due to the impact of the vision. Some Key Stage 5 Art students, for example, are currently revamping the Peace Garden both to present the meaning of peace in an interesting way and also to highlight many environmental concerns.

The impact of the vision is seen in the respectful attitudes of students and in the positive relationships between adults and students. Parents speak appreciatively of how staff always want the best for their children. There are many support services in the academy, including the designated unit, that enable students to find their own paths through the academy and to be treated as God-created individuals.

A current emphasis in the academy is to ensure that all curriculum areas contribute to the outworking of the vision. English deliberately chooses texts with challenging religious or moral themes. Personal development is taught across the curriculum, including in RE, and in appropriate stand-alone units. Students are, therefore, continually thinking about the vision and they report very little prejudicial behaviour or bullying as a result.

Partnerships are strong, demonstrating that the community increasingly values their school. The former chaplain of the school is the priest of the local church. The church hosts services, which effectively introduce many students and their families to worship in a church setting. Communion is held termly and ways have been found to enable both believers and non-believers to participate meaningfully. PACE, a local charity and Moorlands College, a local Christian training college, provide much appreciated Christian role modelling and practical help, including with collective worship. Other partnerships, such as with higher education institutions, promote aspiration and are tangible in their impact on students. Although the academy has a link with a church school in Spain, there are insufficient opportunities to engage with Christians in different circumstances throughout the world.

The vision inspires the staff of the academy. Staff contribute much time and effort and are rewarded by the response they get from students and parents. There is a strong induction programme that contains good material on Church school distinctiveness. Potential is nurtured and strong support is given by middle and senior leaders.

The provision of RE in the academy has recently been reviewed and RE has been given a higher status. It is seen as central to the delivery of the vision. There are good resources for learning and much support from school leaders. The current team are now all specialists and there are suitable courses at GCSE and A-level. Students are thoughtfully engaged in lessons, discuss well and are aware of the role of religions as living faiths. A good level of attention is given to non-religious world views. The Key Stage 3 curriculum needs review to ensure that there is not duplication of GCSE material. Student understanding of the role of religion in society today would be clearer with greater time spent on world faiths. A greater use of visits to and visitors from world faiths would enrich these studies. The academy has an appropriate taught enrichment programme at Key Stage 5. Students would benefit from greater RE input in this programme so that they are both challenged and enriched at an age-appropriate level.



**The effectiveness of RE is Good**

The teaching of RE is good. Standards at all Key Stages are in line with expectations nationally. An emphasis on revision and unstinting effort from the Head of Department are two significant factors at GCSE and A-level. Systems that promote knowledge acquisition are well formed and effective. In order to develop curriculum provision further, the RE teachers are developing some appropriate, more challenging materials for the more able students.

Principal	Paul McKeown
Inspector's name and number	Simon Stevens 953