

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

| The Minster School, Southwell |                                      |
|-------------------------------|--------------------------------------|
| Address                       | Nottingham Road, Southwell, NG25 0HG |

### School vision

Our school vision is based on the principle of 'Succeeding Together.' Enabling all members of our school community to work together, care for each other and strive to realise their potential in their studies and all other aspects of life as unique and valued children of God. Our school vision can only be achieved through hard work in every aspect of life, as Paul wrote 'Whatever you do, work at it with all your heart, as though you were working for the Lord.' Colossians 3:23.

### School strengths

- The Christian vision, 'Succeeding Together,' is the bedrock upon which The Minster School is built. It drives the work of the school. The rich Christian heritage through which the vision is established is profoundly changing lives.
- The culture of togetherness is exceptional. It is fuelled by inspired and inspiring leadership, including by governors and the Minster Trust for Education. Adults and pupils, especially those who are vulnerable, flourish as a result.
- Strong partnerships, especially with the Minster Cathedral, and inspiring collective worship are enabling pupils to become agents of change. This is resulting in far-reaching student-led support and advocacy within, and beyond, the school community.
- The school wonderfully expresses the love of God through the care and support for pupils, which is abundant. This is enabling adults and pupils to succeed both academically and personally.
- Religious education (RE) is exceptionally well led and managed. Pupils' learning is deep and the subject is a living expression of the vision.

### Areas for development

- Fully embed the shared language of spiritual development within the curriculum. This is so that pupils can confidently articulate their spiritual development journey.

### Inspection findings

The Christian vision, 'Succeeding Together,' is the foundation of the school's work as a Church school. Leaders, including governors and the trust, are inspirational in their ambition to enable all students to succeed. This is evident both academically and personally as pupils are valued as unique children of God. As a result, academic outcomes are strong. Equally, enrichment opportunities are extensive and are highly valued. This enables pupils to explore their own personal successes and interests alongside their academic studies. The five virtues of wisdom, optimism, resilience, kindness and service (WORKS), are the outworking of the vision. They wonderfully drive the way in which the school builds the character development of pupils. WORKS points recognise pupils who display the virtues, alongside the abundance of awards given. It is clearly evident through this work

that the vision is a living vehicle for impressive Church school education.

The culture of togetherness is astounding. Pupils are well supported by teachers and adults in the school, and by other pupils. This is enabling both the junior and senior school community to thrive as they live well together and work hard. Adding to this, older pupils mentor younger pupils as subject ambassadors, and pupils readily help their peers with their learning within lessons. Equally, as a result of dedicated teachers and adults, pupils are richly supported in their learning, especially those who are vulnerable. So powerful is the vision-led togetherness within the school, that pupils actively seek opportunities to help others. This culture of mutual support is integral to pupil success. As one pupil stated 'I realise that by helping others to learn, I also help my own learning.'

Leaders place great importance upon all succeeding, especially pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND). Therefore, the care and support for all pupils, but especially those who are vulnerable is exceptional. Dedicated staff, who express the love of God through the compassion and support they show, are enabling impressive personal success. The inclusive nature of alternative pathways, and additional opportunities tailored to those who need it is resulting in personal achievement. Equally, much of this work extends into service within the local community such as gardening projects. Furthermore, pupils in the school are carefully listened to by adults. This results in many abundantly supportive initiatives that are enabling the school community to thrive together. The recently developed Diversity Charter and Call it Out Campaign are examples of this. They contribute to building a strong and equitable culture across the school where pupils feel accepted. The sense of belonging is palpably strong. Inspiring chaplaincy and highly effective pastoral care of both pupils and adults means that the community is thriving as it lives well together and cares for one other. This is well supported and nourished by highly invested governors. Equally, the trust has Christian wellbeing and support at the heart of its ethos which is wonderfully enhancing the work and care the school shows.

The curriculum is keenly focused upon ensuring that pupils are not only academically and personally successful but also spiritually developed. This is woven through acts of worship and through RE, and also carefully mapped through the academic curriculum. As a result, pupils' spiritual nourishment abounds. In both the junior and senior school, pupils value the periods of calm and quiet, alongside philosophical and moral debate. Across many of their subjects, pupils engage with enquiry questions alongside their learning objectives. This deepens their spiritual development. In subjects where this is evident, pupils engage in debate and deep spiritual thinking. However, pupils do not consistently use a shared language of spirituality across the curriculum. Therefore, their ability to recognise and articulate their spiritual experiences within the curriculum is underdeveloped.

Fuelled by strong partnerships and engaging collective worship, pupils are highly effective agents of change both within their school community and beyond. The generational partnership with the Minster Cathedral is powerful. It is the conduit for much of the community-based works of service that pupils undertake. Pupil ambassadors are proud of the legacy of advocacy they develop and the range of initiatives they lead. The extensive scope of this work is part of the fabric and culture of the school. Extensive community support through Minster Cares and fun runs to international support schemes such as 'U Give, U Change', means the school is at the heart of its local community. Therefore, the school is spurred on in its Christian service as part of a wider worshipping community.

Daily acts of worship are carefully considered, and drive the five virtues or WORKS which underpin the vision. This is providing pupils and adults with the opportunity for high quality, inclusive worship. This is especially evident through the regular services held in the cathedral, where pupils lead much of the worship. A number of the pupils in the school, especially in the junior school are choristers. As a result, the rich musical heritage at the school abundantly enhances its worship life.

Worship is carefully designed to be inclusive, for those who wish to reflect rather than pray. Time for togetherness is respectfully undertaken and contributes to the spiritual flourishing of others. The school continues to develop the vibrancy of daily acts of worship for the benefit of the entire school community.

RE is exceptionally well led and taught. It makes a highly effective contribution to pupils' personal, social, moral and spiritual development. Pupils are enthusiastic about the study of RE from the junior school through to Key Stage 5. RE is given high priority within the school, and expert teachers are well supported by the diocese and by the trust. The RE curriculum is well sequenced. It enables pupils to build on prior knowledge. High quality pupil work demonstrates increasing challenge and progression through the key stages. The subject ignites pupils' desire to consider 'ultimate questions.' As a result, pupils make exceptional progress in RE as shown in strong outcomes in external examinations. It embodies the success of the school as a Church school.

The inspection findings indicate that The Minster School is living up to its foundation as a Church school.

| Information     |                             |                |        |
|-----------------|-----------------------------|----------------|--------|
| Inspection date | 17 June 2024 - 18 June 2024 | URN            | 145643 |
| VC/VA/Academy   | Academy                     | Pupils on roll | 1640   |
| Diocese         | Southwell & Nottingham      |                |        |
| MAT/Federation  | Minster Trust for Education |                |        |
| Headteacher     | Benjamin Chaloner           |                |        |
| Chair           | David Shannon               |                |        |
| Inspector       | Sadie Batstone              | No.            | 2125   |