

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bluecoat Wollaton Academy

Address Sutton Passeys Crescent, Wollaton Park, Nottingham, NG8 1EA

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

Overall grade **Excellent**

The impact of collective worship **Excellent**

The effectiveness of religious education (RE) **Excellent**

School's vision

Through believing in ourselves, in others, in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us.

Key findings

- The deeply motivating Christian vision drives every aspect of academy life. It runs through the heart of the school's ethos, the Wollaton Way. It transforms the lives of pupils through a shared purpose, creating a highly effective climate for learning and promoting exemplary behaviour.
- Relationships at all levels are firmly rooted in the Christian values of faith, hope and love, which underpin the academy's vision. The diversity of the many different groups is celebrated and, as a result, pupils know that everyone is valuable and important.
- The inspirational leadership of the principal and academy leaders drives the vision and values, enabling all pupils to flourish. Pupils meet their personal, challenging targets and frequently exceed them.
- An innovative, courageous and challenging curriculum in religious studies (RS) provides a powerful expression of the school's vision. Through its cross-curricular approach, RS plays a strategic role in enriching other subject areas.
- Inclusive and invitational collective worship is the mortar which holds together this richly diverse academy. Creative experiences of prayer enable pupils and staff to worship together as one family.
- Pupil leadership is extremely strong. A high percentage of pupils serve as ambassadors alongside staff in leading and embodying the vision. They flourish as a result, growing in confidence and self-worth.

Areas for development

To share more widely the academy's approach to implementing its Christian vision. To develop a range of partnerships at local, diocesan and national levels in order to support the flourishing of other schools.

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

Bluecoat Wollaton's effect on all its pupils is transformational. This is an excellent academy because it demands that its pupils aim high by adopting its vision and deeply held values. The vision of 'believe in ourselves, in others, in God', permeates the academy at all levels. The vision is lived out by pupils, staff and visitors in every subject area of the curriculum and in relationships at every level. It strongly underpins the Wollaton Way, an ethos which ensures the highest possible standards in every activity. Striking displays throughout the whole academy promote aspiration and remind everyone that the academy's Christian vision is at the heart of the school. Religious studies (RS) and collective worship are channels delivering the vision. The governors affirm it by unstinting service to the school, particularly taking a pro-active role in building partnerships with other schools within the Archway Learning Trust. They are exceptionally effective, clearly linking their evaluation to future development planning. The values of 1Corinthians 13 of 'faith, hope and love' are modelled by leaders, all staff and all pupils. All are valued equally as of infinite worth in the eyes of a creator God and all flourish. The testimonies of present and former pupils show the lasting effect of the academy in changing lives.

Since his appointment in 2015, the Principal has been both inspirational and unswerving in his pursuit of excellence. He and the academy leaders drive the school forward, relentlessly passionate about further improvement, so no pupil is allowed to fail. Leaders at all levels, including governors, have assured a strong culture of 'I can do' permeates every aspect of school. Disadvantaged pupils thrive in the academy owing to its culture of inclusivity and acceptance. Every day proffers examples of forgiveness and reconciliation, with the result that the academy values are tangible. Pupils attain their ambitious learning goals or exceed them. Bullying of any kind is effectively stopped, because pupil well-being is a clear priority. Attendance for all is very high, including for disadvantaged pupils, and so all make exceptional progress. Pupils are never permanently excluded, so the academy never accepts failure.

Staff are passionate in never giving up on their pupils, going well beyond the extra mile. Very strong personal relationships are transforming the lives of all who work at the academy. Staff well-being is of high priority for leaders, so that staff turnover is low and vacancies at all levels are much sought after. New staff receive a rigorous induction in the Wollaton way, so that all staff are constantly referring to the shared ethos. They use phrases such as 'work hard, show respect' or 'believe in yourself', so that inclusivity and equal treatment are hallmarks of day-to-day experience. Bluecoat Wollaton is producing the leaders of other church schools in the future.

Driven by the vision, Christian distinctiveness runs through the whole curriculum, not only in religious studies. Detailed planning of this ambitious, innovative curriculum includes facing deep ethical issues in science, literature and humanities. Pupils show high levels of attentiveness in all lessons and so ask pertinent questions. They clearly love learning. Provision for spiritual, moral, social and cultural development is a high priority, so pupils become confident and mature adults. The RS department deservedly holds the Gold Quality Mark for its ambitious and transformational curriculum entitlement. Pupils firmly grasp the tenets of different faiths, listening respectfully to the views of others and subsequently refining their own. They acquire a deep appreciation of how art, music, dance and meditation can help them reflect on faith systems represented in their immediate community. Pupils gain from a rich programme of visits to places of worship and they participate enthusiastically in diocesan and area ecumenical events. The academy acts as a resource for those seeking best practice in RS, so that other schools are benefitting from its challenging curriculum. Wollaton pupils conduct workshops for other pupils to ask and answer questions about the Abrahamic faiths and humanism.

Collective worship is centred on prayer. The academy prayer, shaped by the vision, invites every pupil daily 'to believe in ourselves, as you believe in us'. Collective worship online enables the academy to include in worship pupils at home through the ongoing pandemic. Pupils value prayer, joining teachers and leaders in a weekly prayer meeting, as well as daily acts of worship. So the academy, though diverse, comes together as one family. Pupils of all faiths celebrate the Eucharist in school, with Anglican liturgical traditions scrupulously observed. All worship is conducted with an opportunity to reflect and pray, so that it is deeply personal. The employment of a Christian distinctiveness lead and a youth worker ensure worship is closely monitored, well resourced, invitational and inclusive. Pupil leaders act as worship ambassadors, planning, organising, conducting and evaluating religious worship. Academy services portray both dignity and respect, with pupils and staff working together as equals. Parents from different faith traditions celebrate the Christian festivals in the services held in local churches. The youth worker leads a lively weekly gathering of the Christian Union, so that pupils from all Christian denominations can meet together. Several have transferred into the academy and cite Bluecoat as a safe space where they can express their views in a culture of mutual respect.

Pupil leadership is a significant feature of the academy. Pupils unstintingly serve in nine different strategic roles, which tangibly impact on academy life. Being an ambassador profoundly promotes self-confidence, responsibility and a sense of self-worth. For example, language ambassadors provide valuable support for

parental consultation evenings, welcoming, translating and explaining for parents in more than two dozen languages. Student ambassadors conduct the induction of Year 6 pupils to the academy. They explain the learning strategy, the 'Wollaton Way'. Pupils from 57 primary schools soon feel at home in the family atmosphere created by the clear Christian vision.

Charity ambassadors initiate, plan and lead the academy charity activities. They are passionate about their responsibility to reduce prejudice, poverty and disadvantage. Pupils engage in innovative events, such as a fun run and drum lessons, to raise over £2000 per annum for the Operation Orphan charity. The ambassadors act autonomously to run fund-raising. They are tireless in their caring, so that other organisations such as Children in Need and homeless centres benefit from their work. All charity work firmly links with the faith, hope and love which the academy so openly displays.



The effectiveness of RE is

Excellent

All pupils, including the most vulnerable, flourish through an exemplary curriculum. Teaching in RS is excellent. Enthusiastic, motivated pupils exceed expectations. Challenging targets and rigorous assessment enable staff to track accurately their excellent progress. Pupils can identify strengths in their work and understand how they need to improve. RS work is meticulously presented in folders, as further evidence that all pupils flourish.

Contextual information about the school

Date of inspection	1 December and 2 December 2021	URN	145146
Date of previous inspection	N/A		
School status	Secondary academy	NOR	789
Name of MAT	Archway Learning Trust		
Diocese	Southwell and Nottingham		
Headteacher	Stuart Anderson		
Pupil profile	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.		
Additional significant information (if needed)	32 per cent of pupils have English as an additional language. 15 out of a possible 17 ethnic groups are represented in the academy.		
Inspector's name	David Shannon	No.	617