

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Stephen's Church of England Primary School			
Address	91 Westbourne Park Road, London, W2 5QH		
Date of inspection	16 January 2020	Status of school	Voluntary Aided
Diocese	London	URN	101142

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

St. Stephen's is a primary school with 149 pupils on roll. There are 42 different ethnic backgrounds represented at the school. The largest single group are Bangladeshi. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above national averages. The proportion of pupils who have special educational needs and/or disabilities is in line with national averages. Since the last inspection, the school roll has fallen significantly and a new headteacher and deputy headteacher have been appointed.

The school's Christian vision

St. Stephen served others with faith, courage and forgiveness (Acts 6-7). Inspired by him, we will serve the community of Westbourne Park by creating a safe, caring school family where all are supported to achieve their potential, where faith is celebrated, courage is developed and forgiveness is lived.

Key findings

- The school has developed a distinctive Christian vision that is clearly underpinned by Christian theology and has a solid biblical base. This impacts positively on many areas of school life and is shaping the direction of the school.
- The Christian leadership of the headteacher ensures that the school is a transformational community, where the academic and spiritual needs of all are met well.
- Pupils, especially those who are most vulnerable, benefit from this being a safe, caring place in which to develop a love of learning in the spirit of faith, courage and forgiveness.
- Collective worship is a tangible expression of the school's vision and is central to school life. Pupils experience a range of worship styles, enabling them to participate in ways which supports their good spiritual development. Pupils have few opportunities to plan and lead worship.
- Religious Education is led well. This ensures that teachers are enthused to teach the subject and less experienced teachers are supported well.

Areas for development

- Ensure that international links are firmly established so that pupils may think globally and develop a deeper understanding of disadvantage and social injustice in different parts of the world.
- Governors to develop an explicit cycle of evaluation of the impact of the Christian vision, so it can be used to support the school's continuing effectiveness.
- Increase meaningful opportunities for pupils to actively plan, lead and participate in collective worship, so that they may take a greater ownership of its impact on the life of the school.

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

St. Stephen's Christian vision and associated values of compassion, endurance, forgiveness, courage, thankfulness and koinonia are embedded at the school. They provide a strong framework within which all pupils and adults flourish and can be seen in action everywhere at the school. The sense of community is particularly palpable. For instance, staff, particularly the headteacher, serve the school with great dedication, showing true support and love for each other and their pupils. This was especially evident following the devastating Grenfell Tower fire tragedy, which has had a profound effect on the entire community. Pupils help others who are experiencing difficulties and readily forgive their peers for wrongdoings. Governors articulate the school's vision with passion and know the school well. They drive school developments successfully through their constant focus on serving the community, ensuring that every pupil flourishes. Governors monitor school improvement well. However, the self-evaluation process currently in place is not rigorous or systematic enough in evaluating the school as a Church school. The school has strong links with the parish of St Stephen's church. The new vicar provides valuable support and this has a positive impact on school life. Staff are treated with dignity and respect. This was illustrated throughout a recent staffing restructure that was conducted with great sensitivity. The development points from the previous inspection have been addressed effectively.

The school's vision and values have an affirmative influence on pupils' academic performance, which is consistently improving. This is especially applicable to vulnerable pupils, who, because of good support, also achieve well. The broad, creative curriculum provides many culturally rich experiences. Pupils show courage and endurance when participating in events that are out of their comfort zone, such as physical endurance activities during their residential trip. A well-developed sense of spirituality is a hallmark of the school. The school environment is used well to provide spaces for reflection and spiritual growth. For instance, the library mezzanine level was used to provide a place for prayer and reflection after the Grenfell fire. This space allowed children to respond to the tragedy in an age-appropriate way. It was also used by parents and the clergy as a quiet space following the tragedy.

Compassion is shown towards others through the support of numerous charities, including WaterAid and the Upper Room charity for the homeless. Projects such as 'Just Enough', highlighting modern slavery and EqualTeach workshops, offer wider opportunities to break down stereotypes and allow pupils to challenge injustice. Global links are not yet fully established. However, a new project with St Jose School and church in Angola, is beginning to take shape. The school's make up is diverse and inclusive. This is evident in race, religion and belief, cultural background and special needs. The school approaches difference with its vision in mind and celebrates its rich cultural diversity. For instance, during Ramadan, the whole school community gathered together in an Iftar to break the Ramadan fast. This event provided a large space for the community to sit and eat together. Muslim staff, parents and pupils shared their cultural traditions with the rest of the school community. Parents shared how important it was that their faith was valued in this way. This is an example of the school's vision in action.

The school's strong emphasis on forgiveness and reconciliation is pivotal in encouraging good mental health. Through the example of St. Stephen, pupils are given support in order to be resilient to life's hardships and difficulties. For instance, the 'Future Men' scheme strengthens vulnerable boys' self-esteem. A mental health professional visits weekly as part of the London Trailblazers project, which incorporates 'Brain Buddies'. This support is invaluable in helping pupils to regulate their emotions and address their mental health needs. As a result, pupils are given timely coping mechanisms to deal with a variety of situations and are thus supported in achieving their potential.

Collective worship is invitational and offers freedom for all to be present with integrity. The school community is invited to either pray or to listen respectfully. As one pupil remarked, 'We can choose if we join in, but nobody forces us'. The school prayer is addressed to God to allow as full participation in prayer as possible. As a result, collective worship is inclusive and expresses the school's vision unambiguously. The local church partnership plays an important role in collective worship. The clergy lead worship weekly and twice a term worship is led by a leader from the Baptist Church. This means that there is broad provision for worship, including a variety of Anglican traditions. A monthly after-school prayer group welcomes everyone. This, as well as opportunities to take part in termly Eucharist services at school, is particularly valued by staff. Through regular involvement of clergy and seasonal use of St. Stephen's church for major festivals, pupils have a good experience of Anglican

tradition and practice. Currently, pupils mainly take a supporting role and are not involved in planning and leading worship regularly themselves.

RE fully expresses the vision as pupils speak with care, respect and good knowledge about world faiths. Strong leadership ensures that the curriculum focusses on the Big Questions, allowing pupils to explore and respond appropriately. A Year 6 pupil stated, 'I think RE is great because it makes you think hard, so that you are not narrow-minded'. RE reflects the vision and Church of England Statement of Entitlement well. Regular visits to places of worship, such as the mosque, cathedral, synagogue and Hindu temple, bring the subject to life. Pupils benefit from special termly 'I Wonder' days, which allow pupils to explore specific theological concepts and religious festivals in more depth. The adoption of the 'Understanding Christianity' resource has helped pupils to make stronger links about Christian faith and practice, thus addressing a previous development point well.

The school's engagement with Acts 6 and 7 draws out an awareness of St. Stephen as a person who served others, particularly the most vulnerable. He was a man of faith, courage and of forgiveness. These qualities are mirrored in abundance at St. Stephen's Primary School.



The effectiveness of RE is Good

ONLY

RE has a high status at the school and the quality of teaching and learning is good, enabling all to flourish. This is as a result of learning activities being well planned to create lively, imaginative lessons, which promote good pupil progress. Good assessment systems are in place and these enable teachers to identify next steps for learning. Attainment and progress in RE are in line with other core subjects.

Headteacher

The Revd Simon Atkinson

Inspector's name and number

Jenny Earp 288