

Inspection of Samworth Church Academy

Sherwood Hall Road, Mansfield, Nottinghamshire NG18 2DY

Inspection dates: 30 November and 1 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Sixth-form provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Leaders have a clear vision for pupils' personal development during their time at Samworth Church Academy. They say they want them to have '70 or more fantastic years' when they leave the school. Pupils learn skills that will help them in later life. An example is 'Project Flavour' where pupils learn how to cook and eat healthily. Pupils like the extra-curricular choices that are available, such as Tae-Kwondo and creative writing.

Most pupils behave well in lessons and around the school. They are polite and hold positive views about their school. Pupils are tolerant of others and respect differences. However, a minority of pupils do not always behave as well as they should. Some pupils say that disruption to their lessons is too common. They say that teachers do not always manage behaviour consistently well.

Students in the sixth form are well prepared for their next steps. Leaders and teachers have high expectations of them. Students value the support they get in lessons and for their personal development.

The vast majority of pupils say that they feel safe at school. They know who they can talk to if they have concerns. Most pupils feel that bullying is not a problem. If it does happen, teachers deal with it well.

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

Leaders have planned an ambitious curriculum for pupils in all subjects. The curriculum plans are well thought out at all stages, including in the sixth form. Leaders have considered the knowledge that they want the pupils to learn.

In some lessons, teachers use questions to check pupils' understanding well. This is not the case in all lessons and subjects. Not all teachers routinely check that pupils' knowledge is secure. Misconceptions and gaps in learning are not reliably identified. Too many pupils do not remember the key knowledge as well as they should.

Teachers use 'do it now' tasks across different subjects. Sometimes teachers use these tasks well to check what pupils remember and identify gaps in their knowledge. In other lessons, these tasks are not as effective. In those lessons, pupils do not attempt recall questions or look back at their notes to find the answers.

Most pupils with special educational needs and/or disabilities (SEND) access the same curriculum as other pupils, including in the sixth form. In most lessons, staff support pupils with SEND to produce work of the same quality as other pupils. In a minority of lessons, pupils with SEND do not get the support they need.

A small number of pupils attend their lessons at the school's off-site unit, Heatherdene. The majority are pupils with SEND. Leaders have planned a curriculum for the pupils at Heatherdene. A significant minority of pupils who should attend Heatherdene do not attend frequently enough. Those that do attend do not always choose to take part in their lessons.

Pupils have opportunities to read in school. They usually do this enthusiastically. Staff identify pupils who need support with reading. They help pupils to choose suitable books to read. This helps these pupils to become better readers. Pupils recognise that improving their reading helps them to learn in other subjects.

Most pupils behave well in lessons and show positive attitudes. In a minority of lessons, a small number of pupils disrupt learning or choose not to take part in activities. Not all teachers have high enough expectations of pupils' behaviour. Pupils respond positively when teachers follow the school's policy to deal with disruption. Of the pupils that were spoken with during the inspection, a large proportion feel that rules are not always applied fairly.

Pupils say that they often hear bad language in school. A small number of pupils do not behave well enough when moving around the school. Pupils and teachers say that truancy from lessons is common.

Pupils benefit from a well-structured personal development programme. They say that they enjoy the opportunities the school gives them. Pupils learn about different careers. Students in the sixth form have high aspirations. They say that the school has prepared them well for their next steps.

Too many disadvantaged pupils and pupils with SEND do not attend school frequently enough. These pupils miss too many lessons and do not achieve as well as they could.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders know their pupils well. They work with external agencies to support the most vulnerable pupils. Staff understand their role in keeping children safe. There is an effective system for reporting concerns.

Pupils say that they feel safe at school. Leaders identify potential risks that the pupils may face and teach them how to be safe. For example, they teach pupils about knife crime and domestic violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not routinely use questioning effectively to check pupils' understanding or identify misconceptions. New learning does not always build on secure prior knowledge. Pupils cannot always remember what they have learned. Teachers need to plan questioning carefully so that they can check that learning matches pupils' needs.
- Some staff do not have high enough expectations of pupils' behaviour. Many pupils do not behave well in lessons and around the school. Sometimes, this goes unchallenged. Leaders should ensure that all staff apply the school's behaviour policy consistently.
- A sizeable minority of disadvantaged pupils and pupils with SEND do not attend school frequently enough. They miss too many lessons. Therefore, they do not learn as well as their peers. Leaders should develop strategies to ensure that all groups of pupils attend well.

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 information from Ofsted Parent View 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.

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

Unique reference number	135583
Local authority	Nottinghamshire County Council
Inspection number	10264632
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1041
Of which, number on roll in the sixth form	130
Appropriate authority	The board of trustees
Chair of trust	Philip Bliston
Principal	Lisa McVeigh
Website	www.samworthchurchacademy.co.uk/
Date of previous inspection	9 and 10 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The school has a religious character. It is a Church of England school. The most recent section 48 inspection was in November 2019. The next section 48 inspection is due in November 2024.
- The school uses three registered alternative providers and two unregistered alternative providers.
- The school has a unit on another site, Heatherdene, that a small number of pupils attend.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders and a range of staff.
- Inspectors met with the chief executive officer of the multi-academy trust and another trustee who is also on the local governing body. They spoke to the vice-chair of the governing body by telephone.
- Inspectors carried out deep dives in English, mathematics, science, art and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to groups of pupils about their learning and looked at a sample of pupils' work.
- Inspectors also visited some other lessons.
- Inspectors visited Heatherdene, the school's off-site provision, to visit a lesson and talk to staff and pupils. An inspector also spoke with staff at other alternative providers by telephone.
- Inspectors looked at documentation provided by the school, including behaviour logs, attendance reports, self-evaluation, improvement plans and minutes from governing body meetings.
- Inspectors spoke to pupils across all year groups, including pupils with SEND. They also considered the views of the 68 pupils that completed Ofsted's pupil survey.
- Inspectors considered the responses of 89 parents and 60 members of staff through the Ofsted Parent View and staff surveys.
- The lead inspector evaluated safeguarding arrangements by looking at the single central record and safeguarding logs in meetings with the designated safeguarding lead and other relevant staff.

Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Richard Vasey	Ofsted Inspector
Imtiaz Patel	Ofsted Inspector
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