

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

West Ham Church of England Primary School	
Address	Portway, London, E15 3QG
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent

School's vision
<p>'With God, all things are possible' Matthew 19:26</p> <p>Our vision is to enable children, with God's guidance, to know and appreciate the wonder of God's creation, to live in harmony embracing differences, to always act with compassion inspired by the example of Jesus, and to have the strength to follow their dreams and achieve their goals.</p>
Key findings
<ul style="list-style-type: none"> • West Ham is a welcoming, happy Church school with a Christian vision that cleverly references values which everyone knows. The vision, carefully devised to address the needs of the school community, has a transformational impact on pupils and adults. • Led by committed senior leaders, the school's highly inclusive environment enables pupils and adults to live and work together within a culture of harmony and respect. Pupils are encouraged to live out their dreams and aspirations. A range of effective partnerships with other schools exist. Opportunities to enrich the effectiveness of their Christian foundation through mutually beneficial links with other Church schools are less developed. • Pupils support a range of initiatives, both locally and globally, which provide them with opportunities to engage in social action. They take the initiative to help others and understand what Christian compassion really means. • Exceptional collective worship is comprehensive in the opportunities it provides for spiritual flourishing and is highly inclusive. It robustly promotes the school's Christian vision and values through its varied range of voices and approaches. • The religious education (RE) curriculum is very well planned to meet the needs of the school's diverse pupil population. Consequently, pupils develop a strong understanding of world religions and worldviews, and their impact on cultures and peoples' lives.
Areas for development
<ul style="list-style-type: none"> • Further enhance the transformative impact of the Christian foundation of the school through extending mutually beneficial partnerships with Church schools. This is to enrich the impact of the vision within West Ham, and extend the possibility of 'following dreams and achieving goals' beyond the school itself.



Inspection findings

West Ham Church of England School welcomes everyone warmly into its diverse community. The vision shapes the policies and the strategic direction of the school. The values of wonder, harmony, compassion and strength flow naturally from the vision. The gospel text, 'With God all things are possible,' is pivotal and as the headteacher said if this did not happen, she would feel as if the school had failed its pupils. As the vision is so firmly rooted in the values, this means it has an impact on every aspect of the school's work. The result is a school where pupils are excited to attend and adults love to work. Parents appreciate the rich culture of dignity and respect, and the way the school's Christian ethos enables all to flourish.

Committed governors, including foundation governors from the neighbouring church, know the school well and contribute positively to its ethos. They regularly monitor the work of the school. To help pupils considered to be vulnerable, leaders have made a number of bold decisions, including employing an art therapist. This has had a most positive effect on these pupils. The Vicar is a governor and leads a team that makes a very positive contribution to the collective worship rota on a weekly basis. This strong partnership with the church enhances the spiritual development of pupils and adults, enabling them to flourish.

Relationships within this diverse community are excellent. Pupils explain how harmony promotes collaboration and cooperation. They show empathy and compassion towards others and know how to speak up for injustices. Key Stage 2 pupils felt so strongly about climate change they sent postcards to the COP Climate Change Conference in Egypt. Having written to the local Council they, on their own initiative, went to Stratford Park to pick up litter. This directly led to members of the community feeling safer. They associate strength with showing courage and resilience. The school encourages pupils to know that with God all is possible. Through their Hopes and Dreams Awards they recognise the achievements of pupils with particular focus on those who have overcome disadvantage and barriers to learning. Thank you letters from children and parents show the impact these have made on their wellbeing and aspirations for the future.

The school proactively seeks to work in partnership with, and serve, the local community. There are wider events that take place that bring the community together. However, opportunities to strengthen the impact of partnerships with other local Church schools are less developed.

Collective worship is very well organised and delivered in the school hall. It features vibrant displays of the school's vision and values. Worship provides a clear expression of the Christian ethos, whilst also celebrating the breadth of faith and views in the school. It is both inclusive and invitational, with children and adults invited, but not compelled, to participate in prayer and reflection. The worship is varied in its style, content and delivery, with the school's values always promoted. A team of pupil ambassadors work with the assistant headteacher to plan and deliver collective worship once a week. This ensures that the pupil voice is listened to with regard to the effectiveness of collective worship. Other days are delivered by school leaders, ensuring the coherent delivery of the planned themes to support understanding. Music, singing, video clips, readings, celebrations and exploration of social justice issues engage pupils. There is a rich culture of reflection and celebration of difference, which transcends tolerance and enhances spiritual development.

Displays in classrooms and elsewhere celebrate the Christian foundation of the school, and act as a source of stimulation and reflection for pupils. The school's vision and values are prominent throughout. Prayer spaces in classrooms, together with multi-faith prayer and reflection places throughout the school, extend opportunities for stillness and prayer. Pupils use these spaces for reflection and to explore 'big questions', thereby enhancing their



spiritual development. Leaders regularly review and evaluate the school curriculum to ensure it meets the needs of all pupils. A recent curriculum review has identified ways of further enhancing the spiritual development of pupils across every subject in all year groups. As a result, meaningful moments for pupils to flourish spiritually and academically are woven throughout the curriculum.

Teachers create a very calm environment in their classrooms, which supports good mental health and a sense of belonging. Pupils respond with very good behaviour in lessons and around the school. They confirm that behaviour is based on treating one another with kindness and respect and making good choices reflecting the school's values. This includes those who have special educational needs and/or disabilities and those who encounter difficulties in their learning. Specialised nurturing assistance for pupils enhances their good mental health and learning. The special needs coordinator (SENDCO), art therapist, educational psychologist, and emotional literacy support assistant (ELSA) provide valued support for pupils and families. Pupils thrive as a result of this support.

Adults also thrive, resulting in a low turnover of staff. Careful consideration is given to staff wellbeing and workload. As a result, staff feel appreciated and state that they are happy in the school. They value the extensive training and career opportunities that they are given and the strong and reflective support provided by leaders to improve their practice. Many describe the welcoming, family atmosphere amongst their colleagues as well as the pupils.

The engaging curriculum leads to a very high-quality RE throughout the school. It is based on the Newham agreed syllabus, but it has been tailored to meet the specific needs of the pupils of the school. This it does very well. The curriculum is a good example of the strong partnership between the school and the Newham and Chelmsford Diocese RE advisers. Staff reflect on their lessons to ensure children have a secure understanding of what is taught. Regular planned opportunities for pupils and parents to visit the church are valued and support spiritual development. Consequently, lessons provide pupils with very good knowledge and understanding of Christianity and other major world religions and worldviews. Many pupils consider RE to be one of their favourite subjects. They see their RE lessons as a safe space to ask big questions and reflect on the answers. As a result of high-quality training, both in-school and from the diocese, staff feel confident in their teaching of RE. The school has rigorous and effective systems that enable teachers to know how and what pupils are learning. The school's 'Inter-Faith Week' is celebrated and valued by all members of the school community. Pupils' religious literacy is enhanced through meeting representatives from a range of religious backgrounds and visiting local places of worship. These wider opportunities further enrich the spiritual development of pupils.



Information			
School	West Ham Church of England Primary School	Inspection date	16 May 2023
URN	102765	VC/VA/ Academy	Voluntary controlled
Diocese/District	Chelmsford	Pupils on roll	309
Headteacher	Nicola James		
Chair of Governors	Robert Henney (Acting)		
Inspector	Ian Gurman	No.	2206