

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Sarum Academy			
Address	Westwood Road, Salisbury, SP2 9HS		
Date of inspection	19 March 2019	Status of school	Academy inspected as VC, part of Magna Learning Partnership
Diocese / Methodist District	Salisbury	URN	136183

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good

School context

Sarum Academy is a Voluntary Controlled Church of England academy with 450 pupils on roll aged 11-19. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. 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 (SEND) is above national averages. The current headteacher was appointed in 2016. Sarum Academy is part of Magna Learning Partnership Multi Academy Trust (MAT).

The school's Christian vision

Sarum Academy's Christian vision is expressed in its motto, 'Working Hard, Achieving More' taken from Proverbs 13:4, 'Those who work hard will prosper'. This statement is the basis for policies and practice and the school seeks to develop 'life in all its fullness' (John 10:10) for all pupils.

Key findings

- Sarum Academy is an inclusive community; staff and pupils flourish because they are valued.
- The change in leadership since the last inspection has had a hugely positive impact on the direction and achievements of the academy. This is recognised by pupils, staff, parents and governors.
- The progress of pupils is improving and there are significant achievements for pupils with SEND and those from disadvantaged backgrounds. These pupils' lives are being transformed by their experience of being at Sarum Academy.
- Religious education (RE) is taught well across the school; outcomes are improving and pupils overwhelmingly enjoy this subject.
- Collective worship forms a valued part of the rhythm of the school week. The programme is well-planned although needs further development in its evaluation and its explicit expression of the school's Christian vision.

Areas for development

- Develop the delivery and evaluation of collective worship so that it becomes more 'deeply' Christian, expressing the school's Christian vision with clarity and confidence.
- Ensure that the school's Christian vision is articulated clearly by all members of the school community, reflecting a coherent understanding of its biblical roots and its purpose within the school.
- Focus on the spiritual development of pupils and staff, so that there are stronger links between the work of the school community and its spiritual impact.
- Ensure stronger links with local churches and local clergy, in particular a partnership with the incumbent shortly to be appointed to St. Michael's Church.

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

Sarum Academy is a community working together with a vision driven by its Christian character. The school's motto 'Working Hard, Achieving More' is biblically rooted and permeates both policy and practice at the school. Senior leaders talk about this vision being at the heart of all policy changes, so that the direction of the school is determined by its Christian vision. This is supported by feedback from staff, who say that everyone is valued and that everyone is helped to flourish. Pupils feel listened to, valued, and that the school teaches them that, in the words of a year 7 pupil, 'God wants everyone to help each other'.

Everyone at Sarum Academy is proud of the importance the school gives to inclusion. New pupils settle well and make good progress. The atmosphere in the school is calm, purposeful and positive. A key strength in the school is the 'Restorative Practice' team. Pupils in this team receive training in listening to others and in resolving conflict. They are confident in supporting other pupils. Staff, parents and pupils acknowledge the impact of this group on developing positive relationships within the school. Over one hundred pupils are involved in leadership or mentoring roles in the school; they are consciously courageous advocates of those in, and beyond, their community. The senior team is keen to develop 'service' throughout the school; this is evident, for example, in the money raised for charity. Vulnerable learners receive support from staff and from their peers. They achieve well and they take a full part in school life, as learners and, in some cases, as mentors to others.

Senior leaders are clear that all policy changes and school developments are based on the school's Christian vision. Relationships between all members of the school are extremely good, and drive the progress being made by pupils, academically and pastorally. Governors understand and support the senior staff team very effectively. The Christian vision underpins opportunities for staff development too. Two members of staff take on 'associate' senior leader posts each year, leading whole school projects and a number of staff have been 'grown' from teaching assistants to positions of leadership within the school.

A rich curriculum is developing which reflects the Christian vision for all pupils to work hard and prosper. Rigorous assessment, consistent systems and high-quality teaching mean that pupils enjoy learning and succeed. Year 12 pupils talk about the support they receive from staff and their ambitions for the future including going to university. There has been an increase in the numbers of pupils moving on to university and apprenticeships. These pupils' success is celebrated in school and is giving further momentum to the work of the Sixth Form team. Whether in an A Level English lesson on 'Othello' or in a Year 9 Music lesson focused on performance, pupils are thoughtful, ambitious, and understand what is expected. Pupils value the opportunities they have beyond the classroom, for example the weekly enrichment programme which enables year groups to mix and to take part in a wide range of activities such as debating, rugby and Spanish. Sixth Formers help with this programme, establishing themselves as role models for younger pupils. Activities Week, Diversity Week and extended learning days all support the strength of the broader curriculum in enabling students to encounter and live 'life in all its fullness', giving them skills and knowledge as well as aspiration for their future. There has been a drive to improve attendance which is successful and has a positive impact both on pupils' personal development and academic outcomes.

The academy meets statutory requirements for the teaching of RE and for the delivery of collective worship. Curriculum planning for RE is effective. Feedback from pupils and evidence from work scrutiny shows that pupils value RE and that they are making good progress in the subject. Pupils speak confidently and with huge respect for a range of religions and worldviews.

Collective worship is an important part of the school's week and is valued by pupils and staff. It is engaging and invitational; pupils are thoughtful and responsive in year group 'briefings' and in whole school collective worship. Collective worship is often rooted in biblical teaching, with key verses outlined in planning documents. There are opportunities for pupils to lead worship, and pupils have a broad experience of guest speakers. Pupils appreciate the stillness and the opportunity to reflect on their day. The impact of this teaching and reflection is seen in the way in which pupils and staff support and encourage each other. The programme of collective worship enables

pupils to encounter the teachings of Jesus and to develop their understanding of the Christian faith although its content is not always overtly Christian. The school is growing as a Christian community; more pupils, staff and parents now attend the annual carol service at St. Thomas' Church in the centre of Salisbury. A Christian Charity, 'The Bridge', is based at Sarum Academy. Their staff are known and respected by the pupil body and they form an important role in spiritual and pastoral care in the school, as well as leading collective worship. Next steps for the school are to robustly evaluate the impact of collective worship, and to articulate the school's vision as a Christian community more clearly.

Sarum Academy is a happy school. It is a community working together and led by a team which is committed to ensuring that everybody in the school can flourish. The school has established positive relationships with the MAT and with the diocese; governors understand the school well and appreciate the significant change of direction in recent years. The academic achievements of all pupils, including those with SEND and those from disadvantaged backgrounds, are rapidly improving. Pupils and staff are living 'life in all its fullness' at Sarum Academy.

Headteacher/Executive principal/Head of school	Jonathan Curtis
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