



# Chelsea Academy



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address                      Lots Road  
                                                 London  
                                                 SW10 0AB

Principal                              Andy Yarrow

Unique Reference Number        135531  
Diocese                                London  
Appropriate Authority            The Governing Body  
Date of last inspection            7th July 2008

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Inspection date                      3rd and 4th July 2012  
National Society Inspector        Nicholas McKemey (NS 280)

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The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

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### **Academy context**

Chelsea Academy admitted its first Year 7 students in September 2009 and moved into its new building in 2010. There are now almost 600 students on roll in Years 7, 8, 9 and 12, (110 being Sixth Formers) and 100 staff. Students are drawn from the local community including the Worlds End Estate. The proportion of students from minority ethnic, cultural and faith heritages and with first languages other than English is high by national comparisons. The proportion with special educational needs, disabilities and statements of educational need is in line with the national norm.

The Academy has two sponsors, the Church of England (the London Diocesan Board for Schools) and the Royal Borough of Kensington and Chelsea. Their vision is for a school that serves its local community with a distinctively Christian ethos. The Academy's prospectus states; *"The Academy is a Church of England school and, as such, seeks to have a distinctively Christian character"*.

Chelsea Academy's motto is, *"Anchored in Christ"*. The strapline, *"Work Hard, Be Nice, No Excuses"*, provides a reference point for the day-to-day life of the Academy. In the Academy's prospectus Christian values, *"the fruit of the Spirit"*, are identified as, *"love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control"*.

### **The distinctiveness and effectiveness of Chelsea Academy as a Church of England Academy are outstanding**

A tangible sense of Christian Mission and witness infuses and shapes everything the Academy does in and for the local community. Chelsea Academy is an outstanding model of Church of England secondary education.

### **Established strengths**

- The maturity of students' attitudes and behaviour.
- The vision and leadership of the Principal.
- The effectiveness of the senior leadership and staff as a collegiate team.
- The commitment to the all round flourishing of students by the staff.
- The quality of care and guidance provided for students and their families.

### **Focus for development**

- The relationship of identified Christian values to the motto, strapline, and vision statement.
- Student participation in collective worship.

### **The Academy, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

Chelsea Academy is highly effective at meeting the needs of learners, who have a richly diverse range of faith, ethnic and cultural heritages. Students' achievement is outstanding; they flourish as individuals and make excellent progress in spiritual and moral development. Students have high aspirations as individuals and as valued members of society. "I am becoming a well rounded person", reflected a girl in Year 9. This view is emphatically endorsed by a group of parents who also see the Academy as having a "compassion ethos".

The quality and dedication of the leadership and staff and the intensity of the coaching and monitoring systems are based on the concepts of Christian service and discipleship. This includes the influential coaching groups comprised of students from all ages and abilities. Integrative teaching, learning and pastoral strategies result in an Academy community that is profoundly harmonious, purposeful and serious about life and learning. This is underpinned by an ethos of trust and "gracious tolerance" in which individual belief is honoured and openly shared. Embedded modes of responsible behaviour mark students' journeys to and from the Academy and movement within it. "They trust us a lot", commented a Sixth former. Student conduct throughout a fire alarm and evacuation whilst lunch and lessons were in progress was calm, orderly and considerate.

A chaplain has been appointed with, currently, teaching responsibilities in religious education. The high visibility pastoral element of the chaplaincy has become an increasingly significant and valued feature of the Academy as a Christian and inclusive community. Christian ethos and students' spiritual development is supported by diligent attention to signs, messages and spaces throughout the building. Students in art are contributing in the prayer room development with tile designs.

### **The impact of collective worship on the Academy community is good with some outstanding features**

Effective planning and input from the Academy leadership, governors and clergy makes collective worship a key spiritual focal point in the life of the Academy. Thus, worship has a positive impact on behaviour, and community life and fosters a reflective element in learning.

Prayer is an outstanding feature of all aspects of worship, "It helps me during the day", said a boy in Year 7. Students reflect that prayer enables them to understand how a relationship between an individual and God can function. Staff and students experience and contribute to prayer as a natural element in life at Chelsea Academy.

Students' attitudes are positive because the programme of themes for worship is interesting and challenging. The schedule is broadly based on the Christian calendar but also relates biblical texts to issues of concern in the world of the students, such as peace, freedom, courage and wisdom. Students reflected thoughtfully, with some surprise at times, on the implications for relationships carried by the week's "first Impressions" theme.

Worship is pro-actively monitored by the Christian Ethos Working Group, which includes governors, staff and students, and regularly reports to the governing body. This has ensured the consolidation of worship across Academy life. Collective worship is most valued and effective when student participation is involved, especially where presentations are well prepared and performing arts are involved. Although the Student Leadership Team and house and coaching groups contribute ideas the programme and content of worship is largely staff directed.

Worship securely underpins knowledge and understanding of the broad Anglican tradition, and Christianity in general. Students, including Muslims, find the biblically referenced messages on relationships, behaviour and moral choice of practical benefit in their lives. Students of all ages enjoy music and hymn singing, finding them motivating.

### **The effectiveness of the religious education is outstanding**

Religious education has become a fundamental element in the distinctively Christian character of the Academy and continues to become ever more effective. The scheme of work for Years 7, 8 and 9 has been successfully developed to play a key role in teaching Christianity and elements of the Anglican tradition. Students also experience religious education through the medium of other subjects in the curriculum and in worship; thus broadening knowledge and understanding of the historical and cultural context of Christianity. In English Year 8 students exploring the language of power and leadership are presented with Christ as an historical figure and in art students are studying the structure and meaning of Christian iconography. In worship students are learning the meaning and symbolism of prayer and liturgy as well as gaining knowledge and understanding from Biblical texts.

The intensity of the religious education programme means that students' attitudes to learning are outstandingly positive and teaching and learning are highly effective. Outstanding attainment and progress are in line with or better than core subjects. Excellent teaching and assiduous assessment, finely tuned to the needs of each student, motivates them to work hard, eagerly and confidently. They, thus, offer mature and thoughtful perspectives on spiritual and moral issues. As well as learning the features of religion, students are developing an unusually mature grasp of theological tenets and moral concepts and issues. Sixth Form students are inspired to study philosophy and ethics with strong input from Christian perspectives. They are enthusiastic and absorbed by this area of study.

In a genuinely Christian approach to good citizenship, a climate of respect and valuing of others' beliefs and views is fostered in religious education by a curriculum that stimulates thought and contextualises ideas and opinions.

A focus on Anglican tradition and practice is work in progress in religious education but the excellent foundation in Christianity in the curriculum demonstrates capacity for improvement.

**The effectiveness of the leadership and management of the Academy as a church sponsored Academy is outstanding**

The leadership and management and the governing body have been exceptionally effective in realising the vision of the diocesan sponsor for an Academy with a Christian character that serves the local community. In a comparatively short period of time, a genuinely koinonic ethos of trust, respect and order has been created. Students are secure, thoughtful, serious and purposeful. They make uniformly excellent progress towards unusually high personal and career aspirations.

The leadership of the Principal, with the collegiate support of a highly motivated senior leadership and staff team, is outstanding. The parents believe that the leadership sets an "extremely high moral standard". There is momentum in a developmental process that incorporates an assiduous focus on students' personal and academic flourishing. Wise strategic decisions on curriculum, coaching structures and student welfare have infused efficient systems with Christian purpose. The vertical coaching groups and the decision to adopt the science specialism are two significant examples of how every strand of Academy life underpins and supports all the rest.

Chelsea Academy is an outward facing institution. Relationships with a range of church and community groups are fruitful, the churches having a significant presence in the Academy. Students are encouraged to "give back" through voluntary activities in the local community and beyond. A group of Chelsea Academy students are travelling to Bosnia to support the work of an orphanage.

Local clergy, governors, staff and students in the Christian Ethos Working Group have been energetic in embedding the diocesan sponsor's vision in the life of the Academy. As a result an ethos that links successful learning and personal development to Christian teaching is in place. The relationship, however, of the motto, strapline, and vision statement to the identified Christian values remains unclear for many staff and students.

SIAS report July 2012 The Chelsea Academy Lots Road London SW10 0AB



## Judgement Recording Form (NSJRF)



**Name of School:** Chelsea Academy  
Lots Road, London, SW10 0AB

**Date of inspection:** 3rd-4th July 2012

**Phase of education:** Secondary

**Number of pupils:** 590

**URN Number:** 135531

**NS Inspector's Number:** 280

**Rating 1-4\***

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|---------------------------------------------------------------------------------------------------------------|------------|
| <b>How distinctive and effective is the school as a Church school?</b>                                        | <b>1</b>   |
| <b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b> | <b>1</b>   |
| <b>What is the impact of collective worship on the school community?</b>                                      | <b>2</b>   |
| <b>How effective is the religious education?</b>                                                              | <b>1</b>   |
| <b>How effective are the leadership and management of the school, as a church school?</b>                     | <b>1</b>   |
| <b>The school meets the statutory requirement for collective acts of worship</b>                              | <b>Yes</b> |
| <b>The school meets the statutory requirement for religious education *</b>                                   | <b>Yes</b> |

*\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*