

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

| Bishop Young Church of England Academy | |
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| Address | Bishop's Way off North Parkway, Seacroft, Leeds, LS14 6NU |
| 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 | Excellent |
| The impact of collective worship | Good |
| The effectiveness of religious education (RE) | Excellent |

| School's vision |
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| <p>'Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.' 1 Corinthians 12:12 'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind.' and 'love your neighbour as yourself'. Luke 10:27 From the parable of the Good Samaritan. 'Let us consider how we may spur one another on toward love and good deeds'. Hebrews 10: 24 – 25</p> <p>Bishop Young is a safe and welcoming family, where all God's children are valued, and all are enabled to flourish. We rejoice in the diversity of the many individuals who make up our community, as we learn to live well together and to serve one another in love.</p> |
| Key findings |
| <ul style="list-style-type: none"> • The vision statement, together with the Christian values, underpins the strategic and operational life of the academy on all levels. Lived out through associated affirmations and 'Bishop Character', it has a transformational impact on adults and students. • Difference and diversity, in all its forms, are joyfully celebrated. Students and staff are accepted for who they are and loved and welcomed into the Bishop Young Academy family. • Religious studies (RS) is excellent. The curriculum is structured to accommodate the needs and contexts of students and reflects the wider community. As a result, students enjoy success in their learning. • Collective worship is valued by adults and students. Although it forms an important part of the daily life of the academy, it is not consistently delivered as a spiritual experience. • The rich curriculum is augmented by trips and visits which enable students to develop undiscovered skills and enjoy new life experiences. This drives their aspirations and gives them hope for the future. |
| Areas for development |
| <ul style="list-style-type: none"> • Ensure the pattern of worship is consistently planned and delivered as a spiritual experience. This is so that it will further contribute to student's moral, spiritual and academic development. • Continue to develop student's oracy so that they can readily articulate the living out of the vision. |



Inspection findings

Bishop Young Academy is created around its vision. Developed to reflect the context of the academy, three Bible verses underpin the vision statement. The relevance and importance of these theological roots are clearly articulated by leaders, governors, Abbey Trust officers and staff. Their collective determination, that the vision is a lived experience, guarantees that it is held at the heart of all the academy does and is. Christian values, known as the 'Bishop Character' and related affirmations, support the practical outworking of the vision and are continually referenced. The vision, values and affirmations are intentionally and purposefully linked. As a result, the central messages of love, hope and belonging are consistent across the academy and their impact is real. This makes for excellence. Noticed, noted and reflected on throughout the day, students build up a personal knowledge of what the vision means to them. They explain why it is important to behave as the Good Samaritan and help others. Repeating affirmations such as "I am loved" provides them with comfort in times of difficulty. Understanding that, as the person they are, they play a vital role as part of the wider 'body with many parts', gives them self-esteem and purpose. Students are not always able to explain the theological underpinning of the vision, but they testify to its transformational impact on their lives. Using the vision statement, values and affirmations for guidance, they make positive life choices. This results in academic and personal success beyond what they imagine could be achieved. Staff live by the vision. They treasure it because they also see its impact on their professional lives and in the care they receive from leaders. Deeply committed to ensuring that students receive the best possible learning experiences, they work together to provide the safe, loving environment embodied by the vision. The academy is highly regarded and widely recognised for its outreach to other schools and the wider community. It generously gives back to others in line with its statement to serve one another in love.

Celebrating difference is key to establishing a loving and safe environment. Students from a wide range of cultures and faiths live and work together harmoniously, rejoicing in the diversity this brings to the academy and to each other. Staff robustly challenge stereotypes, leading to changes in attitudes and behaviours. To validate their success in this area, the academy has been awarded a Cultural Cohesion Quality Mark.

Student voice is strong and valid. Students know that they matter because changes are made as a result of their views being heard. Their opinions help shape the 'safe' environment of the vision statement and develops mutual trust between adults and students. They take pride in fulfilling many roles which help the academy fulfil its mission statement. The welcome team supports students new to the academy, for example. They link their role directly to the vision, saying they are like the Good Samaritan in showing compassion.

Relationships with the church are strong and mutually beneficial. It gives students opportunities to become courageous advocates for change through projects such as reclaiming the churchyard. The chaplain provides valuable pastoral care and spiritual support, showing Christian love in action. Students and staff benefit from activities offered by the chaplaincy team as part of a range of strategies to protect their mental health.

Behaviour in classes is calm and purposeful. Students behave well because interactions with adults are characterised by positivity and affirmation. All lessons have consistent features such as referencing the vision and relevant value to the content. This serves as a reminder of what is important, enables students to recognise routines and feel secure in their learning. When issues arise, they have confidence in the processes in place to address them. Restorative conversations, time for reflection and an emphasis on forgiveness mean they can begin again with a fresh start. Students are provided with skills to self-regulate their




behaviour. Through this, they have the confidence to challenge each other if they recognise behaviour that does not meet what they believe to be acceptable.

Leaders take courageous decisions around the way the curriculum is put together. Identifying key barriers, oracy is a priority and placed at the centre of all learning activities. The success of this strategy is its inclusion in a parliamentary report as a case study. The ambitious curriculum is planned so students can access learning at any point. This is of particular importance to those who join the academy mid-year, particularly if they are new to the country. Interventions are in place which ensure students with special educational needs and disabilities, or who are vulnerable, flourish. This is so for however long they remain as part of the academy family before moving on. Leaders take bold decisions when allocating funding to ensure that the vision is lived out in this way. By increasing staffing levels in departments supporting vulnerable students, for example. Responding to a wider community need, the Dovecote was established as a specialist provision. A wide range of examination courses are offered. Exam outcomes are improving incrementally as strategies implemented have a positive impact. Where students have skills or knowledge which does not fit into a conventional academic pathway, the academy will determinedly seek out other ways to authentically validate their learning. This provides students with a sense of success and increases their self-worth. The curriculum is enriched by trips and visits which present students with a wider worldview. As a result of creating a globe for the World Reimagined initiative, students met King Charles, taking their life experiences to new levels. Spiritual development is threaded through all subjects via 'faith in my subject' quotations and times for reflection during each lesson. Students articulate the positive impact this has on their mental health.

The RS curriculum is planned so all students can enjoy success and make positive progress. All KS4 students are entered for public examinations in RS, as a mark of confidence in their capabilities. The KS3 curriculum enables students to acquire knowledge, skills and compare similarities and differences between Christianity, world religions and other worldviews. As a result, they demonstrate a high level of understanding and respect for the beliefs of others.

Collective worship is an important part of the day. Tutor group worship is carefully structured to be inclusive so that all can participate with integrity. Celebration and year group worship enables the academy family to reflect on the Bible basis of the vision, 'spur one another on' and be together as 'one body'. Although this contributes to spiritual development, planning and delivery do not consistently enable this to happen. Students assist the chaplain to evaluate worship, making changes as a result. However, this is not yet embedded. Saying the school prayer at the end of the day is valued by students. It is a way of centring themselves on the vision before they leave.

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|  | The effectiveness of RE is | | Excellent | |
| | <p>Taught by specialist teachers, RS is given due regard as a core subject. The curriculum is based on the Diocese of Leeds syllabus, which is broad and balanced. Designed as a spiral, pupils revisit subject knowledge and build on previous learning. Focussing on developing knowledge as well as understanding, progress at KS3 is measured through ipsative (student self-assessment) evaluations. This means that pupils can immediately compare their current and previous results, and experience success. All KS4 pupils are entered for GCSE examinations. Outcomes are improving year on year as a result of carefully planned provision.</p> | | | |
| Information | | | | |
| School | Bishop Young Church of England Academy | Inspection date | 19 June 2023 - 20 June 2023 | |
| URN | 144809 | VC/VA/Academy | Academy | |
| Diocese/District | Leeds | Pupils on roll | 750 | |
| MAT/Federation | Abbey Academies Trust | | | |
| Headteacher | Rachael Cole | | | |
| Chair of Governors | Tessa Mason | | | |
| Inspector | Rachel Beeson | No. | 952 | |