

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Ark Burlington Danes Academy			
Address	Wood Lane, London, W12 0HR		
Date of inspection	21-22 January 2020	Status of school	Academy - inspected as voluntary aided. Multi Academy Trust - Ark Schools
Diocese	London	URN	131752

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

School context

The academy has 1,258 pupils and students on roll. The primary phase has a Nursery through to Year 4, with a year group being added annually up until Year 6. There are 154 students in the Sixth Form. The academy serves pupils and students from a range of ethnic backgrounds and many speak English as an additional language. The proportion who are considered to be disadvantaged is well above the national average, as is the proportion of those with special educational needs or disabilities (SEND). Significant changes in leadership personnel and structure have occurred since the previous denominational inspection.

The school's Christian vision

'I have come that you may have life and have it in all its fullness.' John 10.10

At Ark Burlington Danes Academy, we believe that everyone deserves to be accepted, included and empowered to live a life that is purposeful and fulfilling. Through learning to our fullest potential and living a life filled with kindness and thankfulness, we can be the ones to make the world a better place.

Key findings

- The effective and visionary leadership of the principal, ably supported by the primary head of school and senior leaders, is expressly linked to the academy's recently revised Christian and aspirational vision. This is effectively driving the academy's improvement cycle.
- Reflecting the academy's vision, progress and standards in the primary phase are high, as they are in the Sixth Form. In the secondary phase they are rapidly improving. This is due to clear and consistent routines, well focused learning and improved behaviour.
- A bespoke and excellent programme of outdoor learning, helping primary pupils to focus on and develop the academy's values has been introduced. The character development programme is very strong. A programme within it encouraging pupils and students to 'make the world a better place' forms part of this. It is stimulating social action as an expression of the Christian vision and associated values in action.
- Collective worship makes valuable contributions to the academy's life and to its Christian, aspirational and inclusive vision. However, the collective worship policy does not fully reflect the Christian and Anglican foundation of the academy.
- Progress in religious education (RE) is strong and attainment is high. Consistently strong teaching is excellently supported across both the primary and secondary phases and in the Sixth Form.

Areas for development

- Ensure that the focused planning and review cycle, which effectively draws on the academy's vision, is consolidated so that the impact across its life and work is sustained.
- Revisit the academy's collective worship policy so that its explicitly Christian and inclusive underpinning is more clearly celebrated and used to monitor and refine the already strong practice in evidence.

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

Since the previous denominational inspection, the academy has experienced many challenges. The primary phase has opened and is continuing to expand by a year group annually. Falling standards of attainment, particularly at GCSE, contributed to a requires improvement judgement by Ofsted in 2018. There have been significant changes to staffing, including at senior level. Under the effective and far-sighted leadership of the current principal and primary head of school the academy is serving its pupils and students and their families very well. The positive changes in the leadership structure enable senior leaders to have a shared responsibility for developments based on the increasingly embedded vision. This is well shared by all staff across the academy who recognise its positive impact on ongoing developments. There is a well-crafted and accurate improvement plan and review cycle for ongoing development which uses the Christian vision as both a driver and a touchstone. Whilst a lot of change and improvement has happened in a short period of time the academy is not complacent. Rather it is spurred on to ensure the necessary consolidation and sustainability of improvements. Membership of Ark and support from the Diocese of London enhances developments positively. The Local Governing Board is constructively engaged with the academy's life.

The vision was revised recently. Thorough consultation and focused implementation mean that it is properly understood as a motivating factor for its Christian service to its community. The emphasis on 'fullness of life' is aspirational and inclusive. It is shaping well the academic and personal development of pupils, students and staff. Across the primary phase pupils are very well supported and make at least good, if not accelerated progress from their various starting points. Behaviour in the primary phase is excellent. Pupils are well engaged and enjoy their learning. This means that their attainment is consistently high when compared with national and local averages. Academic standards at GCSE raised by a significant 10 percent in the previous academic year with a possible similar uplift indicated this year. Careful monitoring and assessment, more consistency in approaches to teaching and improved attitudes to learning are key elements in this ongoing improvement.

The academy's associated values of courage, resilience, faith, leadership, love, compassion for the community and commitment are important expressions of its vision in practice. Their impact is evident, for example, in the high quality of relationships and through the academy's strong non-examined curriculum which includes an effective character education programme. In the primary phase a bespoke outdoor learning programme has been introduced specifically to develop character based around the school's Christian values. Pupils respond positively to the programme. It enriches and complements their classroom learning excellently. Pupils and students take seriously their responsibility, 'to help others and help to make situations more just and fairer for people'. The deepening emphasis on courageous advocacy as an element of character development is expressed through social action. This reflects and celebrates the academy's vision in an exemplary fashion.

The curriculum in all phases is relevant, broad and balanced and enhanced through a wide range of extra-curricular activities. It is aspirational and inclusive and along with compassionate and targeted pastoral support, effectively expresses the academy's vision of ensuring that all are accepted, included and empowered. Consequently, the academy is increasingly supporting pupils and students in engaging positively with learning. The relatively new behaviour policy, based on the academy's vision and reflecting fairness and forgiveness, is already showing positive impact, especially in the secondary phase. Behaviour in secondary lessons is very good and has improved significantly since 2018, as evidenced during the inspection and reported on by pupils and students. Movement between lessons is orderly. However, it can be too slow so that learning time is sometimes lost by a minority of pupils, especially in Key Stage 3 and Year 10. As with other phases, the academy sets very high expectations for Sixth Form students, whose attendance, attitudes to learning and outcomes are closely monitored and supported in order to enable them to succeed.

Through the vision and associated values, the academy's spiritual life is expressed and enhanced. Faith is valued and a range of opportunities for reflection on issues of moral and ethical concern is provided through worship and across the curriculum. The personal and professional development of staff are well supported. For example, staff briefings are enriched through including spiritual/religious reflections from various staff members linked to educational purposes.

The collective worship programme is extremely well led and managed by a senior leader. It includes a wide range of adults from within the school and outside as well as a reasonable amount of leadership from pupils and students. Those who lead worship, including through the class and tutor reflection times are given support, for example, in understanding the background, message and implication of biblical stories. The policy document

does not reflect the academy's Christian underpinning sufficiently. This means, for example, that reflection and prayer are often understood as synonymous rather than complimentary aspects of worship practice. Pupils, students and adults constructively engage with worship. Biblical teaching is regularly applied to life in the academy and in the wider world. The example of Jesus is explored in ways that make his life and teaching relevant, irrespective of one's own beliefs.

In the primary phase RE is deeply embedded as a core subject. Learning is well targeted with a range of activities and open-ended questions to prompt reflection. In the secondary phase there is a new subject leader and new teachers towards the beginning of their teaching careers. Line management of RE is through a senior leader who teaches in the department. The department works excellently together to refine and enhance the curriculum and approaches to teaching. Throughout the period of instability attainment in examination courses has been above national and school averages. The department is working in a focused way to increase outcomes still further. A wide range of teaching strategies engage pupils and students well so that standards are high. The Trust and senior leaders ensure that RE is given adequate time and resources, in keeping with the recommendations of the Church of England Statement of Entitlement. It strongly supports the vision and associated values through the curriculum content and the teaching and learning strategies used. The subject is valued because, 'it gives you skills to think and debate and broadens your understanding of the world'. In the secondary phase visits connected with RE have taken place but these are not consistently planned into the learning experiences of pupils and students. Clear assessment practice regularly helps pupils and students to know the next steps in their learning.



The effectiveness of RE is Excellent

Pupils and students flourish in RE and are inspired to consider the impact of religion in the world today through it. Standards are high and progress is strong. This is due to effective teaching and learning focused through relevant tasks to explore beliefs and practices creatively. This is reflected in the regular monitoring that takes place. Staff are exceptionally well supported. Appropriate challenge leads pupils and students to engage deeply with and enjoy the subject.

Principal Acting Primary Head of School	Paul Bhatia Tanya Crowder
Inspector's name and number	Pamela Draycott (161)