

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

### Liberty Academy

#### Vision

At Liberty Academy we believe that 'All things are possible for one who believes' (Mark 9:23) We believe that through a clear Christian vision our school community will grow in strength as one. Our vision statement sets out the vehicle for that growth as part of an inclusive atmosphere where self-discipline, mutual respect and the welfare of each individual, under God, is greatly valued. Our qualities: respectful, hopeful, considerate, forgiving, truthful and compassionate underpin all that we do. The foundations that we build together, rooted in the embodiment of our Christian qualities, are fundamentals for experiences and standards for a whole lifetime.

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

#### Notable Strengths

- Inspirational leaders have developed a Christian vision that demonstrates their perceptive understanding of the school's context. There is a relentless determination for individuals to realise their potential. As a result, the vision is having a transformational impact on opportunities for pupils and adults.
- Highly effective chaplaincy support enriches and deepens worship and pastoral care provided to the pupils and adults. This inspires and guides the way that members of the school community actively live out a sense that 'all things are possible'.
- Leaders' deeply held commitment to Church school improvement use the vision to cultivate a compassionate culture. This positively affects pupils' motivation, wellbeing and behaviour.
- Shaped by the vision, the curriculum is aspirational and reflects the school's context. Effectively supported by the Heartwood Learning Trust, leaders and staff work to ensure that the curriculum contributes significantly to the holistic development of pupils.
- Skilful and deliberate planning of curriculum delivery means pupils are provided with a structured learning environment. This significantly contributes to the development of their self-confidence, resulting in the widening of their ambitions.

#### Development Points

- Enhance older pupils' understanding of the diverse ways that people can live out their faith and views. This is to strengthen their knowledge of diversity within religions and improve their progress and outcomes in religious education (RE).
- Extend the school's shared understanding of spirituality, further equipping staff to promote pupils' spiritual and emotional development. This is to ensure all have the opportunity to flourish spiritually.
- Broaden opportunities for pupils to learn more about their responsibility towards others. This is to enhance the way that they can make a difference within their community.



## Inspection Findings

### Vision and Leadership

The Christian vision is at the heart of staff and leaders' faith and hope that 'all things are possible'. The school's vision is faithful to its Anglican foundation and thoroughly inclusive and welcoming. As a result of this vision, leaders are moving the school forward at pace. The inspiring words are skilfully used to ensure the school serves its community. Sophisticated work around the meaning of liberty leads to an understanding of what it means to flourish here. As a result, there is a clear sense that Liberty Academy is 'becoming what we're meant to be'. Opportunities for pupils to grow and develop are plentiful. The vision is used to ensure that Christian values, known as 'qualities' through the school, drive decisions at all levels. Leaders are focused on having a long term, sustainable impact. The school demonstrates deeply ethical foundations based on building a culture of aspiration. The vision is lived out by the leadership team and the ambition they have for their pupils and staff. As a result, the desire to see everyone flourishing is widely shared. Adults are motivated by the possibilities now open to them and their pupils. They have a clear moral purpose in what they do, with many having a sense of a personal calling to work at Liberty. This drives the way their actions live out the aspirational vision.

### Vision and Curriculum

Leaders carefully plan the curriculum to ensure it is ambitious, meeting the needs of pupils. The impressive degree of consistency in the structure and delivery of lessons leads to an inclusive environment. Potential anxiety is reduced as pupils work within a clear and consistent framework. The rapid improvement in behaviour is a direct result of this. Adults and pupils are rightly proud of themselves for being the change they want to see. The impact of deliberately planned actions is far reaching. The trust's marking policy reduces workload for teachers. Adults circulate in lessons, modelling how to have good conversations. Leaders' decisions, including the locking away of phones through the day, enhances the space that pupils have to talk to each other. As a result, social times are marked by pupils engaging well with their friends. Consequently, the atmosphere around school is positive, calm and friendly. Careers education is woven skilfully into the whole curriculum meaning that pupils continually hear aspirational messages. Pupils are impressed with the Christian qualities valued by the school, particularly kindness. As a result, many are showing an interest in working in the caring professions. The way that spirituality is planned across the curriculum is developing well. For example, in English, pupils are able to reflect on Macbeth's moral suffering as the consequence of his actions. However, the way that spirituality is explicitly planned is still at an early stage which limits the impact of the curriculum on pupils' spiritual development.

### Worship and Spirituality

Worship reflects the Anglican tradition of the school. As a result, pupils develop a clearer understanding of the relevance of faith in today's world. This time offers pupils and adults the opportunity to grow spiritually through experiences of prayer, stillness and reflection. Adults are positive and enthused by their experience of worship. One described it as 'a joyful tether that gives me hope in difficult times'. Pupils behave with respect during worship time, describing how it opens up a narrow world for them, making it broader and richer. They value worship as 'a time when I get a sense of peace and calm'. The detailed planning done by the chaplain means that worship is meaningful and of extremely high quality. Pupils come together in larger house groups and so develop a sense of belonging to the wider school community. They also spend time with form tutors in a more personal and reflective atmosphere. This ensures that adults and pupils can share their understanding of a living faith and individual worldviews. This enriches their spiritual development.

### Vision and School Culture

Well-considered routines around school result in rapid changes to the school's culture. Significant adult presence and the deliberate modelling of warm and kind interactions is creating an atmosphere where pupils feel secure. The school is realistic about challenges faced by some and works tenaciously to overcome barriers. Pupils



considered vulnerable are supported by a multilayered approach with expert teams of staff. They provide positive help for pupils with special education needs and/or disabilities (SEND) including in areas such as behaviour and mental health. Effective communication between these teams ensures that support is targeted effectively. This means that adults feel they have a voice, while pupils benefit from timely care. Senior leaders are impressively supported by the trust ensuring they are empowered to make bold decisions and bring about rapid change. Adults feel that the prevailing atmosphere is now 'positive, kinder and calmer'. They provide pupils with care, warmth and strong boundaries. Staff demonstrate high expectations that are clearly understood by pupils. There is an impressive consistency between adults. As a result, this creates a feeling of security for pupils, including the most vulnerable. The work of highly invested pastoral and chaplaincy teams is of great significance in the school's caring response. Adults are enthusiastic about the changes being made across the school. Pupils are able to express what's changing and appreciate the differences they experience.

#### Vision, Justice and Responsibility

The Christian vision creates a strongly developing culture of justice and responsibility. The school's qualities make clear the expectations on individuals to treat others with respect, and take responsibility for their own behaviour. Pupils articulate their appreciation of a rapidly evolving culture where kindness towards others prevails. Pupils appointed as 'qualities leaders' are empowered to model the school's values. They have become a force for good in lessons and around the school, leading by example. Systems have rapidly evolved to provide effective mechanisms for reporting injustice and pupils appreciate their voices are heard. The school is responsive to pupil concerns and they know they can bring about change. However, their understanding of the wider ways they can use their sense of responsibility to others to make ethical decisions is less developed.

#### Religious Education

A high quality and aspirational RE curriculum is effectively supported by school leaders, the trust and the diocese. Their confidence in effective RE subject leadership is well placed. Teachers are ambitious and have high expectations of their pupils. Rigorous planning works to ensure learning is well sequenced and teachers achieve consistency across different classes. As a result, Key Stage 3 outcomes are strong. RE lessons enhance pupils' understanding of worldviews and faiths and they are developing their cultural awareness. Pupils find them inspiring and relevant to their experiences.

Younger pupils are able to appreciate the value of learning about other cultures and faiths and respond enthusiastically to the curriculum. They are impressively able to demonstrate a mature response to complex moral and ethical dilemmas. Through the use of well-targeted assessment, younger pupils, in particular, are making rapid progress. This means that RE is growing into a subject that the pupils love and is broadening their sense of self-worth. Rich discussions in lessons are contributing significantly to pupils' sense that their voice can be heard. They are learning to question the world around them. However, attainment and progress at Key Stage 4 is lagging behind. This is because older pupils lack sufficient understanding of the diverse ways people live out their faith and worldviews.

## Information

Address	1 Bilton Grove, Hull HU9 5YB		
Date	23 - 24 March 2026	URN	135598
Type of school	Academy	No. of pupils	1192
Diocese	York		
MAT/Federation	Heartwood Learning Trust		
MAT Chair	Jane Lewis		
Headteacher	Louise Beasley		
Chair of Governors	Sue Teal		
Inspector	Gill Jackson		