

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

<b>The King's Church of England Primary Academy, Newark</b>	
Address	Holden Crescent, Boundary Road, Newark, NG24 4HU
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p style="text-align: center;"><b>Living Well Together</b></p> <p><b>Growing confident and aspirational people who believe in themselves and contribute positively to their community and the wider world.</b> Romans 12 v 4-5.  <b>Kindness: Learning respectfully, helping each other to grow.</b> Matthew 7 v 12.  <b>Friendship: United as a family, bringing light to our community and the wider world.</b> Proverbs 27 v 9.  <b>Faith: Living with courage and faith.</b> Matthew 17 v 20.</p>
Key findings
<ul style="list-style-type: none"> <li>• Deeply committed, vision-led Christian leadership spearheads a Church academy that is a beacon of hope and love within its community.</li> <li>• The deeply theological Christian vision, valuing the unique worth of every person, permeates every aspect of academy life. An exceptionally inclusive and nurturing culture builds hope and widens horizons for all pupils and adults.</li> <li>• Inspired by the academy's vision of respect and kindness, pupils respond compassionately to local and global issues of inequality and injustice. Opportunities for pupils to lead social action projects, effecting change, are less developed.</li> <li>• Rooted in the academy's vision, collective worship is joyful and reflective. Opportunities for pupils to take ownership within the spiritual life of the academy, including leading worship, are in their infancy.</li> <li>• Pupils' good knowledge and understanding of Christianity and a range of world religions and worldviews significantly enhances their respect for diversity. Pupils' own critical reflections in RE lessons are not sufficiently recorded in their books to capture their understanding.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Engage pupils in leading social action projects so they understand how they can challenge inequality and injustice within their local community and beyond.</li> <li>• Enable pupils to take more ownership in planning and leading the spiritual life of school, including collective worship. This is to deepen pupils' spiritual development, including spontaneous prayer and reflection.</li> <li>• Ensure pupils' individual reflections and views are regularly recorded in their RE books, to deepen their critical thinking.</li> </ul>



## Inspection findings

Deeply inspired and nourished by its Christian vision of living well together, The King's is a flourishing Church academy. Following a turbulent time, the inspirational Christian leadership of the current headteacher spearheads a community brimming with love and hope. The academy's renewed, deeply theological Christian vision underpins service to a local community facing a range of challenges. The belief that every member of the community should be valued for their unique contribution, deeply permeates academy life. Leaders are an encouraging presence throughout the day, expressing the academy's vision in every decision and action. As a result, academy development is rapidly progressing. Thriving partnerships with the multi-academy trust, diocese and local church support, sustain and enrich academy life. Dedicated governors understand their strategic role well and contribute insightfully to academy improvement.

Inspired by the vision of uniting as a family, the academy's dedicated service to its community has a profound impact. Leaders warmly welcome families onto the playground at the start of every day, providing support to those in need. As a result, pupils settle quickly into class and attend well. Parents and carers trust leaders in their open approach. They value how staff love each child as a unique person, developing pupils' confidence and self-worth. Leaders prioritise staff development and wellbeing, building a resilient culture of mutual support. Leaders regularly review the school's Christian vision with the whole community, ensuring it remains relevant and inspiring. For example, staff appreciate how leaders recently replaced the word 'pupils' with 'people' in the vision statement, thus widening its scope. As a result, the staff are a joyful and compassionate team, living exceptionally well together. They watch over each other and their pupils with love and hope, building resilience and nurturing growth.

The Christian vision of believing nothing is impossible inspires leaders to develop a carefully tailored, aspirational curriculum. The academy serves a community where opportunities for pupils to experience life beyond the local area are limited. Lessons, displays and extra-curricular activities proactively foster personal development and fellowship. Staff skilfully use well-resourced outdoor spaces, enhanced with natural materials, to encourage calm and purposeful learning. Leaders make bold, ethical decisions, targeting resources to broaden horizons for every pupil. For example, annual residential for all pupils from Year 1 to Year 6 significantly widen pupils' experiences. The academy's approach to inclusion is exceptionally nurturing. Leaders make innovative decisions, directing funding to create targeted, small group teaching bases for the academy's most vulnerable pupils. Skilfully staffed and resourced, this provision ensures the needs of every pupil are holistically met. The academy is locally recognised as a hub of excellent inclusive practice. The King's aspirational curriculum and dedicated staff inspire all pupils to be active and curious learners. As a result, they thrive in lessons, hopeful of a future full of possibilities.

Steeped in the vision of self-belief, kindness and respect, the academy's curriculum actively engages pupils in reflecting on life's big questions. Many lessons spark pupils' curiosity about life's meaning. They explore issues of injustice and inequality with compassion. For example, older pupils movingly link history lessons on the Holocaust to their study of Judaism in RE. 'What Hitler did was wrong,' said one pupil. 'We should learn from history and treat each other as we would like to be treated.' Leaders actively involve pupils in decision-making. As a result, pupils understand how they can help improve their community. For example, a proactive parent and carers' association involves pupils in fundraising for school resources and pupil-chosen charities. Pupils help run a popular academy foodbank, ensuring they understand how to make a positive difference. However, opportunities for pupils to lead



social action projects effecting positive change within their local community and beyond, are less developed.

Spurred by the Christian vision of helping each other to grow, leaders prioritise wellbeing. The behaviour policy, fostering hope and forgiveness, underpins an affirming culture. Staff and pupils appreciate its consistency and simplicity. All pupils, including the most vulnerable, are treated with unwavering dignity and patience. Pupils actively seek adult support in times of need, trusting they will be listened to and supported. This exceptionally nurturing culture inspires pupils to help each other generously. They spontaneously clear plates for one another at lunchtime and act as supportive peer mentors, exemplifying kindness and friendship.

Collective worship is a deeply treasured part of the academy day. Well-organised and creative, collective worship themes live out the academy's Christian vision. Led by a range of adults and sometimes the local vicar, pupils engage actively. They cherish this invitational time of stillness and reflection, enhanced by candles, music and collective responses. Pupil members of the 'signing and singing club' enthusiastically accompany singing, inspiring a joyous response. Pupils enhance adult-led worship by acting, reading Bible passages and leading prayers. Their contribution encourages others to understand how biblical teaching impacts on their lives, deepening spiritual development. For example, exploring the story of Daniel in the lion's den strengthens pupils' understanding of courage and belief. A pupil worship group actively contributes to planning, leading and evaluating worship, prompting improvements. Reflection areas in classrooms provide opportunities for spontaneous responses and prayers, deepening the spiritual development of those who engage. However, opportunities for pupils to take wider ownership of the academy's spiritual life, including leading collective worship, are less developed. A thriving partnership between the academy and the local church enriches the worship life of the community. Families value joining pupils in popular services in church that mark the Church year, such as Christmas and Easter.

RE is central to academy life. Proactive leaders inspire high expectations and ensure the subject constantly evolves. The recently revised curriculum is carefully balanced and tailored to reflect the local community's increasing diversity. Engaging lessons enable pupils to develop a good knowledge and understanding of Christianity and a range of world religions and worldviews. High levels of support enable all pupils to learn well. RE plays a significant role in deepening pupils' appreciation and respect for diversity. 'We learn about lots of religions, so we understand each other and respect everyone,' explained one pupil. School displays give some examples of pupils expressing their own views on theological concepts. However, pupils' independent reflections, exploring their own beliefs, are not consistently recorded in their books.

The King's empowering vision of strength in togetherness, valuing and affirming the self-worth of every member, underpins a blossoming community. Rapidly developing under exceptional Christian leadership, this Church academy shines as a haven of hope and fulfilment for everyone it serves.



Information			
School	The King's Church of England Primary Academy, Newark	Inspection date	12 June 2023
URN	143825	VC/VA/Academy	Academy
Diocese/District	Southwell & Nottingham	Pupils on roll	271
MAT/Federation	Southwell and Nottingham Multi Academy Trust		
Headteacher	Sarah Clarke		
Chair of Governors	Catherine Davies		
Inspector	Sue Mawdsley	No.	930