

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

### Saint Saviour's and Saint Olave's CE School

<b>Address</b>	New Kent Road, London, SE1 4AN		
<b>Date of inspection</b>	27 <sup>th</sup> and 28 <sup>th</sup> March 2019	<b>Status of school</b>	Voluntary Aided 11-18 Secondary School for Girls
<b>Diocese</b>	Southwark	<b>URN</b>	100849

<b>Overall Judgement</b>	<b>Grade</b>	<b>Excellent</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>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

Saint Saviour's and Saint Olave's is an 11-18 girls' secondary school with 753 students on roll. The majority of students are of African and Afro-Caribbean heritage and many students speak English as an additional language. The proportion of students who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above national averages. The majority of students are from a range of Christian backgrounds with Islam representing a notable minority within the student body.

#### The school's Christian vision

Heirs of the Past – Children of the Present – Makers of the Future is firmly rooted in God's call to love Him and to love our neighbours as ourselves. This leads the school to draw on the principles of being compassionate, reflective, inclusive, supportive and transformative as a practical outworking of its vision.

#### Key findings

- The school's deeply embedded Christian vision underpins and drives decision making, policies and practice across its life and work. Through a range of international partnerships including Malawi, Zimbabwe and Japan, that are highly valued by adults and pupils alike, staff and students think globally.
- There is a wide range of support available to students and staff to encourage wellbeing and address mental health issues when they arise which has a significant beneficial impact on the lives of pupils and adults. The behaviour blueprint embeds justice, forgiveness and reconciliation in the school's disciplinary procedures at all levels, leading to high standards of conduct and a culture of care for all.
- The Christian vision is implicitly pervasive throughout all aspects of school life leading to a hospitable, inclusive and welcoming Christian community where people feel cherished and supported.
- Collective worship, carried out through an impressive partnership with the local church and Southwark Cathedral, is invitational and acts as the heartbeat of the school, making a significant impact upon the lives of students and staff.
- Standards in Religious Education (RE) are high in both teaching and learning, inspiring pupils who are unreservedly positive about their RE.

#### Areas for development

- Develop further the Christian vision, making it more explicit in order to give clarity of purpose.
- Embed the extensive international work of the school into the curriculum to further broaden its value to all.
- Devise ways to record and celebrate in more detail the impact of collective worship.

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 Saviour's and St Olave's School draws on its history, dating back to 1562, as heirs of the past, to give young women and their families an aspirational sense of belonging; of biblical roots; and of much needed stability. The focus on the Christian vision in shaping decision making, policies and practice is evident at all levels of leadership with the head teacher and governors displaying courageous advocacy in choosing a curriculum that they believe serves the children of the present, despite it running counter to current trends. The school's performance at GCSE and A level, particularly in creative subjects, confirms the effectiveness of this decision.

The leaders of the school relate well to the Diocese and the wider community, with the work on justice, forgiveness and reconciliation shared as an example of excellent practice within and beyond the school. This approach is bringing about high levels of restoration alongside encouraging exemplary conduct. Governors are very aware of the school's self-evaluation leading to active support for the head and her leadership team in bringing about further improvements. Governance is active, with governors fulfilling the 'critical friend' role effectively. This sits fully within the Christian vision of the school. This results in decisions that are in harmony with that vision and which enhance the Christian community built on the biblical root of 'love God' and 'love your neighbour as yourself'.

The developing link between Daramambe High School in the Diocese of Masvingo, Zimbabwe, a partner Diocese to the Diocese of Southwark, is another example of co-operation leading to students and staff thinking globally. This, coupled with partnerships in Japan, France, Germany and Malawi lead students to develop socially, morally, spiritually and culturally, transforming them into well rounded young women. For example, a student with major barriers to learning and character development, through participation in two visits to the Christian community at Taize, France, finds she is transformed and is now able to start university. The financing for the last trip to Malawi is illustrative of the commitment of students and staff to challenging injustice and inequality with students able to be advocates for change and to recount how they have taken action to be courageous advocates at home and abroad. Staff are unreservedly positive about the support the school provides through continuing professional development and training, including international training in the USA, and northern western European countries.

Through its Christian vision to be compassionate, reflective, inclusive, supportive and transformative, the leadership creates a hospitable community in which all feel included, valued and supported. The development of personal, health, social, citizenship and enterprise education to include a Lesbian Gay Bisexual Transgender and Queer Plus (LGBTQ+) week contributes significantly on a sense of welcome to all, with one member of staff who identifies with the LGBTQ+ community stating "I did not believe that God loved me until I came here". This inclusive and compassionate community extends to a remarkable care for the wellbeing of all associated with the school, with students, staff and parents speaking readily of tangible ways in which they have been supported. The provision of trained mental health first aiders, a school chaplain, a partnership with Kings College London and a drama therapist, enables students and staff to access support easily and without stigma. One parent, whose child had spent some time in hospital, talking about the school's support commented "I haven't regretted a day because I picked the best school for me in London".

The school's Christian vision ensures that the leadership enables all to grow and flourish through the promotion of a wide range of extra-curricular and character education activities. These allow students to reflect on and practically apply loving your neighbour as yourself with notable beneficial effects.

Collective worship plays a central role in the life of the school, acting as the heartbeat of the community. Adults and students share how collective worship influences their lives for the good. Students take a lead in the planning of thought-provoking collective worship, often requesting the opportunity to prepare sessions on topics close to their hearts. They contribute enthusiastically to collective worship as participants and value it which ensures that they develop spiritually. A range of adults including staff, parents and governors, similarly engage positively with collective worship and have a common view that they grow spiritually as a result. Staff and students engage with the Eucharist in creative ways, most recently at Southwark Cathedral through the use of striking art work to enhance the worship experience. Ten clergy from local churches support the delivery of the whole school Eucharist every year. Students take a lead in the delivery of collective worship which adds to its impact. For example, a whole school collective worship led by students elicited a spontaneous round of enthusiastic applause. One student described the impact by saying that she had been 'touched' by the experience of a voluntary lunchtime Eucharist. The spiritual development of students and adults is explicitly known however it lacks a detailed and co-ordinated approach to celebrating and recording this impact.

The high quality of leadership in RE ensures that a relevant and theologically stimulating scheme of work delivers an engaging learning experience for students that proves resilient, even during a period of staffing disruption. Systems for assessment provide clear evidence that allows the progress and attainment of students to be monitored and facilitates rapid progress with learning. This delivery of high quality RE inspires students to work to build a compassionate,

reflective, inclusive, supportive and transformative community with notable effect. The incorporation of local faith communities and local places of worship including Saint George the Martyr church brings the subject to life. There is an unreservedly positive view of the school by students, staff and the wider community which one parent expresses as “It’s an amazing school and I do thank the staff”.



**The effectiveness of RE is Excellent**

The high quality of teaching and learning which is consistently better than good leads to students making excellent progress and obtaining above the national averages at both GCSE and A level RE. All students are able to study RE as a core subject with the GCSE course followed by all if appropriate. Students who are more vulnerable and those with SEND are supported effectively, and make good progress with their learning. The statutory requirements are met with 7.36% of curriculum time devoted to the learning in RE. This, coupled with some outstanding teaching inspires students. Students are highly supportive of each other confirming that RE creates a safe space for spiritual development, for example with a Muslim student invited to recite a verse from the Quran in Arabic and receiving an encouraging, spontaneous, round of applause from her class mates.

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Inspector’s name and number	Rev’d Craig Watson 78