

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

The Grey Coat Hospital			
Address	Greycoat Place, London, SW1P 2DY		
Date of inspection	28-29 January 2020	Status of school	Academy inspected as voluntary aided Single Academy Trust – The Grey Coat Hospital
Diocese	London	URN	138313
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			
<p>The school has 1,078 pupils on roll including 246 students in the sixth form. It serves pupils and students from a wide range of ethnic backgrounds and many speak English as an additional language. The proportion who are considered to be disadvantaged is well above the national averages. The proportion of those with special educational needs or disabilities (SEND) is above the national averages and increasing. Since the previous denominational inspection, there have been significant changes across the leadership team and the school's very high academic outcomes have been maintained. The current chaplain came into post in September 2019.</p>			
The school's Christian vision			
<p>God give the increase (1 Corinthians 3)</p> <p>Today this translates into a school community that supports and challenges every individual to be the person God created them to be: to enable pupils to take charge of their learning, make decisions based on Christian values, live in the world as independent women and men, and meet the challenges of the 21st century.</p>			
Key findings			
<ul style="list-style-type: none"> • The longstanding, aspirational and inclusive Christian vision is deeply embedded and biblically based. It permeates developments and strongly guides decision making. It is seen, for example, in the consistently high outcomes in external examinations and through the excellent personal and character formation. • Reflecting the vision and associated values, attitudes to learning and behaviour are exemplary as pupils and students become increasingly confident and independent. There is an extremely strong sense of belonging to the 'Grey Coat family', which extends to parents and to former pupils and students. • Within this compassionate community, excellent pastoral support for all, including the most vulnerable, is given a high priority. Through formal procedures and through mutually supportive and respectful relationships, exceptionally strong support is provided. This enables pupils and students to make accelerated progress academically and personally. • Collective worship is firmly at the school's heart, celebrating its inclusive Christian vision excellently. An innovative process of mapping how worship can extend spiritual development opportunities by linking themes and approaches to year group and developmental and educational needs has recently begun. • A well-designed curriculum, effective teaching and strong engagement from pupils in religious education (RE) leads to strong progress and exceptionally high attainment in external examination results. 			
Areas for development			
<ul style="list-style-type: none"> • Extend the work begun on refining the worship programme in tutor groups so that subsequent themes focus explicitly on the developmental needs of year groups especially across Key Stages 3 and 4. • Ensure that assessment practice in RE, especially across Key Stage 3, is consistently and effectively used to enable pupils to know and take the next steps in improving their learning. 			

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 Grey Coat Hospital has served its community for over 300 years. Its biblically based vision, 'God give the increase,' is unchanged and has been shaped to meet the requirements of the 21st century. The vision is theologically explicit in terms of education supporting and challenging all to be the person God created them to be. God's love is recognised as empowering the school for service. Thus, the vision is Christian and inclusive, as evidenced through its harmonious and cohesive yet ethnically, religiously and socially varied community. This also includes how young men are welcomed and well-integrated into Sixth Form life.

The vision is deeply embedded and a powerful motivator for ongoing development. It is sustaining the school through a period of transition between headteachers. Leadership at all levels ensures that the distinctively Christian nature of its vision is celebrated. Self-evaluation, including of itself as a Church school, is accurate and detailed. It is used effectively to promote improvement. This is because leaders, including governors, and staff are not complacent but ambitious for the continuing success of its diverse community. Consequently, there are consistently high academic outcomes. At GCSE and A level, attainment is well above national and local authority averages, despite many pupils entering with lower than average attainment levels. Pupils and students, including the most vulnerable, make excellent progress from their various starting points.

Whilst academic excellence is important, the central significance of personal development is vital to school priorities. This holistic approach, based on the vision, supports the excellent behaviour and strong, mutually encouraging relationships, enabling all, including the most vulnerable, to flourish. The community is one where the importance of treating all with dignity and respect is reinforced and celebrated. It is extremely well supported by excellent pastoral support. This includes, for example, for the most vulnerable home visits from a senior leader. Pupils and students are extremely well known and compassionately cared for with their positive mental health and wellbeing effectively prioritised. Pastoral systems commendably support those in particular need, working extremely well with outside agencies as applicable.

Governors and senior leaders have ensured that the strengths identified in the previous denominational report have been maintained and built upon. The school more closely monitors the impact of collective worship using this to refine ongoing development. The long-serving senior deputy headteacher plays an excellent part in ensuring the school's Christian distinctiveness is continually enlivened. This is shared through the senior leadership team working closely together. Financial decisions are taken based on Christian stewardship principals and with the needs of pupils and students at the heart. Staff are excellently supported for working in this Church school, as they strongly live out its vision and associated values. Their wellbeing is prioritised. The school is a happy and supportive place in which to work. Links with the Westminster foundation, the diocese and with local clergy are in place and indicate the school's outward looking nature within its local community.

The curriculum is expressly shaped by the Christian vision. It is aspirational and well designed, providing positive support and challenge to address pupils' and students' learning needs. It carefully prepares them for meeting the challenges of life in their locality and beyond. Its strong focus on languages and exchange opportunities enhance this. A recent focus on reassessing the curriculum's intent is profitably shaping ongoing developments. To complement this, work on how the collective worship programme, especially in tutor groups, supports spiritual development is in process. This is being led by the chaplain. At the planning stage, content and approaches is being closely related to year group priorities and to the academic and personal development of pupils across Key Stages 3 and 4. Pupils and students develop curiosity through exploring and articulating responses to spiritual and ethical issues raised through their studies and wider experiences.

The vision and associated values are a scaffold supporting the character development of pupils and students. It enables them to be aspiring for themselves, whatever their current circumstances, as they seek 'to be the person that God intends them to be'. This aspirational attitude is extended to include others. It inspires active engagement with social action to address injustice and inequality. Thus, charitable fundraising, for example, is seen as both a responsibility and a joy. A recent commitment to sponsoring 18 girls across Asia and Africa is being undertaken by pupils, students and staff working together to improve others' lives. Thus, the community is recognising that individually and together they can 'make a difference following Jesus' example', as one pupil reflected. Moreover, pupils' and students' developing maturity is well grounded in the vision and associated values. An example of this is the longstanding annual focus on a different Christian value which allows the whole school community to grow together through explorations and events throughout the year.

Collective worship is of fundamental importance in celebrating the school's Christian foundation. It is excellently planned, being varied, dignified and reverential. It impacts strongly on pupils, students and staff, who talk with enthusiasm about how it influences the life of the community and, for many, how it supports their own spiritual and religious life. Through worship a growing understanding of biblical themes and concepts, including the significance of God as Father, Son and Holy Spirit are encountered. School choirs enrich worship as do links with Westminster Abbey and St Margaret's church locally. The wider school community, including parents and former pupils and students (the Old Greys) are included in the school's worship life, particularly during Abbey services. Thus, the schools worshipping life enhances the extremely strong sense of belonging.

RE is ably led by an experienced teacher who is also a lead practitioner, principally supporting those across the school who are towards the beginning of their teaching career. He is involved periodically with external teacher training. There is a clear focus on the academic and personal impact of RE on pupils' and students' lives. Through the excellently planned and delivered curriculum, which meets the recommendations of the Church of England Statement of Entitlement, progress is exceptionally strong and attainment consistently high. Particularly noteworthy is the fact that results at GCSE level are well above national and local averages, despite the subject having less teaching time across Key Stage 4 than other subjects. This is testament to the high quality and well targeted teaching, as well as effective revision techniques. Assessment practice at examination level is generally well focused and helpful in supporting this ongoing progress. However, the departmental assessment policy is not consistently applied, especially in Key Stage 3, so that some pupils are not clear on their next steps in learning.



The effectiveness of RE is Excellent

Pupils and students flourish academically and personally through RE, as evidenced by their strong engagement and exceptionally high attainment in external examinations. Addressing 'big questions' of religious and ethical significance is central, enabling their personal growth. They reflect positively on life in the 21st century, including addressing the impact of religious and non-religious beliefs and practice. Effective monitoring of teaching and learning by the subject leader and senior leaders accurately focuses ongoing developments.

Headteacher	Susanne Staab
Inspector's name and number	Pamela Draycott (161)