

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

### Chelsea Academy

#### Vision

Anchored in Christ.

'Learning together to flourish' is lived out every day; a vision informed by our Christian values. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for.

Chelsea Academy is living up to its foundation as a Church school and is enabling students and adults to flourish. It has the following notable strengths.

#### Strengths

- Chelsea Academy cultivates an inclusive, caring and nurturing environment which is 'anchored in Christ'. This means that both staff and students develop a strong sense of belonging.
- The school's Christian vision of 'learning together to flourish' fosters an inspiring and holistic curriculum. This means that leaders are highly ambitious for their students and respond innovatively to their needs.
- Collective worship is creative and inclusive. Students value the opportunity to reflect on the Christian values of joy, charity, perseverance, forgiveness and servant leadership.
- Leaders drive exceptional support for the wellbeing of staff and students. Bold decisions promote a culture where the needs of both staff and students are supported well.
- A high level of expertise in the religious education (RE) team ensures that learning is rich, challenging and relevant. This builds, and strengthens, students' understanding of a range of religions and worldviews.

#### Development Points

- Strengthen and develop the curriculum for core RE in Y11 and key stage 5. This is so that students gain a deeper understanding which builds more consistently on their prior learning.
- Explore ways to deliver collective worship in the chapel. This will enhance opportunities for spiritual flourishing and enrich the programme of worship.



## Inspection Findings

At Chelsea Academy, leaders are deeply committed to promoting an inclusive school community which is 'anchored in Christ'. Adults articulate the school's vision, 'learning together to flourish', with conviction and hope. The biblical teachings about love for others (1 Corinthians 13) underpin the whole ethos of the school. Leaders are adept at understanding the needs of their school community. In response, they are innovative and aspirational in the opportunities they provide for students. Their thinking is responsive and highly strategic. Strong relationships with the diocese and local churches enable the school to connect with the community. Furthermore, partnerships with significant local organisations, such as Chelsea Football Club, are fruitful in providing a wealth of enrichment for students. Staff are nurtured in their roles through carefully tailored and timetabled professional development. Regular opportunities to hear the views of students and staff foster an environment where people feel listened to and valued. Robust monitoring by leaders and governors holds the Christian vision at the heart of evaluation and decision-making.

The school's commitment to flourishing through learning leads to a broad curriculum with an impressive extended curriculum. Consequently, students develop their individual gifts, enjoy their learning and thrive academically. School life is enriched through experiences such as writing workshops and cultural trips. Students grow in confidence through The Duke of Edinburgh Award and the many engaging activities on offer. This builds resilience and broadens horizons. Trips to visit universities raise aspirations and prepare students well in making their life choices. Students attend the annual study skills away weekend in Year 11 which prepares them well for their GCSEs. Staff are meticulous in tailoring support to meet the needs of students with special educational needs and/or disabilities (SEND). This is seen through the breadth of intervention available and drives whole school oracy and literacy initiatives. This means students feel confident in knowing how to develop in their own learning. Leaders provide genuine opportunities for staff and students to cultivate a deeper understanding of spirituality. This is shaped by meaningful staff retreat days which explore spiritual development across the curriculum. Consequently, students become thoughtful and reflective learners.

Collective worship is welcoming because it is inclusive and invitational. By carefully considering its timing, leaders have ensured that it is prioritised. Led by a full-time chaplain, the worship programme is creative and innovative. Carefully planned weekly worship themes promote high levels of engagement which enable students to explore big questions. Students and staff value the pause and calm that this time brings for personal reflection, stillness and prayer. Students enjoy exploring Christian values through the examples of contemporary role models. This helps them to think about decision-making in their own lives. Whole school collective worship at St Luke's Church punctuates the year. These occasions bring the school community together in celebration and joy. Reflective of the vision, the school chapel is located centrally in the school building. Students truly value this space and seek it out for quiet reflection, prayer and support. However, the chapel is underdeveloped as an inclusive space for the school community to worship together. Leaders have rightly identified this as an area for further development.

Leaders foster a strong culture of respect and inclusivity. This means that students recognise the role of compassion and agape (love) in building relationships. Students are proud to celebrate the annual Cultural Identity Day which promotes cohesion. Staff actively model the values of restorative justice through the behaviour policy. This supports an understanding of forgiveness. Positive relationships with parents and carers are cultivated, for example through the year 7 transition summer programme. Leaders prioritise the wellbeing of students through



collaborative work with outside agencies and a mentoring programme. The school's innovative 'lifeology' lessons and personal, social and health education (PSHE) support students to keep themselves safe. This learning strengthens relationships and promotes an appreciation of one another. Staff are regularly brought together in a range of team building activities which promote a healthy work life balance. The school's open-door culture means that both staff and students feel listened to and valued.

Inspired by the vision, the school promotes fairness and social justice. Students actively raise awareness of issues that are important to their local and global community. This means they are empowered and passionate about effecting change and promoting equality. Coaching time enables students to explore what is meant by servant leadership while role models inspire them into action. For example, students lead assemblies during mental health awareness month to promote issues around wellbeing. They are passionate about making a difference in their local community through the foodbank and Shoe Box Appeal. RE lessons explore issues of social injustice which inspire students to raise money for global issues through Save the Children. Students are confident and creative in raising awareness of issues such as homelessness and sexism through YouTube videos and petitions.

Strong leadership and subject specialism in the RE team mean that the curriculum is skilfully crafted and sequenced. This enables students to make good progress. Students explore topics through the different subject lenses of philosophy, theology and social science. This provides a greater depth of understanding. Learning builds good foundations which enable students to develop skills well. Engaging resources and carefully scaffolded lessons support the progress of all students, including those with SEND. Creativity and enrichment cultivate a genuine enjoyment and appreciation of religion and worldviews. Visits to local places of worship include Westminster Abbey. These trips bring learning to life. The core RE curriculum in Y11 and key stage 5 includes lectures and opportunities to explore 'big questions'. However, this is underdeveloped and does not provide students with enough scope to deepen learning and build on prior knowledge. Leaders are supportive of the RE team. Consequently, expertise in the department is nurtured. This is further supported through strong and productive relationships with the diocese.

## Information

Address	Lots Road, Chelsea, London SW10 0AB		
Date	21 <sup>st</sup> and 22 <sup>nd</sup> November 2024	URN	135531
Type of school	Academy	No. of pupils	1124
Diocese/District	London		
MAT/Federation			
Headteacher	Mariella Ardron		
Chair of Governors	Gary Griffin		
Inspector	Rachel Croft		