



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Stepney Greencoat Church of England Primary School

Norbiton Road,
Limehouse,
London
E14 7TF

Previous SIAMS grade: Good

Diocese: London

Local authority: Tower Hamlets

Dates of inspection: 18 March 2015

Date of last inspection: February 2010

School's unique reference number: 100946

Headteacher: Vivian Onwubalili

Inspector's name and number: Hilary Ferries 276

School context

Stepney Greencoat serves a diverse inner city community. There is a higher than average proportion of pupils from minority ethnic groups and with English as an additional language. The proportion of pupils with special educational needs is above the national average, as is the number of pupils entitled to the pupil premium. The headteacher was in post at the previous inspection. The incumbent and chair of governors have changed since the last inspection.

The distinctiveness and effectiveness of Stepney Greencoat CE Primary School as a Church of England school are outstanding.

- Committed and inspirational Christian leadership which promotes the school as distinctively Christian whilst respecting and celebrating the diversity of the school community
- The positive Christian ethos and relationships in the school which make all pupils feel safe and valued whilst developing their academic, social and spiritual potential
- The opportunities within the structure of collective worship which invites pupils to appreciate the links between the biblical teaching, music and prayers to reflect on in their lives
- The exciting and dynamic religious education (RE) curriculum

Areas to improve

- Refine the assessment procedures to enable teachers to track pupils progress more accurately and plan next steps in teaching RE
- Finish the consultation review of the Christian values to give all pupils the language to articulate the Christian nature of the school more clearly

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

The distinctive Christian character of the school is evident in all areas of school life and is central to the school's ethos and vision. Pupils are keen to talk about how they feel their school is a very safe place where everyone's beliefs are respected, learning is fun, and all the staff care about them. This reflects the Christian values of trust, respect, God's word, the Bible, perseverance, friendship and truth that all children, governors, parents and carers, and staff have chosen and agreed. As a result, academic achievement is above national expectations and the progress of all groups of pupils is at least good. Pupil and parent surveys confirm how important the Christian character is to the school. The governing body is currently leading a review of the Christian values as part of planned school development. The school fosters excellence in every aspect of each child's talents and interests. In addition to the exciting and dynamic curriculum, there are many extracurricular activities for the pupils. Many of these activities effectively promote the spiritual, moral, social and cultural development of pupils. Events such as 'Prom Praise' widen pupils experience and invite them to 'make a joyful sound'. An example was seen of a Teddy Bear Hospital Clinic for pupils from years one and two. This is aimed to reduce anxiety for pupils when they visit the doctor or dentist. The wide ranging curriculum and the school's participation in and commitment to the 'Rights Respecting School' strengthens this even further. The school is distinctively Christian, yet balances this with a celebration of diversity and a respect for the inclusion of all pupils of other faiths and of none and all pupils interviewed were able to articulate this. Spiritual development is promoted very well particularly in RE and in collective worship. RE contributes very well to the Christian character of the school through the balance of learning about and learning from religion and the contribution made by the attractive and stimulating RE displays in every classroom. Behaviour in the school is excellent because there are clear expectations and guidelines, based on Christian values. The school's caring yet firm approach to attendance has led to great improvement in this area.

The impact of collective worship on the school community is outstanding.

Collective worship is highly valued by all. Following reviews carried out by the link governor for RE and worship and the worship coordinator, changes have been made to worship. These include the singing of more modern worship songs and the use of a clear structure and liturgy. This has made a difference to the worship experience for pupils, reflected in the positive comments about the importance of collective worship to them and the impact on their lives. Very well planned themes are linked to biblical teaching and pupils say they enjoy the wide range of worship led by staff, governors and clergy. Singing is a strength and the songs and hymns match the themes well and are included in the planning of collective worship. The Anglican framework for collective worship introduced since the last inspection ensures that pupils are familiar with a range of prayers and the church calendar year. The grace is one of the prayers used frequently and pupils interviewed were able to articulate the three persons of God as Father, Son and Holy Spirit, some using the image of a clover leaf from a previous act of worship. Pupils interviewed said how much they valued the acts of worship led by pupils, including the class assemblies and those led by school council. They also said how much they enjoyed leading the prayers. They would welcome more opportunities to lead and plan worship and the school has identified this as an area for development. Prayers are said during the day, particularly at lunchtime and prayer boxes are used in some classrooms. The school self-evaluation show that pupils in those classes have said how they find the prayer boxes supportive and consequently the school is considering expanding this to all classrooms.

The effectiveness of the Religious Education is good.

The school has addressed the issues from the previous inspection. The planning and books show that there is now a great deal of cross curricular and creative work. There are also visits to places of worship which help bring elements of different faiths alive. Pupils interviewed

talked about how they enjoy the use of videos, drama and other ways of teaching RE. The recent book scrutiny by the deputy head showed an overall consistency in marking, although not all books had evidence of response to the comments the teachers had made. The school is working on an even more robust assessment system to inform future learning. The assessment and tracking from RE shows that standards and progress are good and in line with other core subjects and gaps in achievement are narrowing. One of the reasons for this is the strong leadership of the subject by the headteacher, ably supported by members of the senior leadership team. This has led to support for teaching and learning and the school records show the quality of teaching is at least good. This was confirmed in the inspection. Every classroom has an RE display which gives the subject equal prominence with the other core subjects and celebrates the RE curriculum. The school follows the Diocesan Scheme of work 'Every Child Matters to God'. There is a good balance of learning about religion and learning from religion and the plans reflect the expectation that Christianity is the majority study. Pupils interviewed said that they 'learn lots of things about Jesus'. They talk confidently about different world faiths, how faith affects lives and how important it is to respect all religions.

The effectiveness of the leadership and management of the school as a church school is outstanding

Leaders at all levels are committed to the school as a Church school. The Christian vision is articulated by all and a vital part of school life. Governors, who are leading the work on the school values, are committed to the Christian distinctiveness, whilst respecting and striving for an inclusive and welcoming school community. New families are welcomed and are made aware that this is a Church school. The school is oversubscribed and the results of a recent parent survey showed that many parents value the Christian ethos and cite it as one of the reasons they chose the school. In addition to regular meetings, governors attend an annual governor day where they can see the progress of areas of the school improvement plan and be involved in monitoring and evaluating all areas of school life. As a result they know the school well and can carry out their strategic role effectively. The chair of governors is actively involved with the school. In addition to meeting regularly with the headteacher he also leads worship, runs clubs and is a parent. This enables him to know the school particularly well and to provide both effective challenge and support. The headteacher articulates a strong Christian vision. She places huge importance on the school as a Church school and is the subject leader for both RE and collective worship. As a result these areas have high priority in the school. She is ably supported by the deputy headteacher and assistant headteacher and strong staff team. She is committed to the success of every child in the school and her personal and individualised approach to their learning contributes significantly to the success of the school, both academically and spiritually. The school staff has a positive relationship with the Diocese of London. The school adviser carried out a review visit in 2014 which contributed to the school self-evaluation and confirmed areas for improvement. These included the review of the Christian values, inclusion of the views of all stakeholders in the self-evaluation and for assessment in RE. These have all been acted upon, leading to a stronger school. Some are still developing, such as the review of the values. Stepney Greencoat is part of a schools partnership which meets regularly to discuss elements of school development. This sharing of good practice and expertise positively contributes to school improvement. The school is also part of the Diocesan SCITT, developing teachers for the future. There is a strong parents and family association who are very supportive. The school enjoys positive relationships with the local churches. The incumbent is vice chair of governors and the link governor for RE and collective worship. He has carried out reviews of these areas and works with the headteacher to ensure they remain a priority. He and his wife also introduce the Relationship and Sex education programme for year six school to reflect the importance of the Christian family.