

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

## Stepney Greencoat CofE Primary

**Address** Norbiton Road, Stepney, London, United Kingdom, E14 7TF

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** **Good**

**The impact of collective worship** **Good**

**The effectiveness of religious education (RE)** **Good**

### School's vision

Learning Together for Life Jesus said, 'Love one another as I have loved you' John 15:12

### Key findings

- The vision is clear and embedded throughout the policies and routines of the school. There is a clear biblical narrative, which underpins this. The vision is lived quietly and gently, and is central to evaluation conducted by leaders.
- Children are taught well, with consistent approaches across all areas of their learning. All pupils are able to flourish and vulnerable pupils are successfully nurtured and supported. They celebrate difference with a developed sense of compassion, but have limited opportunity to proactively engage with social action.
- Pupils and staff care deeply about one another. Leaders at all levels balance high expectations and detailed scrutiny with grace and kindness.
- Collective worship incorporates different aspects of Anglican tradition, along with providing pupils with a clear understanding of the teachings of Jesus. Pupil leadership of collective worship is, however, limited.
- Religious Education (RE) is well planned, with thorough and broad questioning. The curriculum structure however, inhibits the understanding of the impact of faith on society and culture. Lessons are engaging and relevant and progress is evident across all year groups.

### Areas for development

- Increase opportunities for all pupils to identify injustice and respond, in order to develop their understanding of social action and challenging inequality.
- Develop further leadership roles for pupils within collective worship, so that children have a greater sense of ownership of acts of worship.

- Continue to review the structure and content of the RE curriculum, to enable pupils to develop higher levels of religious literacy and understand the impact of faith on its believers.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The school has developed and implemented a vision, which is distinctly Christian, yet welcoming, inclusive and nurturing. The vision and associated Christian values (perseverance, love, truth, respect, friendship and trust) are underpinned by a clear biblical narrative and have been adapted to better reflect the context of the school and its community. The vision is central to school policies and procedures, and is lived out quietly and gently through the routines and life of the school. The vision guides school development and subject action plans. There are numerous strong and beneficial working relationships, which clearly demonstrate the school's vision of collaboration and togetherness. The school continues to benefit from these partnerships, enabling the school to maintain an offer of 'the very best to children in very difficult circumstances.' Staff have stepped up to a variety of leadership roles to ensure that the school runs smoothly whilst the headteacher is absent. Governors work closely with the school to support the ongoing self-evaluation and to ensure the effectiveness of the school. They view their role seriously as advocates, 'asking difficult questions of leaders on behalf of the children'.

The school has applied the vision to the curriculum offered to pupils, by delivering a consistent approach across all subject areas. Questioning by teachers is strong and misconceptions are addressed sympathetically. Pupils therefore are confident suggesting ideas to explore their understanding further. This approach facilitates clear provision to meet the needs of all pupils. This enables pupils to make good progress, including those who are more vulnerable or have additional learning needs. Pupils value learning and enjoy responding creatively across a range of subjects. Parents note that their children are keen to discuss and continue their learning after school.

The school's vision and associated values support children in developing their resilience and coping strategies. The school uses the 'zones of regulation' as a successful behaviour management approach. All staff have a clear focus on nurture for pupils, to help children make positive behaviour choices. As such, all pupils are included in the full life and rhythm of the school. Pupils and staff are engaged in supporting the work of different charities and have a clear sense of compassion for others. Pupils do not yet, however, have an opportunity to develop an individual understanding of disadvantage, deprivation and social injustice.

The school has a strong connection with the local community, where pupils, families and staff live and work well together. Relationships between families and the school are strong and pupils demonstrate genuine care for one another. The school offers pupils a safe space to share ideas and disagree well. The school's behaviour and exclusion policies promote a supportive and encouraging approach, which is evident through the school's positive and calm ethos. Attendance is very good, and the school work closely with families to continually promote and improve attendance. Parents and carers note that consideration for pupils' emotional wellbeing and mental health has been 'a continuous strength' since the pandemic. Pupils share their sense of personal belonging to the school community. Academic successes are celebrated alongside pupils demonstrating the school's Christian values, creating an environment that embraces and celebrates difference. Pupils and staff offer dignity, respect and compassion toward one another throughout the school, and as such, pupils feel safe in school; 'There is always someone to talk to if we feel worried'.

Collective worship is an expression of the school's vision, and invites pupils and staff to develop their own spirituality through prayer, stillness, worship and Bible teaching. Worship is invitational and all pupils, regardless of faith, are able to be present with integrity. Collective worship has a strong and valued presence each day, with pupils commenting on how much they enjoy the stories and teachings of Jesus and 'what these mean in our own lives.' Pupils also commented that the messages shared through stories help them to 'make real life decisions based on biblical values.' Staff comment that they also personally benefit from collective worship. Prayer is a natural part of the pupils' experience of worship, although there are few opportunities for pupils to explore prayer outside of acts of worship. Pupils are offered a range of worship

styles, with different staff and visitors leading acts of worship. Acts of worship are planned by a working party and successfully enable pupils to encounter the teachings of Jesus. Pupils can subsequently articulate the relevance of his teaching in today's world. Pupils express a keen desire to become more involved in the planning, delivery and evaluation of collective worship. Leaders of collective worship have access to regular training and support with and from local clergy and the church community.

RE is given priority within the curriculum, through weekly lessons and regular whole school RE days. Curriculum planning for RE is clear, effective and offers pupils a good balance between learning about religion and how religion impacts believers. Pupils are able to engage with religious texts and imagery, and pose age-appropriate questions and suggest thoughtful answers. Incorrect answers are handled sensitively. The structure of individual RE lessons is consistent across all year groups. Pupils demonstrate a respectful and inquisitive understanding of a range of religions and worldviews. They can identify and explain how lessons and activities have challenged their thinking. Pupils' understanding of the impact of religions and worldviews on society and culture is good. However, events and celebrations of different faiths do not always align with the curriculum units. There is also an uneven amount of time given to different world religions across the curriculum, which does not fully reflect the context of the school. The school leader for RE has established systems for monitoring pupils' progress, as well as an approach to assessment to ensure informed teaching for all pupils. Good practice is shared within the school and between local schools, as part of beneficial collaborative partnerships. Staff share that they feel confident teaching RE and have a secure knowledge of the subject.

The school vision is subtle, but positively impacts pupils and staff throughout the school. Pupils value their school family, there is evident care across the school community, and all are able to flourish and grow.

	<b>The effectiveness of RE is</b>	<b>Good</b>
	<p>The RE curriculum is well planned and teachers are confident in delivering the subject. Pupils actively engage in classroom discussions and show progress in their learning and understanding through detailed responses and clear links to their wider learning. Assessment procedures have been recently modified and teachers can track pupil progress more clearly, supported by clear exemplars. Displays in classrooms showcase pupils' learning and provide space for artefacts and questions to further develop pupils' understanding.</p>	

### Contextual information about the school

Date of inspection	28 June 2022	URN	100946
Date of previous inspection	18 March 2015		
School status	VA	NOR	166
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	London		
Headteacher	Emily Wright		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		
Additional significant information (if needed)	Headteacher currently absent from school due to illness. Deputy Headteacher currently supported by a part-time interim Headteacher from St Peter's.		
Inspector's name	Matthew Harris	No.	2102

