



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Clements Church of England Academy

Butlin Street
Nechells
Birmingham
B7 5NS

Diocese: Birmingham

Previous SIAMS Grade: Good

Local authority: N/A

Dates of inspection: 20 November 2014

Date of last inspection: 17 July 2009

School's unique reference number: 138432

Headteacher: Sue Simmons

Incumbent: Rev. Dr. Andrew Jolley

Inspector's name and number: Reverend Alison M. Morris 759

School context

St. Clements Church of England Academy has 211 pupils which serves an area of Birmingham with severe deprivation and high unemployment. Pupils come from 20 different ethnic heritages. 70% of pupils are eligible for Pupil Premium and 63% of pupils have English as additional language. The figure for Free School Meals is above national average at 69.2%. The school converted to an Academy in October 2012 under the sponsorship of the Birmingham Diocesan Education Trust following the 2009 OFSTED judgement rating of inadequate. St Clements does not have its own church.

The distinctiveness and effectiveness of St. Clements as a Church of England academy are outstanding

- An inspirational Christian leadership team, whose vision impacts successfully on the multi-faith community the academy serves.
- A dynamic, vibrant and distinctive Christian ethos brings positive values and attitudes to teaching and learning.
- Christian values are embedded particularly in the exemplary care and excellent spiritual, moral social and cultural development

Areas to improve

- Embed and further extend procedures for all stakeholders in the formal monitoring and evaluating of both collective worship and Christian distinctiveness.
- Create more opportunities for pupils to experience a wider range of Anglican ritual, traditions and practices.
- Consolidate and strengthen the already established links with Aston Parish through further involvement in specific areas such as governance of the church academy.

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

The Christian character and ethos in the academy is immediately apparent and permeates every aspect of the academy's life, from documentation and displays through to classroom practice. Pupils are seen as children of God and valued as unique individuals who benefit from the nurturing atmosphere within a supportive Christian family environment. This is the result of a total commitment to develop their potential and to meet the needs of the whole child within a multi-faith community. Explicit Christian values are rooted in biblical teaching and are embedded particularly in the exemplary care and excellent spiritual, moral social and cultural development. Staff model core Christian values which nurture and challenge the well being and spiritual, moral and social development of all pupils. Substantial personal development enables pupils to develop as well balanced individuals and to be able to contribute positively to society as life-long learners. One good example is Values Versus Programme which gives pupils a strong sense of self-belief and self-worth. Excellent pupil progress is made and pupils achieve well, most reaching good standards of attainment. The Value Added score of 100.7 is above national average significantly so in the case of pupil premium children. Pupils are extremely keen to attend the academy, have high expectations and have excellent attitudes to learning. They understand what it means to be a pupil at a church academy and make the link to Christian teaching in the bible. One pupil said '*The bible teaches us how to behave and to do what is right in school*'. Pupils from all cultures feel safe and happy, secure in the knowledge that cultural and religious diversity is acknowledged, embraced and their beliefs are respected and valued. The academy's inclusive approach is much valued by parents of all faiths. One parent said; '*They make us feel welcome and valued in a happy environment.*' Pupils take up opportunities to participate in mission of the wider community and worldwide church through fundraising for example Lord Mayors' Civic Appeal. Religious education (RE) makes a very significant contribution to pupils' spiritual, moral, social and cultural development, as belief matters in this academy. Pupil knowledge of the 'Christian story' is very good as well as understanding and awareness of other faiths and cultures, enhanced through a refugee visit and Faith Weeks. Interactive RE displays, bible quotes, prayer tables and artefacts in the foyer and hall visually express the academy's Christian distinctiveness and encourage spiritual awareness. Pupils have a good sense of self-awareness and communicate well. An effective school council allows them to contribute to decision making. Pupils understand their role to be responsible citizens through posts of responsibility. Standards of behaviour and management are exemplary due to clear guidelines on behaviour and expectations which are clearly underpinned by Christian values. The academy's atmosphere is calm and orderly promoting an excellent learning environment for all pupils to progress. There is an innate sense of right and wrong developed through work with the UN 'Rights of the Child'. The result is a culture of praise and reward throughout the academy. Harmonious staff relationships based on Christian values provide excellent role models as staff and pupils work co-operatively.

The impact of collective worship on the school community is good

Worship has a strong focus on biblical material and the person of Jesus Christ with some Trinitarian elements. Daily worship is inclusive, relevant and aspirational which makes a substantial impact and contribution to the central life of the academy. Pupil's belief, attitudes and behaviour are influenced by the Christian distinctiveness of worship. Attitudes to worship are very good because the thematic approach is rooted in Christian beliefs and festivals that relate to the pupils' own experience and meets their needs. Pupils are keen, reverent, sing enthusiastically and are engaged in prayer and fellowship. Reflection and prayer is fostered through visual images, Trinitarian symbols and lighted candles to encourage awe and wonder. A good example is when one pupil said '*This is my personal time with God.*' Worship through its moral messages, influences the pupil's actions and behaviour, creating an excellent learning environment. A variety of worship experiences in the academy enable all pupils to engage in some Anglican traditions and practices. Pupils respond well to writing prayers and they understand their purpose and impact in their lives. Pupils pray formally and informally at

specific times with allocated prayers. Worship themes are carefully chosen and planned by year 6 volunteer pupils of the Collective Worship Committee. Themes are crafted to cater for a religiously diverse school community and are facilitated by both staff and clergy ensuring that worship is substantial, relevant and influential. As a result pupils are enthusiastic and look forward to planning and introducing worship with occasional reading and prayers. Evaluation of worship by pupils is in place to be further developed. Links with the clergy, Aston Parish Church and foundation governors are very strong and facilitate worship opportunities which make a distinctive Christian difference to this Christian academy. Key Christian festivals are celebrated in the Aston parish church during the year. Additional activities such as taking part in the choral service of Remembrance in St. Chad's Cathedral and the Civic Remembrance Service offer a rich experience of worship and enhance links within the civic and diocesan community. Parents respond positively to invitations to share in worship both in church and academy. Formal evaluation and monitoring of the impact of worship upon pupils by foundation governors is firmly established with the capacity to embed even further in order to inform future development planning.

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

Inspirational leaders and managers have worked with vision, energy and commitment to develop an explicit Christian vision. Documentation reflects the refining and highlighting of its Christian identity and academy's Christian foundation. Academy improvement plans fully reflect at every level monitoring and evaluating the academy's progress as a church academy taking into account the academy's Anglican foundation. All stakeholders understand and ensure that the distinctive Christian values and ethos pervade all and are vital to the academy's vision. Addressing a focus for development from the last inspection, foundation governors now provide significantly more evaluation of evidence and strategic support at every level, monitoring and evaluating the academy's progress as a church academy, giving account and acting as critical friends to the leadership team. Purposeful and effective systems for monitoring and evaluating the academy's impact on academic achievement are also now in place for staff, pupils and foundation governors. Both chair and foundation governors are particularly supportive of the strategic drive to improve academic progress, well being and to develop the Christian distinctiveness. RE teaching and learning is well managed across the academy. School evaluation of RE is excellent with very good practice in measuring progress. Experienced leadership by the head teacher has contributed significantly to the success of this academy through identified strategic professional development and succession planning which strengthens the capacity to strategically plan for the future development. All staff and governors now have a very clear understanding of any future developmental needs of St. Clements and of church education more widely. Governors and staff have taken up training opportunities for leadership roles through diocesan courses. Addressing a focus for development from the last inspection a teaching programme for NQT's between schools has expanded an opportunity to enhance shared activities. Highly successful and stable partnerships exist between all members of the academy. Parents say that the academy is very supportive to their requests: issues are dealt with quickly and efficiently. They greatly value the substantial academy and church link. Parents believe pupils' needs are being met and progress is made through the enhancement of sporting, enrichment and extra-curricular activities as well as classroom learning. The Academy makes an overwhelming commitment to care for the whole family with considerable investment in pastoral support. Parents are welcomed within school to come in and talk about a range of topics. Pupils are encouraged to think globally and be culturally aware of their wider responsibilities within a multi- faith and multi- cultural society. Effective strategies include an International Week with stimulating learning experiences about other countries and academy links with Malawi through the Birmingham Partnership.