

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Bishop Luffa School</b>			
<b>Address</b>	Westgate, Chichester, West Sussex, PO19 3HP		
<b>Date of inspection</b>	11 & 12 March 2020	<b>Status of school</b>	Secondary Academy inspected as VA.
<b>Diocese</b>	Chichester	<b>URN</b>	140472

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

Bishop Luffa School is a secondary school with 1482 students on roll. The majority of students are of White British heritage. Very few students speak English as an additional language. The proportion of students who are considered to be disadvantaged is below national averages. The proportion of students who have special educational needs and/or disabilities is below national averages. Bishop Luffa is strongly connected to the wider Christian community in the surrounding area, including relationships with Saint Wilfrid's church, the Anglican parish in which it is found, and Chichester Cathedral.

### The school's Christian vision

We believe in living a full life based on love and respect which is why we commit to give "Always our best because everyone matters". Jesus said "I have come in order that you might have life – life in all its fullness." We are here to show every child what 'life in all its fullness' means.

### Key findings

- The teaching and learning in religious education (RE) is at least good, with many lessons better than this, leading to students being inspired and making excellent progress. Students of all abilities are flourishing.
- A clear understanding of spirituality enables staff and students to benefit from collective worship in ways that move them to action, such as collecting for a local food bank after reflecting on 'give us our daily bread' from the Lord's Prayer.
- Students, including the most vulnerable, talk of the school as being a hospitable community which leads them to feel safe and comfortable as the person God made them.
- Staff speak of the tangible ways they have been treated with dignity, respect and practical compassionate care as a result of the school's ethos.
- The school makes bold ethical arguments for being a community of hope, enabling it to be inclusive, and to offer opportunities to those who are disadvantaged, resulting in more successful outcomes.

### Areas for development

- To further develop global partnerships and reflect these through the Christian vision in the curriculum.
- To review, refresh and develop the school's Christian vision so that it can be consistently articulated by all.
- To share best practice in student planning, delivery and evaluation, particularly in tutor group worship, so that all students have a daily experience of inspiring collective worship.

## **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**

Bishop Luffa School draws on its Christian heritage to give young people and their families an aspirational sense of belonging to an inspirational Christian community. Its Christian vision seeks to combine elements that have accrued over time and these have embedded a strong and tangible Christian ethos that has great impact for good on staff and students alike. Teaching and support staff are able to share many examples of how they have experienced dignity and respect in practical ways, which leads them to live out the Christian vision daily in their work in the school. Although staff and students articulate different elements of the Christian vision, the ethos produced creates a real sense of belonging and pride in the school from all. The leaders relate well to the diocese, the local authority and the wider community, with the work on restorative justice and RE shared as examples of excellent practice within and beyond the school. Directors are very aware of the school's self-evaluation leading to active support for the head and his leadership team in bringing about further improvements. Governance is active, with directors fulfilling the 'critical friend' role effectively. This sits fully within the Christian vision of the school. This results in decisions that are in harmony with that vision and which enhance the Christian community built on the biblical message of 'life in all its fullness.'

The commitment of the school towards students who have experienced severe disadvantage in their educational journey is bearing fruit. Many of these students achieve outcomes that are well above that which might be expected given their starting points. This is achieved by the relentless persistence of the pastoral deputy head, special educational needs co-ordinator (SENCo) and their team of staff who refuse to give up on these students. With the support of the head and directors, they seek out opportunities which allow all students to achieve. This approach is bringing about high levels of re-engagement and the restoration of broken relationships, alongside encouraging exemplary conduct. All students are supported very effectively by a fabulous well-being approach. This provides well-being education for all, with gradually increasing personalisation for those who require more specific support. As a result, students are effectively strengthened in their mental health.

The directors are clear that the school's curriculum should allow students to explore their own interests within a broad and balanced provision which stimulates learning and excitement around educational endeavour. The focus on the Christian vision in shaping decision making is evident at all levels of leadership. That vision leads the head teacher and directors to model courageous advocacy by choosing a curriculum that they believe serves the students, despite it running counter to current trends. The school's performance at GCSE and A level confirms the effectiveness of this decision. The status of RE as a core subject alongside English, mathematics and science ensures that students are able to have a holistic view of the world, recognising the part that spirituality plays alongside the emotional, intellectual and physical dimensions of life. Students value their RE highly because it allows them to explore the big questions of life within a safe yet challenging environment, stimulating a commitment to learning. RE exceeds statutory requirements and delivers the Church of England entitlement, ensuring a high level of religious literacy for all students. Due to the excellent leadership of the department, students find RE inspiring and challenging. The study of a carefully selected range of world faiths enhances the performance of students whilst broadening their cultural literacy. The exploration of Christianity empowers students to make rapid progress. Teachers are enthusiastic, very well qualified and skilled at engaging students in the subject.

Students across all year groups fully and enthusiastically engage in charitable activities, for example with Grassroots' work in Tanzania, that extend beyond just compassion to courageous advocacy that brings about real change. Teams of post 16 students go out to work in Mbeya, Tanzania to work and learn each year, an activity that transforms their view of the world and inspires the school to respond to God's challenge to love their neighbour as themselves. Students are able to talk about the ethics of international aid, demonstrating the influence that the school's Christian vision has on their motivation to make the world a better place. Students study French, German, Spanish and Latin in a way that introduces them to the wider world. This creates a superb global outlook amongst students. Global partnerships informed by the school's Christian vision, have some impact across the school, however this is not evident in all subjects.

Collective worship frequently supports the understanding of 'life in all its fullness' and adults and students share how it influences their lives for the good. Whilst statutory requirements are met, tutor group worship varies in quality. Students take part in leading thought-provoking collective worship, occasionally requesting the opportunity to prepare sessions on topics close to their hearts. They contribute to collective worship as participants and most value it which ensures that they develop spiritually. A range of adults, including staff, parents and directors, similarly engage positively with collective worship. It is evident that they grow spiritually as a result. Staff and students engage with the Eucharist in creative ways, most recently at post 16 services through the use of a café approach to enhance the worship experience. This allows the exploration of complex spiritual issues that are very inspiring. Clergy from

local churches, reflecting the range of denominations linked to the school, support the delivery of collective worship enabling students and staff to experience the range of Christian traditions. Church leaders act as voluntary chaplains to assigned year groups providing a very effective 'wrap around' care. Students sometimes play a part in the delivery of collective worship which adds to its impact. For example, a whole school collective worship led by the head, and supported by a student worship band elicited a spontaneous round of enthusiastic applause. Students are encouraged to place prayer at the centre of their daily lives. The impact of this is seen in a number of ways such as the praying of the Lord's Prayer by the rugby team after rugby games. The spiritual development of students and adults is explicitly outlined by a spirituality policy. This highlights relationships with God, with society, with others, and with ourselves, addressing a development point from the previous inspection, and enabling everyone to discern their spiritual growth.

Parents are extremely impressed with the ethos and pastoral care their children receive. Through its Christian vision to be compassionate, reflective, inclusive, supportive and transformative, the leadership creates a hospitable community in which all feel included, valued and supported. The development of a lesbian gay bisexual transgender and queer plus (LGBTQ+) student group and a young carers group as part of a wide range of extra-curricular activities is highly valued. As one parent stated, they had high expectations of the school, yet their experience had been "greater than expected. It has surpassed the hopes we had".



**The effectiveness of RE is Excellent**

The teaching and learning in RE is always at least good and is consistently better than this on the vast majority of occasions. As a result, RE performs in line with other subjects across the school, contributing to positive progress scores. Current performance data shows that RE is enabling students to achieve greater progress than might be expected given their starting points. Inspirational delivery of examination courses results in all students flourishing in RE, including those who are vulnerable, those with learning difficulties as well as those who are most able. Post 16 examination courses create a high level of engagement that leads to excellent progress being made.

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Inspector's name and number	Rev'd Craig Watson 78