

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

William Perkin Church of England High School	
Address	Oldfield Lane North, Greenford, UB6 8PR

School vision
<p>Our vision is encapsulated in our 10:10 ethic (John 10:10), an ethos based on the theological narrative of creation, fall, redemption and renewal. Students and staff are supported to understand that:</p> <ul style="list-style-type: none"> - they are made good, with unique gifts (creation); - they therefore have the capacity to be and do good, and use these gifts in service; - being human means having weaknesses (fall), but that weakness is not something to be ashamed of, rather an opportunity to learn through accepting support (redemption); - through this they can become stronger, able to engage fully with opportunities offered by school (and life) and commit to positively impact their community (renewal).
School strengths
<ul style="list-style-type: none"> • Leaders are resolute in ensuring that the biblically rooted Christian vision shapes the school's decision-making. This means that leaders make bold decisions to support the flourishing of all. • Driven by the vision, the school's wider curriculum is ambitious and offers extensive opportunities for students to develop their own unique gifts. High expectations foster a culture where students engage well and develop a love of learning. • Pastoral care is notably strong. Students are well-supported and learn to become resilient and self-reflective learners. • Collective worship is truly inclusive and welcoming. Students are deeply respectful of each other and highly value the inspirational programme of worship. This profoundly impacts on the spiritual growth of students and staff. • The religious education (RE) curriculum is well-sequenced and coherent. High quality assessment and strategies to support all learners mean that students make significant progress.
Areas for development
<ul style="list-style-type: none"> • Enhance the 'RE for all' curriculum in the Sixth Form so that this builds on, and further enriches provision for students at Key Stage 5. • Enhance further governors monitoring of RE. This is to deepen the ongoing evaluation of this as a Church school.
Inspection findings
<p>The school's Christian vision is biblically rooted in John 10:10, 'life in all its fullness'. This is in harmony with the trust's core vision and has been instrumental in shaping the school's journey. Leaders are deeply reflective about the distinctive context of the school and how the Christian vision</p>

enhances this as a Church school. A layered system of governance supports leaders in making bold decisions that are right for the school community. This is further supported through strong partnerships with the diocese and the trust. Inspired by the vision, leaders are uncompromising in their drive to enable all students to flourish. This is evident through the school's high-expectations and strong provision to support students with special educational needs and/or disabilities (SEND). Students are celebrated for their unique gifts and leaders are aspirational for all. High quality professional development supports staff in their flourishing through carefully tailored training. For instance, a coaching model is used to nurture staff professionally and develop classroom practice. Students and staff articulate well what it means to live out the 'John 10:10 ethic' and be part of this inspirational school community.

Leaders are highly creative in their decisions around the curriculum, promoting a strong culture of learning. Staff model high expectations for their students and promote the importance of 'engaging well'. A shared understanding of spiritual development and self-reflection are an intrinsic part of the broader curriculum. This means students engage deeply in personal reflection and are encouraged to 'know themselves'. For instance, students make good use of self-reflection logs in tutor time to identify areas for their own development. Students proudly articulate how the 'John 10:10 ethic' enables them to overcome challenges and grow in character. Students with SEND are well-supported through an innovative programme of intervention. For instance, leaders have prioritised high-level literacy support for pupils at Key Stage 3 as part of a wider literacy strategy.

The school is proud of its wider learning programme which includes an impressive range of activities including sports, music and creative arts clubs. For instance, students speak enthusiastically of visiting the Royal Society and winning the cricket championships. Leaders monitor student engagement to ensure that the wider learning programme is inclusive for all. These broaden the horizons of all students, including those deemed to be disadvantaged or vulnerable. The annual activities week enables all students to engage in an extensive range of visits which enrich the breadth of their learning. This includes residential trips to places such as Malaga, Paris and Duke of Edinburgh expeditions. Inspired by the Christian vision, Sixth Form students commit to an enrichment programme which promotes acts of creativity, action, service and employability. Students volunteer to support younger groups in maths or through leading sports clubs, enhancing their sense of 'life in all its fullness'. Strong links with industry support students with work experience opportunities. These experiences are transformational for students and consequently, they are well-supported in their decisions about their future choices.

Collective worship is hugely valued by the whole school community. This means that staff and students feel welcomed and included. Collaborative work between leaders and the chaplain ensures that the annual cycle of worship is deeply rooted in biblical teachings. Exceptionally well-established routines create an open and deeply reflective space for students to explore big questions. This supports meaningful personal reflection. Students are deeply respectful of one another and feel included when they lead Bible readings and prayers. Planned time at the start and end of collective worship gives both staff and students space and time to reflect spiritually. For instance, students exploring the concept of Christian love link this to the concept of service in their own school community. Contemporary examples are used effectively to support students in relating biblical teachings to their own lives. Communion services led by local clergy take place throughout the year and students capture their responses well using reflection cards. Music is at the heart of collective worship. Students celebrate their musical gifts and talents through singing and performing musical ensembles. This is joyful, bringing the community together as one and provides meaningful opportunities for spiritual development.

Driven by the Christian vision, leaders prioritise pastoral care. This is evident in the pastoral programme of 'therapeutic thinking' which promotes good relationships and mental health. Tutor-

led workshops promote resilience and self-care. High-quality pastoral training ensures that staff are confident delivering this programme. This means that both staff and students feel nurtured and cared for. For instance, Sixth Form worship positively contributes to supporting good mental health during exams. Staff model good relationships and promote openness where students can ask for help. Leaders foster a culture of forgiveness through restorative justice which means students recognise how to overcome mistakes.

The school's Christian vision underpins a strong culture of responsibility and respect for all. Students are empowered to make positive contributions to the community and feel trusted by staff. House captains promote awareness of charities through worship and fundraising. For example, students lead on organising enterprise days, enabling them to consider fairness and act as agents of change. Students articulate well what it means to serve their community and be a global citizen. An elected school council supports a strong student voice which enriches whole school evaluation. As a result, students have taken a lead role in planning workshops for the whole school diversity weeks. This promotes inclusivity and positive relationships. Students effectively respond to global issues around the environment which promote action such as the student led recycling scheme. The well-established peer mentoring scheme is also seen to support a strong sense of community.

Students engage well in RE and they enjoy the opportunity to learn about different religions and worldviews, including Christianity. The curriculum content is well-planned so that it is coherent and sequenced. Consequently, learning in Key Stage 3 effectively builds a strong foundation for an ambitious curriculum at Key Stage 4. This also means that RE is a popular choice at A-level. Although the wider-provision for RE at Key Stage 5 is engaging, the impact of this 'RE for all' programme is less well-developed. Good levels of challenge in lessons support pupils to build skills and knowledge. For instance, a focus on religious literacy and oracy in lessons supports students to share their views. High quality resources and planning in RE mean that learning is accessible to all students including those pupils with SEND. For instance, students use adapted booklets to prepare for lessons and consolidate learning. Leaders, including governors, ensure that RE is prioritised as a valued subject within the curriculum. Robust monitoring and evaluation of RE takes place alongside other subjects and within a whole school approach. Consequently, governors have less opportunity to engage directly with the RE department and decisions around the RE curriculum. RE teachers are skilful in their use of assessment to check for understanding and this is well-supported through regular student self-reflection. This means that students make high levels of progress in RE and understand how they can improve.

The inspection findings indicate that William Perkin Church of England High School is living up to its foundation as a Church school.

Information			
Inspection date	18 January 2024 - 19 January 2024	URN	139725
VC/VA/Academy	Academy	Pupils on roll	1388
Diocese	London		
MAT/Federation	Twyford Church of England Academies Trust		
Associate Headteacher	Amy Newman		
Chair	Alice Hudson (CEO) and Andrew Bickley (Chair of Governors)		
Inspector	Rachel Croft	No.	2126

