



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

William Perkin Church of England High School	Oldfield Lane North Greenford London UB6 8PR
Current SIAMS inspection grade	Outstanding
Diocese	London
Previous SIAMS inspection grade:	n/a
Name of multi-academy trust	Twyford Church of England Multi-Academies Trust (MAT)
Date/s of inspection	12-13 October 2016
Date of last inspection	n/a
School's unique reference number	139725
Executive Principal Head of School	Alice Hudson Keir Smith
Inspector's name and number	Pamela Draycott 161

School context

The school was set up in 2013 as part of a multi-academy trust (MAT) with the expressed purpose of serving the local community. There are no faith criteria linked to its admissions process. The school community is religiously, socially and culturally diverse. Just over one third identify themselves as Christian and just under one quarter as Muslim. The percentage with English as an additional language or for whom the school receives extra funding due to social disadvantage are both above the national average. The school hosts a small unit (ARP) for students with autism and speech and language difficulties who are partially integrated into the mainstream.

The distinctiveness and effectiveness of William Perkin Church of England High school are outstanding

- The school's Christian foundation is truly embedded in every aspect of its life and work. This is expressly based on the teaching of Jesus from John chapter 10 verse 10 focusing on 'fullness of life'.
- The school's service to its community is deeply Christian and inclusive so that all are valued as precious children of God.
- Students and adults are incredibly proud of belonging to their school where relationships are strong and where student behaviour is exemplary, as together they live out the school's '10.10 Ethic'.
- The leadership of the Executive Headteacher and Assistant Headteacher, ably supported by governors and other senior leaders, including the chaplain, is excellent in guiding and effectively driving forward developments as a church school.

Areas to improve

- In keeping with the school's Christian ethos enhance its outside space further by providing a dedicated space for prayer and reflection.
- In the light of recent changes to GCSE criteria, review the Key Stage 3 religious education (RE) curriculum to ensure that it supports students in preparing for their GCSE examinations.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

The school, since its formation, is deeply rooted in its Christian foundation. This is explicitly linked to Jesus' saying that, 'I came that they might have life in all its fullness' (John 10 vs 10). Across the school it is known as the '10.10 Ethic'. It is firmly and deeply embedded across all aspects of the school's life. Students and staff readily articulate its

importance in shaping relationships and in encouraging all to be the best they can be, 'to flourish as children of God'. Whilst being explicitly Christian it is inclusive of the whole school community, irrespective of their abilities or their faith or non-faith position. This is clearly shown, for example, in the exemplary behaviour of students and the very strong and caring relationships evident between members of the school community. The number of incidents of less than good behaviour is minimal and dealt with consistently using Christian concepts such as forgiveness and justice. This is based on the 10.10 Ethic which is worked out in terms of the school's etiquette for behaviour and actions. The school successfully supports and extends all students' academic attainment and progress so that they make at least good and often excellent progress from their various starting points. At the same time, it productively supports their strong personal development and encourages their well-being. This means that students are happy in school as shown by the very high levels of attendance and commendable punctuality. There is a positive and focused learning environment where students of all abilities are encouraged effectively to engage and give of their best in order to fulfil their God-given potential. Students' spiritual, moral, social and cultural (SMSC) development is taken extremely seriously and linked explicitly with its 10.10 ethic by both students and staff. The curriculum is broad and balanced and appropriate opportunities are taken to address SMSC issues within it. Extra-curricular and enrichment activities support this further. The excellent worship, RE and personal development programmes are of central importance to the school's life and work. Students enjoy RE and see its relevance in helping them to understand a range of faith and life-stances. Thus it contributes very well to students' consideration of difference and diversity.

The impact of collective worship on the school community is outstanding

The varied worship programme is exceptionally well embedded. Its importance in contributing to students' and adults' personal development is rightly recognised. It clearly enhances, explores and explains the 10.10 ethic and plays a valued and central part in school life. As a Key Stage 4 student said, 'Worship, prayer and reflection is important within our school community. It gives you space to think and reflect on who you are, whether you have a personal faith or not'. Collective worship include a regular and detailed exploration of key biblical texts. These are effectively and closely linked to school life and to some of the religious, moral and ethical issues of the day. Through worship students develop a clear understanding of the Christian year as well as a deep understanding of the importance of Jesus for Christians and the relevance of his teaching for life today. Aspects of Anglican practice are clearly evident. For example, by using a lit candle to represent Jesus as the light of the world and saying opening and closing sentences with responses. This is extremely well extended through the regular Eucharist services which have been developed to be very inclusive of the whole community. This clearly exemplifies the school's very strong Christian vision of service to its local community. During the Eucharist the Lord's Prayer is said so that students do have an age-appropriate understanding of its significance for Christians. The worship programme has been extended to include reflectiveness and relaxation activities which support students and staff in their spiritual and for many, their faith journey. Students and staff engage in worship thoughtfully and respectfully. Opportunities for prayer and reflection are used well including, for example, in tutor periods. Here reflection books provide support for students in their spiritual journey. There is a small, well-appointed chapel. However, students are not well aware of how they could make personal use of it outside of the structured visits made during the form-time Eucharist in Years 7 and 8. In keeping with its Christian and inclusive underpinning the school also has a room set aside for Muslim mid-day prayer. However, there is no space set aside in the school grounds to enhance prayer and reflection opportunities out of doors. Some students, parents and staff participate in additional opportunities for Christian prayer through various prayer groups associated with the school. Worship impacts meaningfully on the lives of students including encouraging social action such as involvement with the Citizens groups or raising money for charity. There are some planned opportunities within worship to consider the significance of the Christian concept of God as Father, Son and Holy Spirit. This leads to an age appropriate understanding of this key belief for Christians and is well linked to work undertaken in RE on the same topic. Students, staff and governors have a clear understanding of the impact of worship through detailed monitoring and evaluation. This leads to continued renewal and effective development over time.

The effectiveness of the religious education is outstanding

RE has a high profile and its importance in supporting the school's Christian and inclusive ethos is rightly celebrated. Links with the personal development and worship programmes are strong and support students' SMSC development very well. There is a very clear balance between study addressing Christianity and that which addresses world faiths, such as Hinduism, Judaism and Islam. Through this students learn about the importance of faith in the world today and relate aspects of religious teaching to their own lives, irrespective of their personal position. Based on detailed and thorough planning, activities provide students with both support and challenge. Attainment in RE is at least around national expectations whilst student progress, from their various starting points, is very good. The department is ably led by an experienced, committed and enthusiastic subject leader. She is developing her whole school role as well as the management of a specialist team the department expands. Students of all ability levels are engaged and on task and enjoy their learning, participating extremely well in activities either individually, in pairs or in groups. The quality of teaching is good and often outstanding. Careful and detailed monitoring of progress and of teaching in RE is undertaken through the school's line-management system. This ensures consistency across the school. The department has correctly identified the need to refresh the Key Stage 3 curriculum, especially in Years 7 and 8, to ensure that it adequately and consistently prepares students for beginning their GCSE studies, which they do in Year 9. The quality of display to aid learning in rooms across the department is variable.

The effectiveness of the leadership and management of the school as a church school is outstanding

The school is proud of its Christian and inclusive foundation. Its 10.10 Ethic successfully drives forward its strong development as a church school serving its local community. Its membership of the MAT is mutually supportive, providing exceptional opportunities for collaboration and professional development. The dedicated and excellent leadership of the executive headteacher, ably supported by governors and the head of school, means that there is a clear, strategic vision for continued improvement. This is admirably supported by the chaplain who works across the Trust. The vision is well known and shared enthusiastically by staff at all levels. Staff are outstandingly inducted into working within this institution and also within the church school sector more generally. The school knows itself well through thorough self-evaluation and detailed monitoring. This leads to informed and accurate development planning which impacts positively on supporting the needs of all students. Consequently, students flourish both academically and personally. Although, as yet, students have not sat a nationally accredited examination, the link with its partner school supports staff across different subjects in assessing in line with national expectations. This means that teaching is confidently supporting student attainment and progress. Parents are very well informed about the progress their children are making and suitably supported in helping them with their learning. They are effusive in their praise for the school and the impact that it is having on their children's personal development and their academic progress. They are appreciative of how, based on the 10.10 Ethic, the school successfully works with children and their families to encourage 'a rounded and full life'. Links with the local Anglican churches are strong and are developing with churches of other denominations. This provides substantial benefit in supporting the school's life and work. Appropriate opportunities are taken for diocesan training and support. The school meets statutory requirements for RE and worship. The leadership of both areas is effective.

SIAMS report [October 2016] William Perkin CE High School, Greenford, London UB6 8PR