

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Saviour's Church of England Primary School, Poplar	
Address	Chrip Street, Poplar, London, E14 6BB
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
The effectiveness of religious education (RE)	Excellent

School's vision
St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).
Key findings
<ul style="list-style-type: none"> • Everyone at St Saviour's understands their Christian vision. It is a focal point for everything that the school does. Adults and pupils demonstrate a fierce determination to support each other to flourish. • Collective worship inspires the school community to grow spiritually. It invites everyone to reflect deeply on the person and teachings of Christ. Leaders ensure that all are included equally in the opportunity to respond personally in worship and to live a full spiritual life. • Religious education has a high status in the school. Leaders provide an engaging curriculum and closely monitor pupils' work to ensure that their religious literacy expands as they get older. Consequently, pupils make excellent progress in religious education. • It is impossible for anyone in this school to fall outside its loving embrace. Regardless of background or need, the whole community understands that the school is founded on the love of Christ. Leaders are relentless shepherds of their flock. • Pupils are courageous in their determination to change their world for the better. The adults in the school support them to speak out and take action to challenge injustice. This would be even more effective, though, if more ideas for action were initiated by the pupils themselves.
Areas for development
<ul style="list-style-type: none"> • Support and empower pupils to plan and initiate more of their own ideas to speak out and act against injustice.



Inspection findings

The Christian vision at St Saviour's has a striking impact on the everyday life of the school. Staff and governors understand the urgency and importance of protecting their pupils and promoting their best interests. This generosity extends to a neighbouring Church of England school with whom St Saviour's shares its executive headteacher. Leaders describe what they do in terms of the love of Christ. Staff describe the vision as a bond between them that makes the school into a family. Inclusion is at the heart of everything the school does. Nobody in the school falls outside the ever-present ambition of fullness of life for all.

The school supports its vision with underlying values that encourage pupils to care for, respect and inspire each other. Pupils explain the Christian theology underlying these three values in terms of the nature of the three persons of the Holy Trinity. These values impact positively on pupils' relationships with each other, and on their religious literacy.

Adults and pupils instinctively refer to the Christian vision by describing how the 'thief' represents all those things that might prevent them from flourishing. In this disadvantaged community, pupils demonstrate wisdom beyond their years in explaining the different forms the thief may take. Some even recognise that they can be the thief themselves if they do not work hard, or if they allow themselves to lack ambition.

This small Church school has developed a wide range of partnerships to promote fullness of life for its pupils. These include church, educational, research and financial organisations. Each partnership is carefully managed to encourage pupils to be aspirational. For example, a strong relationship with St Paul's Cathedral choir has enabled the school choir to sing for services in the cathedral. A pupil described how his 'spirit grew' as he sang, demonstrating how cultural, educational and spiritual development coalesce around the uncompromising Christian vision of this school.

Governors support and encourage leaders to apply the Christian vision with vigour. They promote strong relationships between the school, the local church and pupils' families. They monitor collective worship and religious education effectively. Above all, they identify themselves as fellow workers with staff and parents in striving for the flourishing of pupils.

The local church is a key component in the life of the school. Church leaders support collective worship, and help to promote spiritual development through the provision of prayer spaces and supporting Year 6 pupils with transition to secondary school. School and church leaders have a strong relationship because they share the same ambition for pupils to be loved and flourish.

The school's curriculum is transformational, with reflection and justice at its heart. This enables pupils to express themselves well, confident that their views are built on a strong foundation of knowledge. The views of pupils are treated with respect because the curriculum has taught them how to think and speak in a way that commands respect. Teaching staff see their job as an act of love explicitly arising from the Christian vision.

Pupils learn to be aspirational for others as well as themselves. The curriculum teaches them about well-known figures who have courageously advocated for justice, including some from the Bible such as Moses. Pupils are empowered to speak out bravely and to act. Supported by staff, pupils have successfully lobbied their local authority to introduce a 'school street' outside their school to improve the environment and make it safer. Pupils' engagement in courageous advocacy would be even better if they were to initiate more of their own ideas.

Pupils interact and disagree well because they are united by their school and its vision. Philosophy is embedded into the curriculum, enabling pupils to speak and listen to others.



Pupils understand that the loving and respectful relationships that they see in school should be mirrored in their attitude to anyone with characteristics different from their own. Behaviour management procedures arise explicitly from the school vision. Pupils choose well planned and resourced 'structured play' activities at lunchtime to help them to play and make friends. The school has a high number of pupils with special educational needs and/or disabilities (SEND). The Christian vision motivates these pupils to ensure that they flourish and have fullness of life regardless of their different needs.

Collective worship is inspired by the person and teachings of Christ. It invites and supports individuals to develop their own spirituality. All staff, including teaching assistants, are motivated by this inclusive aim. Collective worship inspires staff to build loving relationships and support the spiritual development of each other and pupils. Parents speak very highly of how well teaching assistants in particular do this. As a consequence, collective worship deepens the fullness of life for everyone, regardless of their personal beliefs.


Acts of worship build on the deeply reflective ethos of the school. A typical question asks the difference between wishes and hopes, building on the Christian theology of hope to challenge adults and pupils to consider where they place their hope.

Religious education (RE) is taken very seriously. It is well led by a dedicated subject leader who works closely with the local deanery and diocese. The quality of teaching and the work in pupils' books are closely monitored to ensure that expectations remain high. Teachers assess pupils' work diligently to enable the subject leader to develop aspects of the curriculum that pupils find more challenging. Staff recognise the importance of RE, and ensure that pupils spend enough time studying it every week.

Pupils are confident in their knowledge of the Bible, as well as key Church of England beliefs and festivals. They use precise vocabulary well, naturally talking about Christian beliefs such as the incarnation, crucifixion and resurrection of Christ. Pupils are reflective about what they learn, and explain complex ideas such as the Holy Trinity in their own words. They also know about the practices and experiences of Christians in other countries and cultures. Pupils learn about a range of additional religious faiths, and have regular opportunities to visit a variety of places of worship linked to their RE curriculum.

Pupils read a variety of written texts in RE lessons, including the Bible and words from hymns. The curriculum helps pupils to develop spiritually because it uses a number of intriguing questions requiring thoughtful personal responses. Teachers are supported well to extend their own subject knowledge. The needs of pupils with SEND are reflected in the way the curriculum is constructed and taught.



	The effectiveness of RE is		Excellent	
	<p>Pupils, including those with SEND, make excellent progress in RE because of the carefully constructed curriculum. As they get older, they are challenged to deepen their knowledge of Christianity as well as the other faiths that they study. They take pride in their written work, and teachers use written comments and questions effectively to prompt pupils to respond ever more deeply to what they have learned. As a consequence, pupils are highly religiously literate.</p>			
Information				
School	St Saviour's Church of England Primary School, Poplar	Inspection date	22 June 2023	
URN	100961	VC/VA/Academy	Voluntary aided	
Diocese/District	London	Pupils on roll	238	
Executive Headteacher	Fanoula Smith			
Chair of Governors	Chris Coyle			
Inspector	Richard Hopkins	No.	2234	