

# Inspection of Samworth Church Academy

Sherwood Hall Road, Mansfield, Nottinghamshire NG18 2DY

---

Inspection dates: 9–10 October 2019

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Sixth-form provision

**Good**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this school?**

Pupils get on well with each other. Most pupils feel safe and enjoy school. This is a friendly school where pupils feel they fit in. Staff talk to pupils about their interests as well as schoolwork. Leaders encourage pupils to be independent and take responsibility for what they do. They expect pupils to work hard. Pupils say that when there is any bullying, teachers take this seriously and deal with it appropriately.

Staff take pride in pupils' achievements. Pupils' work and successes are prominently displayed throughout the building.

Pupils' behaviour around the school is good. They are polite and considerate. Most pupils are respectful. Their attitudes to learning are mostly positive. This means pupils can usually get on with their work. A small number of pupils misbehave at times, but teachers deal with poor behaviour quickly.

All pupils attend clubs and activities. There are many activities to choose from. Pupils told inspectors how much their confidence had improved through being involved in activities such as 'The Wizard of Oz', and with the Combined Cadet Force.

## **What does the school do well and what does it need to do better?**

Leaders have not ensured that the curriculum is ambitious enough. Some subjects do not meet the requirements of the national curriculum. For example, in English, most pupils study only one Shakespeare text before key stage 4. Teachers' expectations of what pupils can achieve are too low. Pupils do not achieve as well as they should.

The curriculum is not coherently planned. Pupils start their GCSE courses in Year 9. Older pupils have not studied a broad and deep curriculum when in Years 7 and 8. Leaders are changing this arrangement for the current Year 7. These pupils will benefit from three years of sequenced learning in key stage 3.

Leaders do not have a clear plan for the curriculum from Year 8 onwards. In many subjects, there are basic outline plans in place. These plans do not clearly identify the knowledge and skills to be learned across each year. In some subjects, such as design and technology and the performing arts, plans are well sequenced. Plans build on what pupils have learned before. This is helping pupils to know and remember more.

Leaders have not made sure reading has improved across the school. Current approaches to developing reading are ineffective and do not encourage pupils to read for pleasure. Many pupils spoken to during the inspection do not enjoy reading. Some activities, such as readathons and World Book Day, have a short-term impact

on developing pupils' reading. Senior leaders promote the school's values of 'forgiveness, vocation, respect, positivity and service'. They place a strong emphasis on the school's spiritual and moral values.

The school is inclusive. Differences are recognised and celebrated. Pupils with special educational needs and/or disabilities (SEND) have the same opportunities as other pupils. They study a wide range of subjects. Pupils with SEND enjoy school clubs. For example, some take part in activities such as golf. However, teachers do not meet the needs of pupils with SEND well enough. Some do not achieve as well as they should.

Leaders expect pupils to behave well. They have developed a new behaviour policy. This has improved pupils' behaviour and attitudes to school. Overall, pupils' attendance is improving. However, some pupils are absent too often.

Senior leaders have started to help subject leaders to become more effective in planning their curriculum. Some subject leaders are receiving training to improve their knowledge and skills.

Leaders ensure that sixth-form students have a wide range of courses to choose from. Students following vocational courses learn well. Those taking academic courses have not achieved as highly in the past. The curriculum is not planned well enough to enable students to achieve as well as they should in some subjects. Students say they feel a part of the school community and many have whole-school responsibilities. Students value the support their teachers give them. Students feel staff treat them like adults. They speak highly about careers education.

## **Safeguarding**

Safeguarding is effective.

Staff are trained well and know the signs that a pupil may need help or support. They act quickly to make sure pupils get the help they need. Leaders have developed strong links with other agencies who support children in need. The multi-academy trust's safeguarding officer regularly checks that staff follow safeguarding practices. Teachers help pupils to understand risks, including the potential dangers of the internet, substance misuse and radicalisation. The needs of the most vulnerable pupils are known. They and their families are supported well.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The curriculum is not planned carefully enough to consider what pupils should learn across all subjects and year groups. Leaders need to develop an ambitious curriculum planned across subjects, and in each individual subject for years 8 to 13. Plans should reflect a coherent and rigorously planned sequence of learning,

so that pupils know more and can do more over time.

- Teachers' expectations are not consistently high enough. Leaders need to ensure that teachers challenge all pupils to deepen their learning through a well-planned and implemented curriculum.
- Too many pupils are frequently absent. Leaders need to continue to work with parents and carers to make sure that all pupils attend regularly, especially those pupils who are persistently absent.
- Not all subject leaders are clear about their roles, especially in relation to their responsibilities of curriculum development. Senior leaders need to ensure that subject leaders are fully supported to develop ambitious curriculum plans. They also need to be supported in monitoring the implementation of the planning to ensure all pupils achieve well.
- Leaders have not developed a strong culture of reading across the school. Too many pupils do not value reading for enjoyment and as a way to support their learning. Leaders need to ensure that pupils are better supported to develop their reading skills.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	135583
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10110092
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1119
<b>Of which, number on roll in the sixth form</b>	107
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Canon Philip Blinston
<b>Principal</b>	Lisa McVeigh
<b>Website</b>	<a href="http://www.samworthchurchacademy.co.uk">www.samworthchurchacademy.co.uk</a>
<b>Date of previous inspection</b>	29 May 2018

## Information about this school

- The school has a religious character. It is a Church of England school.
- Since the previous inspection, the school has joined the Diocese of Southwell and Nottingham Multi-Academy Trust. The trust is also the school's sponsor.
- The school uses a number of alternative providers for some of its pupils. These include, Cast Alternative Provision, Pollyteach, EMVA (East Midlands Vocational Academy), First Class Tailored Solutions, Real-Education and A Place to Call Our Own.
- The school has an off-site unit, Heatherdene, which caters for a small number of pupils.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The principal was not present during the inspection. However, she participated for part of the inspection by telephone.
- Inspectors met with senior leaders, subject leaders and the chair of the governing body. They also met with the chief executive officer of the multi-academy trust, who is also a trustee.
- Inspectors considered a range of documents, including the school’s self-evaluation, improvement plans, the school’s complaints file, behaviour records, safeguarding files, minutes of the multi-academy trust and governing body’s meetings.
- Inspectors analysed the records of staff employed at the school and the pre-employment checks made. An inspector met with the designated safeguarding leader and sampled child protection documentation. Inspectors spoke with numerous pupils, staff and governors about safeguarding.
- An inspector visited the school’s off-site provision, Heatherdene. The inspector also made checks on the school’s external alternative providers.
- Inspectors looked at the 51 parental responses to Ofsted’s online questionnaire, Parent View, and the 48 free-text responses. The lead inspector spoke with one parent by telephone.
- Inspectors met with groups of pupils and spoke to others informally around the school. Inspectors also considered the 76 pupils’ survey responses.
- Inspectors considered the views of 44 members of staff who completed Ofsted questionnaires.
- The inspection focused on the quality of education in English, mathematics, science, geography and history. Inspectors met with subject leaders, visited lessons, spoke with pupils, met with teaching staff and looked at pupils’ work. They also considered a wider range of subjects as part of the inspection.

## Inspection team

Ellenor Beighton, lead inspector	Ofsted Inspector
Annabel Bolt	Ofsted Inspector
Julie Sheppard	Ofsted Inspector
Stephen Long	Ofsted Inspector
Kate Beale	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019