

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

<b>St Margaret's Lee Church of England Primary School</b>			
Address	Lee Church Street, London, SE13 5SG		
Date of inspection	13 February 2020	Status of school	Voluntary aided primary
Diocese	Southwark	URN	100724

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

### School context

St Margaret's Lee is a primary school with 226 pupils on roll. The majority of pupils are of White British heritage whilst the school has high ethnic diversity with pupils from minority ethnic groups. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages.

Significant numbers of pupils are from families in the Band 2 deprivation category. These live just above the poverty line but face financial challenges and other associated difficulties.

### The school's Christian vision Life in all its fullness, John 10:10

**Our vision is for all in our school community:**  
*to have hope for the future,  
 to grow in kindness and compassion,  
 to know we are loved by God and valued for who we are,  
 regardless of religious faith, gender, ethnicity or sexual orientation.*

### Key findings

- The school knows its pupils and families really well, offering deep love in all it does, which enables individual and collective flourishing of all.
- Pupils are true courageous advocates, becoming champions of social justice, in and out of school, showing personal thankfulness, whilst offering hope to others.
- In inspirational and inclusive collective worship, the school's vision is constantly expressed and explored, contributing to a school that lives out its Christian faith through this lens.
- The exceptional and reflective religious education (RE) subject leader ably supports this core subject to be delivered in an innovative way, resulting in excellent, creative and impactful learning.
- The servant leadership shown embraces all, with true regard for commonalities and diversity, valuing people for who they are and who they can become.

### Areas for development

- Develop a more exact verbal clarity by **all** stakeholders of the lived out and deeply Christian vision, which clearly holds together the school's core Christian values.
- Distinguish pupils' end of year summative assessment in RE between learning about religion and learning from religion to give precise indication and enable distinct analysis of RE achievement.

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 Margaret's School is like a well-kept secret,' said a parent.

It is a secret worth sharing for the unwavering and profound way in which this school lives. Contextualised from the *Church of England Vision for Education: Deeply Christian, Serving the Common Good*, its deeply Christian vision influences every aspect of being. This addresses an area to improve from the previous SIAMS inspection. Unified deep understanding by all stakeholders of the school's Christian identity is lived out through the lens of three values, resilience, kindness and creativity. This informs relationships and sacrificial service that the school gives to its community. Known as 'the St Margaret's Way,' this has a far-reaching and transmittable impact. Christian principles of the vision are expressed by all. However some stakeholders are less precise in verbally articulating the actual vision and specific biblical underpinning.

Reviewing and establishing the vision has led to a common mission. Many examples around the engaging school environment promote this. 'Living life in all its fullness' leads the school to provide for the needs of all its community. To do this, it understands copiously the different backgrounds of its pupils and families. For example, this diverse community has many families living with hidden poverty. The school compensates, ensuring associated needs are addressed and all have equal opportunity. Vulnerability is looked at on an individual basis. Knowing and valuing all, where a pupil highlights in need, useful support is quickly put in place. All pupils achieve well, the school is consistently above local and national averages.

A communal consistent emphasis spontaneously promotes spiritual development throughout school life, including within thought-provoking reflective areas. This extends outside, for example the sensory garden.

Through a growth mindset approach, pupils build up hope of success. Indeed they do each succeed in fulfilling belief in their potential. The curriculum is broad, rich with experiences. Alongside many extra-curricular opportunities, this widening of horizons contributes to producing well-balanced, flourishing individuals. A pupil realised, 'They let us experience things that may not happen again'.

The school has the RE Quality Mark Gold level. The RE subject leader is also courageous advocacy and social action leader. She delivers a clear vision for RE drawing from the school's vision and reflecting the Church of England Statement of Entitlement. She is informed by the RE pupil council who influence this area. Her skilled and collaborative leadership is being used to model the management of other curriculum areas. A progressive RE curriculum teaches a priority of Christianity alongside an integral amount of other faiths. Rich content in RE through enquiry and experiential learning leads to relevant inclusive RE. Regular visits and visitors bring learning to life. Innovative and creative tasks result in beautifully presented cross-curricular work on display. Work is shared with the wider community through a regular blog. This treasure trove of excellent RE activities showcases exceptional and extended RE learning consistently taking place. Pupils have a deep awareness of how RE is contributing positively to their personal development.

The school gives a powerfully resolute concern to creating courageous advocates. Pupils are passionately expressive in addressing issues of social justice and confidently help to bring about positive change. In one example, a pupil chose the charity Mind to support, from personal experience and understanding of mental health illness. They fundraised through making cakes whilst compassionately raising understanding amongst the school family. Living out deeply the school's vision leads to strong campaigners, across the school community, of change for the better. Pupils take what they learn in school to inform how they act out of school.

Behaviour is excellent, with all policies and practice reflecting the school's vision. A wellbeing room provides a sanctuary for vulnerable children and also adults to use. From here, the school's effectual play therapist works with identified children. Many adults speak of support that the school gives at times of need, including with social issues externally. The school consistently shows servant leadership towards those in its care. This provision and generous heart impacts positively on the wellbeing of pupils and adults, overcoming barriers, enabling them to thrive.

Help extends outside school with instances of practical guidance and support for others, offered by the school community. It is recognised how the school's leadership and other staff, inclusively, always act in faith.

The school is involved in many partnerships, including with both Anglican and community schools. These enable St Margaret's to share its best practice with others whilst also learning. All staff are valued for their gifts that they bring to helping the school deliver its vision. Staff are developed from this leading school's Teach Direct programme with Goldsmiths, University of London. The school links with the diocese through professional development of leaders and staff. This all contributes to the school's 'grow its own' culture amongst staff. Key staff have progressed onto leadership positions in neighbouring Church of England schools. Projects, including the mutually beneficial companion link with the partner school in Ghana, develop global awareness, stimulating outward-looking learning.

A culture of trust gives autonomy, allowing staff and senior leadership to use their skills in the best way. Manageable, yet in-depth, self-evaluation systems of church school effectiveness, shaped around the clear vision, ensure accurately informed understanding and direction. Insightful evaluation by leaders, including governors, delivers a school that excels at what it does.

The rector, in post for a year, promotes, 'one church, three venues,' one of them being the school. This refreshed relationship between the parish church and school is based on sharing the same vision. It guides both to be of one mind in ministering to families of the parish and beyond.

Collective worship is inspirational and inclusive for all, through which the school's Christian vision is explored. At school and church, supported by the rector, pupils and staff grow spiritually through experiencing Anglican liturgy. Innovative content offers biblical response to world events such as hope when exploring the Australian bushfires through the life of a eucalyptus tree. The school draws strongly upon the teachings of Jesus and prayer to sustain the way it lives. Pupils regularly bring their gifts to preparing and leading worship as do staff. An example is the music teacher whom pupils attribute part of their understanding of the Trinity to. This was another previous area to improve, successfully addressed. A pupil reflected collective worship helps them think about, 'How to be a good person in life.'

A parent commented 'It is very special to have a village school mentality in Zone Three of London.' It is very special to have that Church of England school profusely enabling all to 'live life in all its fullness.'



#### **The effectiveness of RE is Excellent**

RE teaching and learning is consistently of an Excellent or never less than Good standard, resulting in impactful provision for all pupils. This leads all groups of pupils to achieve at or above the expected standard. A manageable and holistic assessment system in place effectively informs progress. However end of year summative assessment would be more precise in showing achievement and informing strategic direction if it distinguished between learning about and learning from religion.

Headteacher

Ian Wilson

Inspector's name and number

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