



**Statutory Inspection of Anglican Schools
Under Section 48 of the Education Act 2006**

Diocese of Leicester

Leicester Local Authority

Samworth Enterprise Academy

Trenant Road
Leicester
LE2 6UA

Inspection Date: 6th October and 2nd November 2009

Section 48 Inspector: Mr D G Jones (No: 166)

National Society Statutory Inspection of Anglican Schools Report

School name and address:	Samworth Enterprise Academy Trenant Road Leicester LE2 6UA
Diocese:	Leicester
Local authority:	Leicester
Dates of inspection:	6 th October and 2 nd November 2009
Date of last inspection:	N/A
School's unique reference no:	128364
Headteacher:	Mrs Pat Dubas
Inspector's name (and no):	Mr D G Jones (No: 166)

School context

This Church of England Academy was sponsored by Leicester Diocese jointly with a business partner. It was built as an all age academy, with specialisations in business and enterprise, on the site of a former secondary school and in an area of considerable disadvantage. Pupils transferred from existing infant and junior schools, and secondary aged pupils were enrolled one year at a time. From the beginning it has been committed to being fully comprehensive, serving its local community and accepting pupils of all faiths or none. Just over 50% of pupils are eligible for free school meals and a similar number have special educational needs. Just over 20% of pupils have minority ethnic backgrounds, but only a few belong to faiths other than Christianity. There are about 800 on roll aged 3 to 13 (to rise to 16 in due course). It uniquely includes a parish church at the entrance to the building.

The distinctiveness and effectiveness of Samworth Enterprise Academy as a Church of England school are good.

The principal offers outstanding leadership in developing the Christian character of the academy, with great sensitivity to the views of parents and the community. The care and support of pupils are also outstanding and shows Christian ethos in practice.

Established strengths

- strong Christian ethos that is reflected in the daily life of the school community;
- outstanding leadership at all levels;
- outstanding care and support of pupils
- exceptional efforts to achieve community cohesion, with notable result

Focus for development

- improve the level of pupils participation in collective worship;
- review policies to ensure that the Christian ethos is overtly stated and reflected in practice;
- further develop monitoring and evaluation procedures involving relevant governors;
- Review and further develop important links with the parish church.

The academy, through its distinctive Christian character, is outstanding at meeting the needs of all learners

At the heart of the academy's core Christian values are loving, caring, respecting forgiveness and new beginning. Such values govern relationships with pupils and parents, so that they in turn can learn to offer them to others. Many have little experience of faith, worship and prayer and the academy has created opportunities for pupils and parents to experience them, and has done so gradually and with sensitivity. The provision of the parish church at the entrance to the academy is unique and makes a very clear statement of the distinctive character and offers experience of a church in action. There is a prayer tree available for use by all in the main reception; there are various Christian displays in classrooms and corridors and a cross in each

classroom. The pastoral care and guidance of pupils is given a high priority with strong staffing leading to outstanding provision. Pupils are helped to overcome barriers to learning and they enjoy the many opportunities and experiences available to them and are enthusiastic about the opportunities outside the school day. Their achievement in core subjects between 2008 and 2009 shows considerable improvement. Pupils are proud of the academy and are happy there. The academy developed a thorough and effective community cohesion strategy before opening, recognising the many needs of the community it serves. It has since developed an important role in the community and welcomes parents and others at all times. Pupils learn about several world faiths as part of religious education and also visit the places of worship of those faiths, which makes a lasting impression on them.

The impact of collective worship on the school community is good.

Acts of worship are well planned and follow themes suggested by the diocese, which include Christian festivals, biblical and other stories and the Christian values exemplified by them and the teachings of Jesus. All pupils take part in some form of collective worship each day. The younger pupils up to year 4 do so through group assemblies, years 5 and 6 gather together on 3 days and worship with their pastoral tutors on 2 days. Years 7 to 9 worship with pastoral tutors on 3 days each week and as year groups on the other two. This gradual approach to group worship reflects the faith position and experience of pupils and their communities before the academy opened and has worked well in establishing confidence and an openness to prayer and other elements of the Christian experience. Each age group worships in church once a week with other groups worshipping in one of the halls. One group worship for each age group once a week celebrates achievement, and this is greatly appreciated by pupils. The whole school gathers for worship at the end of each term and parents, governors, church members and the wider community are invited. A more formal service has been initiated so that pupils have the opportunity to experience Anglican liturgy. Some pupils found it a little boring, with a talk they found rather long. In the collective worship observed, pupils were always very well behaved and responsive to the many opportunities to participate. They sang well and with pleasure and listened attentively. On one occasion good use was made of visual aids. Opportunities for prayer and reflection were always included, sometimes with a candle lit to signify this important moment. Prayer is also said at other times of the day, and in one foundation stage lesson pupils were invited to pray as a teddy passed round the circle, and many did so. There is an excellent policy for collective worship with a selection of suitable prayers attached. A record with an evaluation is kept of each act of worship and the coordinator monitors through these and observation and discussion with pupils. More involvement of pupils and greater use of group assemblies will improve provision.

The effectiveness of the leadership and management of the academy as a church school is outstanding.

The Principal leads exceptionally well through her personal Christian commitment and is supported by able and committed leaders at every level. She and the governors have worked together in setting the vision for this new Christian establishment and setting a strategy that recognises the nature of the community, and is committed to serving it. The imagination and support of the staff have been captured so that the whole school community works together to restore a sense of pride and self worth and establish a welcoming place that is a focus for learning and achievement for pupils and adults. The Priest in charge of the parish church makes an invaluable contribution through membership of the governing body, the leading of worship and presence on the site. A partnership group of governors and church members meets termly to take forward opportunities for spiritual development and explore any common issues. Valuable links have been forged with many partners who share an interest in the children and the community. The religious and collective worship coordinators share an excellent relationship with the principal and drive forward the academy's ethos and core values by thorough monitoring and evaluation and guidance of other staff. The governors are fully involved in developing the academy's strategy and policies, and their monitoring is thorough and professional. Parents are consulted well, and pupils are part of decision making through a wide range of forum groups and a pupil voice programme.