

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's London Docks Church of England Primary School			
Address	Garnet Street, London, E1W 3QT		
Date of inspection	30 January 2020	Status of school	Voluntary aided primary
Diocese	London	URN	100960

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	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

St Peter's London Docks is a primary school with 229 pupils on roll. The majority of pupils are of minority ethnic heritage and most pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is well above the national average. The school was recently judged by Ofsted to be outstanding.

The school's Christian vision

The school's vision is based on this Bible verse: 'Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble' (1 Peter 3: 8)

Key findings

- The school's Christian vision is lived out in every aspect of its work. In partnership with the parish church, it sustains a mission, unchanged for over a century, to take the love of Christ into the community.
- The vision is evident through the school's exceptional inclusivity where adults and pupils are welcomed, valued and nurtured, regardless of their faith or belief. Pupils say that it does not matter who you are or what you believe, the school's vision and its supporting values apply to everyone.
- The vision drives innovative practices in teaching, learning and in the rich and interesting curriculum. Because pupils are so well supported and sustained, they make excellent progress from their, often low, starting points and most attain standards that exceed those expected nationally.
- Collective worship is of remarkably high quality. It is the heartbeat of the school affirming and strengthening all who attend. The close relationship with the parish church adds a powerful dimension, so that it becomes a shared activity with the church in a binding covenant of prayer,
- Religious Education (RE) is well taught by enthusiastic teachers and expertly led. As a result, pupils learn much more than might be expected for their age.

Areas for development

- Further refine the school's written expression of its vision to make it clearer to all, whilst maintaining the historical continuity of its mission to the community.
- Review when certain units of the RE syllabus are taught so that opportunities to build on previous learning are maximised.

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

Leaders, governors and staff have carefully reviewed the school's Christian vision, setting it in the context of 1 Peter 3: 8. However, because they wished to keep unchanged a mission that has defined the school's work for 165 years, the clarity was lost from its written expression. Nevertheless, the mission is powerfully sustained and the biblical commission to be united in sympathy, compassion and humility shines through everything that the school does. This is evident both in school, through the extraordinarily strong, caring relationships between and among pupils and adults, and beyond. It is seen in the way that the school is regarded as a centre of love and reconciliation at the heart of its community. Adults willingly talk about the deep, personal support they receive from the church and school partnership. Regardless of faith or background, they know that they can turn to the school and find the help they want. Parents, who were once pupils of the school talk about the exceptional support they have always enjoyed and this is seen today in the way their delight to be involved in the life of school and parish. There is a well-developed school-wide understanding of spirituality, which is used by leaders and governors to promote the spiritual development of the whole school community.

This is a mixed community where some families face significant challenge. Leaders, governors and clergy place this at the heart of their vision, guiding the school so that the lives of pupils and their families are touched and changed for the better. The way that the school builds pupils' character goes much further than their impeccable behaviour by helping them to develop resilience and compassion for others. This builds strong foundations for the rest of their lives. Pupils aspire to be the best they can be because they know they are valued by God. They support and encourage their peers and put the school's Christian values into practice. Pupils of other faiths or beliefs say that these values 'matter to us all'. As a result, they develop great self-confidence and are able to ask and answer deep questions, especially around issues of disadvantage and injustice. They celebrate diversity and develop both deeply respectful attitudes to each other and a desire to stand up for what is right. They are rightly proud of their contribution to church and community projects to support the disadvantaged. The school plays an active role in the cultural life of the community, enjoys links within Europe and supports school work in Malawi.

Governors do more than monitor the school's vision, they are a part of its life and demonstrate a continuity of Christian love that has thrived here since the school's foundation. They know their school well, are aspirational for its pupils and lovingly help leaders to make difficult decisions in the face of diminishing resources. Self-evaluation is rigorous and ongoing. For leaders and governors, the vision carries with it the implicit sense of wanting the best for all pupils. This drive for excellence characterises the school so that pupils progress, not only as a result of academic guidance but through the wider provision for their personal development. There is exceptional support for pupils' mental health and wellbeing and great attention is paid to the wellbeing of adults who work in the school. This results in a happy, harmonious and hard-working community characterised by mutual respect, dignity and hope. It is in this context that all pupils, including those who find learning hard, make outstanding progress and most attain standards that are much higher than those expected nationally.

The relationship with the parish church and its clergy is greater than a partnership. It is an inseparable alliance where each is part of the life of the other. This has a transformational impact on school worship in which the church's role equals that of the school. Worship is carefully and thoroughly planned by the headteacher and parish priest and the weekly pattern of worship includes a regular mass. Mass generally takes place in the school and occasionally in the church. Regardless of their faith or tradition, pupils are universally enthusiastic participants who delight in this expression of Anglican practice. Since the last inspection, the opportunities for pupils to play a role in worship generally have significantly increased and this is enhanced by the chance to train as a server for the mass. Leaders also listen to pupils' views of worship and this helps to ensure that it is kept fresh and interesting. Worship is invitational, while significantly high levels of personal involvement makes it inspirational. Adults and pupils of all faiths and traditions are affirmed by worship and, because of excellent provision for music, they learn to sing both enthusiastically and with real meaning. Prayer is an important aspect of formal worship as well as excellent opportunities for pupils to engage in personal reflection and prayer. The school is unusual in having a small chapel, which is used for no other purpose than as a place of quiet contemplation.

The school vision inspires a broad, rich and interesting curriculum that engages even the least confident pupils. RE is a significant feature of this breadth, and is treated as a core subject so that pupils appreciate its importance. The programme of study ensures that pupils learn about Christianity and a wide range of world faiths so that the syllabus meets the expectations of the Church of England's Statement of Entitlement. The curriculum is significantly enriched by well-planned visits to places of worship in and around the area. Teachers employ exciting and stimulating ways to make RE fun but they do not lose sight of the school's intention to deepen and challenge

pupils' thinking. This focus helps pupils to make connections between what they are learning and many exhibit a maturity of thought that often exceeds expectations for their age. By the time they leave the school, pupils have a deep knowledge of Christianity and an uncommonly thorough grounding in the key world faiths they have studied. However, the school is aware that, currently, some key faiths are studied when pupils' thinking skills are undeveloped and this sometimes makes it hard to build on earlier lessons and so assessment cannot be used to maximum effect.

RE is skilfully led by an experienced, insightful and effective subject leader who, well supported by diocesan officers, and working closely with the headteacher, has overseen the effective implementation of the new programme of study. Working with the headteacher, the subject leader provides excellent levels of support for colleagues and plays a key role in supporting deanery schools in their development of RE. The way the school tracks pupils' knowledge, insights and skills makes an excellent contribution to the school's subject provision.



The effectiveness of RE is Excellent

The RE subject leader robustly monitors and supports teachers in their work. Consequently, teaching is consistently judged to be good or better. All pupils make outstanding progress and most attain standards that are in line with other subjects in the school and above local expectations. There is a developing but robust system of assessment which gives teachers guidance about their pupils' development in RE to help their effective forward planning.

Headteacher	Elizabeth Figueiredo
Inspector's name and number	John Viner NSI44