

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Leigh Church of England Academy, Coventry	
Address	Plantshill Crescent, Coventry, CV4 9RQ
School vision	
‘Aim Ever Higher.’ Together we learn and grow. Growing together in love and learning, we aim ever rooted and inspired by the teachings of Jesus. ‘I can do all this through him who gives me strength.’ (Philippians 4: 13)	
School strengths	
• The school has a well-established and deeply embedded Christian ethos that permeates all aspects of school life. This is evident in the relationships between staff and pupils, creating a nurturing and inclusive environment. • The school actively promotes Christian values such as love and kindness. Pupils demonstrate a clear understanding of these values and consistently exhibit them in their interactions with others. • With the support of dedicated governors, leaders demonstrate a strong commitment to the school’s Christian vision. They effectively translate it into strategic actions and policies. • Daily collective worship is an integral part of school life. It is led by staff, pupils and external visitors, and effectively promotes spiritual development. • The school integrates spiritual, moral, social and cultural education into the wider curriculum. These opportunities promote holistic development so pupils can flourish.	
Areas for development	
• Foster stronger links with faith groups and cultural organisations. This will provide enriching experiences and broaden pupils’ understanding of different cultures and beliefs. • Building on current practice, empower pupils to respond more widely to issues of injustice. This is so pupils understand how they can act as advocates for change.	
Inspection findings	
Leigh Church of England Academy is unwavering in its commitment to a theologically rooted Christian vision that significantly impacts the school community. As a consequence, the vision is evident in all aspects of school life. Everyone is encouraged to 'Aim ever higher' despite any challenges and barriers to learning. This ethos fosters resilience, determination, and continuous improvement creating an environment where perseverance and ambition are paramount. The academy's values are deeply embedded throughout the curriculum and wider enrichment opportunities. The 'living well together' ethos influences academy organisation, policies, and	

structures. As a result, community members flourish. Since joining the Diocese of Coventry multi-academy trust (DMAT), academy and school leaders have worked in strong partnership. The biblical roots of the Christian vision of Leigh Church of England Academy are mirrored in the trust's vision. 'Life in all its fullness,' provides a unifying purpose in how DMAT and Leigh Church of England Academy serve the school community. The trust has a school improvement model that goes beyond academic attainment. Trust leaders understanding that education for flourishing also involves purposeful personal, social, moral and spiritual development is key.

The culture of the school is warm and hopeful, and everyone feels they have a place. Governors are active in the life of the school, providing support and challenge, with pupils at the centre of decision making. The academy governance committee actively monitors the school's Christian distinctiveness, taking shared responsibility for its enhancement. Strong partnerships with the trust and local churches further assist and enable staff and pupils to thrive. This reinforces the school's cohesive and supportive environment. As a result of effective leadership, pupils with special educational needs and/or disabilities (SEND) are quickly identified and receive appropriate support for their individual needs. Survey and questionnaire results indicate that parents are very pleased with their children's progress. They commend the school for its high inclusivity.

The school's vision shapes its curriculum. It is meticulously sequenced and as a result, pupils build on their knowledge and mostly retain what they have learned. The curriculum meets the learning and spiritual needs of pupils, including those with complex needs. Pupils recognise themselves in it and learning experiences are practical and engaging and as a result pupils are inspired to 'Aim Ever Higher.' Close partnership working with both the diocese and the trust has enhanced the provision for spiritual growth. A shared language of spirituality supports pupils to express their thoughts or ask for help when they find things difficult. Enhancements such as forest school sessions, specialised physical education coaching and cross-curricular theme days, further augment the learning experience. Adults benefit from well-planned professional development, fostering professional growth and career development.

Religious education (RE) and collective worship are thoughtfully planned, incorporating the concept of 'The Golden Glue' to deepen understanding of spirituality. This analogy supports pupils and staff to embrace their individuality and aim for continuous improvement despite life's challenges. It teaches to accept and learn from 'wow, ow, and now' moments. As a result, a unique sense of self, soul, personality, and character is fostered in pupils and adults.

Worship follows an Anglican structure that is invitational and inclusive. Worship is led by staff, visitors from the four local parishes and community members. This ensures a varied worship experience. Singing during worship is a notable strength. Prayer is an integral part of academy life, reinforcing the spiritual foundation of the school community. Monitoring highlights that pupils and adults value collective worship and can articulate their learnings. The academy trust supports and enriches worship and spiritual life through resources, guidance, and fostering a shared vision. One pupil summarised this, saying, 'individually we are a drop, together we are an ocean.'

Pupils and staff are treated with great dignity and respect. In turn they offer the same to one another and to visitors to the school. Adherence to the academy's three core rules 'be ready, be responsible, be respectful' ensures a cohesive and respectful community. Relationships between pupils and staff are warmly positive and encouraging. An impressive array of services are offered to pupils and their families. The academy's nurture hub is well resourced, and all pupils have an opportunity to access this. 'It's there when we need it to get us back on track.' Consequently, this provides pupils with the skills and confidence to 'aim ever higher'. Commitment to mental health is a notable strength, underscored by specialist staff and resources dedicated to foster flourishing. Trust leaders listen carefully to the voices of school leadership team and as a result policies and actions taken enable all to feel nurtured.

The academy teaches the importance of listening to and respecting others. Consequently, a community that values each individual's perspective and contribution has evolved. The school's vision and values emphasise that with trust in God, anything is possible. Pupils access 'calm corners' and Jerry, the cat, helps them to self-regulate. The academy's commitment to a vision with an active culture of justice weaves equity into the fabric of the school. Pupils gain awareness of life beyond the academy through initiatives like Picture News. This broadens their understanding of British Values and global issues. Pupils support various charitable causes and community initiatives, such as a collection of food for the Harvest service each year for local food bank. The culture does not yet fully encourage pupils to become courageous advocates.

RE is a priority subject. It is valued for its role in enabling pupils and staff to experience 'life in all its fullness.' The RE subject leader is dedicated to its ongoing development across the school. As a result, RE is part of a robust and engaging curriculum. It supports self-awareness, and reflection. This enables pupils to discuss Christian values, their own values, and the impact they can have on society. Consequently, pupils actively engage in lessons and feel confident to express their ideas. Senior leadership, with support from the diocese, provide professional development opportunities to deepen their understanding of RE teaching. The RE curriculum emphasises the importance of understanding Christianity within the context of a Church of England academy. Pupils' work shows that learners have a more superficial knowledge of faiths other than Christianity and non-religious worldviews.

The quality of RE teaching reflects its status as a core subject and is highly valued by staff. As a consequence, pupils benefit from a well-structured curriculum. The dedication of the subject leader to the continuous development of the RE curriculum ensures that it remains robust and engaging. Coaching effectively refines teaching practices and monitors the quality of RE instruction. The RE environment proclaims the Christian character of the school in an inclusive way. The use of the main corridors to display the responses to RE 'Big Questions' give the subject elevated status in the curriculum and demonstrate its importance to pupils. Enquiry and reflection are well developed so learners ask searching questions and relate themes studied to their own experiences. Effective assessment procedures, including book looks and regular verbal feedback sessions, support and challenge teaching. This enables lessons to be effectively tailored to meet the needs of learners. As a result, opportunities to monitor pupil progress are abundant and align with pupils' current levels of understanding.

The inspection findings indicate that Leigh Church of England Academy is living up to its foundation as a Church school.

Information			
Inspection date	16 July 2024	URN	145214
VC/VA/Academy	Academy	Pupils on roll	199
Diocese	Coventry		
MAT/Federation	Diocese of Coventry MAT		
Headteacher	Lynn Lee		
Chair	Sue Patterson		
Inspector	Paulette Osborne	No.	2355