



National Society Statutory Inspection of Anglican and Methodist Schools Report

The Bishop of Winchester Academy

Mallard Road
Bournemouth
Dorset
BH8 9PW

Diocese:	Winchester
Local authority:	Bournemouth
Date of inspection:	4 & 5 November 2014
Date of last inspection:	Not previously inspected as an academy
School's unique reference number:	136120
Principal:	Paul McKeown
Inspector's name and number:	Andrew Rickett 201

School context

The Bishop of Winchester Academy is smaller than the average size secondary school with 867 students on roll. The academy opened in September 2010 and is sponsored by the Diocese of Winchester. A substantial new building programme has just been completed. The number of students with learning difficulties and/or disabilities is above the national average as is the number entitled to receive the pupil premium. The majority of children come from a white British heritage with a growing proportion with English as an additional language. The academy community reflects the broad socio-economic range of backgrounds in the catchment area. Attendance is above the average for secondary schools nationally.

The distinctiveness and effectiveness of The Bishop of Winchester Academy as a Church of England school are outstanding

- Explicit links between Christian values and the academy's approach to learning underpin a strong Christian ethos that makes a significant difference to the students' academic success and wellbeing.
- Acts of collective worship make an exceptional contribution to the promotion of a distinctively Christian ethos that has purpose for the whole academy community.
- Religious education enables students to ask and reflect on difficult questions of the meaning and purpose of faith and belief.
- Inspirational leadership from the academy leadership team ensures that the Christian ethos is continually evolving for the benefit of all students.

Areas to improve

Embed the growing links between the academy's Christian values and learning applications by:

- Developing students' confidence to explore links between Christian values and learning applications by equipping them with their own language to articulate them at greater depth as they move through the academy.
- Ensure that the experience of older students is used to encourage the confidence of younger ones to engage in discussion about the relevance of Christian values and learning applications to all aspects of life in the academy.
- Seek clarity in identifying measures for the success of the impact of the links between Christian values and learning applications on learning and wellbeing.

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

The academy has made excellent progress since the previous inspection in further embedding a distinctive Christian vision based on explicit Bible teaching. 'Living life in all its fullness' is the guiding principle and at the root of all aspects of academy life. The academy very successfully ensures that this principle impacts on all students as they experience quality teaching and learning and have significant opportunities to enhance their wellbeing through a rich curriculum. Together, these elements ensure that students can transform their lives and have aspirations for their future. The academy has built on its Christian ethos by giving it greater meaning and purpose through the growing links between the academy's approach to teaching and learning and the personal development of all students. The innovative introduction of a set of learning applications in September 2014 has significantly enhanced the way that lessons are delivered and how students learn. For example, students comment on how a focus on empathy enhances their learning because it encourages them to consider difficult concepts in greater depth. In this way, they make an important contribution to the students' achievement and progress which is above national expectations for most students. The linking of these learning applications explicitly to Christian values means that the Christian ethos has also been enhanced as adults and students in the academy community have a very clear understanding of how the links bring a greater relevance to what they are learning. This has already been established in a relatively short time and is making a difference to quality of learning and student achievement which continues to go from strength to strength. An example of this is the understanding expressed by students who explain how empathy, one of the learning applications, helps them to try and understand the Holocaust but also links to the academy's Christian ethos through its charitable work for others. The academy is aware that the links between learning applications and values needs to be established and embedded by the development of a language through which the whole community can express them in greater depth. Good relationships are an essential element in the success of the academy. Students are purposeful in their demeanour and apply themselves well in lessons. The engagement between adult and student is relaxed and respectful. The successful introduction of enrichment time is an excellent example of how the academy is meeting the needs of students by giving opportunities to relate to learning and each other in an environment that encourages 'collaboration' and 'awareness' of others: these being two of the academy's learning applications.

The impact of collective worship on the academy community is outstanding

Acts of worship are outstanding because they make a significant impact to both the students' wellbeing and also to their learning. Worship is an important part of the life of the academy and actively promotes the academy's Christian mission to live life in all its fullness. Worship themes carry this message and it is clearly understood by both adults and students in the academy community. Collective worship has developed since the previous inspection because of the greater clarity in its purpose through the identification of a more focused set of specific Christian values. Students have been involved in deciding these Christian values and Bible verses have been identified that link them directly to the learning applications. This has created a very strong connection between learning, worship and these values. The academy is in the process of introducing these Christian values through acts of worship and is aware of the need to ensure that their impact is monitored together with that of the learning applications. There is still some work that needs to be done to identify what type of evidence of that impact will be gathered and how it will be used to measure success. Acts of worship provide good opportunities for students to develop their own spirituality through reflection on the impact of Bible teaching on their lives and on the lives of others. The academy ethos group, consisting of students, are involved in leading, planning and evaluating acts of worship and their role will evolve as they become more involved in monitoring the impact of the Christian values. The overall planning of acts of worship by the chaplain is very thorough. Students say that the worship held in mentor groups is a very useful balance to the Key Stage worship as it gives them the opportunity to explore worship themes in greater depth giving them some say in the

issues that they want to discuss. Students respond well to worship. They are respectful and attentive. They respond to times for quiet and prayer and understand that it is a special time in the academy day. The chapel is a sacred space within the academy and has recently begun to host the pioneering of a distinct academy church. It is early days, yet this is an example of the confidence with which the academy is promoting its Christian ethos to the wider community. With the introduction of the sixth form, the academy has plans to closely involve those students in the style and format of worship that meets their particular needs.

The effectiveness of religious education is outstanding

Standards in religious education (RE) are above national expectations by the time students take their GCSE in the subject at the end of Key Stage 4. The majority of students make good progress in RE and a good number of children achieve well at higher levels. Attainment in RE compares well with other core subjects and other humanities subjects. The assessment of students' achievement in RE is very thorough and includes detailed judgements of progress in knowledge of RE and in their understanding of what they have learned from their studies. The analysis of data from assessment is effectively used to identify trends and future improvement. Provision for RE has improved since the previous inspection with all students now taking the full course GCSE and the time allocation for the subject being significantly increased. The academy has responded to this by raising expectations of progress and an increase in the number of modules covered. The academy now meets the rigorous requirements of the National Society's Statement of Entitlement for RE. The academy has introduced a sixth form this year and a good number of students have opted to study A level RE, Philosophy and Ethics. Developments in marking of students' work has given them greater opportunity to respond to teacher feedback which is beginning to make an impact on encouraging students to take more responsibility for their own progress and target setting. An outstanding aspect of RE is its contribution to the promotion of the Christian ethos through explicit links to social, moral, spiritual and cultural development (SMSC) and the use of critical thinking skills which allow students the time to reflect on what they are learning. Through explicit links between SMSC and the learning applications, students make greater sense of what they are learning because they realise its relevance to their own lives. An exceptional aspect of the academy is that these strong links to SMSC, and their relevance, occur across all areas of the curriculum. The teaching of RE is characterised by confident staff who are prepared to take risks in their teaching and challenge students in their learning. Teaching is at least consistently good and often outstanding in RE. Learning is carefully matched to the abilities of the students and their preferred learning styles. Recent changes to RE mean that the academy needs to review its RE policy. Leadership of RE is a particular strength and the subject manager is now well placed to develop the subject even further.

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

The leadership of the academy as a church school is excellent. An outstanding aspect of this is the commitment and collaboration between all members of the leadership team to promote and develop the Christian distinctiveness. The principal is foremost in this process and, together with the chaplain, they provide inspirational leadership. The innovations introduced this academic year place the academy in the forefront of developing an understanding of the meaning and purpose of being a church school of the future. Through thorough and accurate systems of self-evaluation, the leadership and management, including governors, articulate a clear Christian vision and have a secure understanding of what needs to be done to continue to take the academy forward. The capacity to continue to develop is excellent. The role of the chaplain has been central to all of these developments. She works tirelessly to ensure that the academy fulfils its mission for students to live a fully human life. The systems and processes in place throughout the academy to support all students with learning difficulties and other needs reflect the commitment to Christian service. Procedures to gather evidence of the impact of the Christian ethos are thorough and are used to inform future priorities for action. It is the quality of reflection, having analysed the evidence, which leads to the continually evolving nature of the Christian ethos so that it meets the needs of students. This care for the individual is reflected in the academic achievement of students throughout the academy and

the fact that results indicate a continued improvement. The academy has productive links with the diocese as its sponsors and with the deanery through the involvement of governors drawn from local churches. The collaborative nature of the leadership of the academy means that there are very effective opportunities to prepare staff for future leadership of church schools. The academy meets the statutory requirements for religious education and collective worship.

SIAMS report November 2014 The Bishop of Winchester Academy Bournemouth BH8 9PW