

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Stephen's Church of England Primary School

Vision

Every member of our school family can stand as spiritual, confident, positive individuals, rooted in Christian values, empowered to face life's challenge, reach their full potential and serve their community.

Empowered, Rooted, Serve.

Ephesians 1 v23 – we are equipped through him to be part of God's family His body, the fullness of Him who fills all in all.

St Stephen's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Leaders and governors ensure that the school's Christian vision is at the heart of the school. This is reflected in the school's caring and inclusive environment which is warm, supportive and welcoming. Provision for pupils and families, offered at the point of need, means they flourish.
- The religious education (RE) curriculum has been carefully crafted to inspire and challenge. Consequently, pupils can articulate confidently their understanding and respect for a range of religions and worldviews.
- Partnerships with the trust, local church, diocese and community are strong and supportive. This includes a collaborative approach to collective worship in school and church. These relationships enhance the Christian vision by showing where the school is rooted and by providing aspiration for the future.
- Leaders create a culture of partnership, support and service. They motivate adults to place pupils at the centre of the school's actions so that individual gifts, talents and needs are recognised and nurtured.
- The curriculum, especially outdoor education, allows opportunities for spiritual growth. Adults work well together in fostering outcomes and positive wellbeing for individuals. Support for pupils with special educational needs and/or disabilities (SEND) and their families can be transformational.

Development Points

- Strengthen pupils' understanding of the importance of advocating for fairness and compassion. This is to inspire them to actively seek opportunities to make a difference to others.



Inspection Findings

Vision and Leadership

St Stephen's Church of England Primary School is committed to its biblically rooted Christian vision summed up as 'Empowered, Rooted, Serve'. It is a welcoming and inclusive school where pupils and staff are known as individuals. Pupils flourish as they work towards their potential. Leaders know their community well, thoughtfully adapting to meet the needs of an increasingly diverse population. Governors are an active and visible presence in the school. They effectively monitor and evaluate the Christian distinctiveness and offer strong support. The trust vision dovetails with the school vision and the trust provides training, monitoring and collaboration. The school's vision permeates throughout the school and its curriculum. Pupils know the vision, reciting it as a rap with a finger click rhythm. This motivates them to live out and respond to the vision throughout the school day. Leaders attend to the needs of pupils and families to ensure they are met. The influence of the whole team working closely together impacts lives far beyond the school day. Consequently, the vision and its associated Christian values are lived out daily in this happy school.

Vision and Curriculum

The school's deeply embedded commitment to the nurturing and development of pupils is evident in its inclusive and ambitious curriculum. Leaders ensure that pupils, including those who have additional needs, are enabled to flourish. Spirituality is woven through subjects and topics. As a result, self-awareness is deepened and relationships strengthened. The vision guides curriculum choices and daily practice, ensuring that pupils develop spiritually and socially. They are empowered to face challenges and to strive to reach their potential through a creative curriculum. This includes performing arts, sports, and outdoor learning. These give pupils opportunities to think about the immediate world around them creating space for spiritual moments. This further enables them to speak confidently about their place in the world. The curriculum is inclusive, supporting high numbers of pupils who have SEND and English as an additional language (EAL). It is regularly reviewed to ensure that they can flourish, reflecting the school's vision in action.

Worship and Spirituality

Daily collective worship brings the school community together and is highly valued. Worship is enhanced by carefully chosen music and enthusiastic hymn singing. Pupils and adults value these spiritual opportunities, describing them as 'life giving'. Pupils make meaningful links between Bible stories, song choices and prayer. This enhances their understanding of their own values and what matters to them. The 'five for life' Bible verses are memorised and used in worship as well as throughout the day. In this way, worship contributes to spiritual nurture. Kind and supportive relationships between pupils and adults make worship welcoming and inclusive. Pupils aspire to be members of the junior faith team, seeing their role as serving the school community. Worship enables them to think deeply and respond personally. Prayer and moments for quiet reflection are valued by adults and pupils and are a natural daily occurrence. A wide range of adults, including local clergy, lead worship. This variety strengthens relationships and models a shared commitment to spiritual development. Worship is engaging and relevant to people's lives. It enables pupils and adults to flourish, make good choices, and show mutual kindness.

Vision and School Culture

Leaders ensure that pupils and staff are treated well as a result of the embedded vision and associated values. These are rooted in service, dignity and equity which permeate school life. Wellbeing is prioritised in policies, daily practice and strategic planning. Examples include regular wellbeing workshops for parents, staff and pupil prayer groups and intervention groups for emotional and social needs. These build relationships and improve



self-esteem. The school's behaviour policy is based on the five core values of respect, kindness, honesty, self-control, and perseverance. These guide interactions and conflict resolution and consequently pupils develop self-regulation and appropriate expression. They demonstrate high levels of respect for diversity between people. After school sports and music clubs develop collaboration, team work and self-confidence. Staff benefit from supportive relationships, approachable leaders and professional development opportunities. Pupils enjoy coming to school and there is a strong sense of community and support.

Vision, Justice and Responsibility

Justice and responsibility are taught within the curriculum. These develop critical thinking and cultural understanding. Collective worship explores themes like fairness, courage, and advocacy, enhancing pupils' understanding of helping others. Pupils actively seek change via roles in the eco group, sports leadership and junior faith team. The school's behaviour policy places responsibility on pupils, fostering self-awareness and accountability. Practical examples include running charity fundraisers, supporting food banks and environmental initiatives like tree planting and recycling. These opportunities help them to develop ethical decision-making, care for others, and a strong sense of justice. Daily interactions model respect, faith and love. Older pupils support younger ones with reading and mathematics. They show empathy towards each other and understand how to disagree respectfully. However, their understanding of the ways that they can advocate for fairness and compassion on behalf of others are less developed.

Religious Education

RE is prioritised as central to developing spiritual, confident, and positive individuals. The curriculum is planned thoroughly and allows for progression in Christianity, a range of world religions and worldviews. It is well ordered with prior learning, sequential topics, the use of big questions and a focus on recall of knowledge. It encourages pupils to ask thoughtful questions and be curious about the different ways people show their beliefs. They confidently talk about Bible stories and how they help them form opinions. Leaders provide valued support to colleagues and work proactively with the diocese to ensure ongoing support for staff and curriculum development. Updated resources enable teachers to deliver lessons with growing creativity. Supportive governors regularly visit and monitor RE lessons taking staff opinions into account. Pupil voice, parent feedback, and data analysis all confirm that RE is highly valued, inclusive, and effective.

Pupils build on prior learning to understand different perspectives in debate and discussion. As a result, they clearly articulate and respect beliefs. Teaching across the school is marked by high expectations and reflective practice. Staff are well supported by leaders in their teaching and assessment. They use various teaching methods including discussions, drama, art and writing. They adapt their teaching to meet the needs of their class. As a result, pupils, including those with SEND and EAL, are engaged and interested. This enables them to participate enthusiastically together. Lessons are engaging. A whole school approach to robust assessment is embedded. This enables pupils to make strong progress in RE, from their starting points.

Information

Address	Albyn Road. London. SE8 4ED		
Date	18 May 2026	URN	151011
Type of school	Academy	No. of pupils	191
Diocese	Southwark		
MAT	Southwark Diocese Board of Education Academy Trust		
MAT Chair	Jonathan Sedgwick		
Headteacher	Natalie Moore		
Chair of Governors	Philip Ratcliff		
Inspector	Julie Bowen		