

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Augustine's Church of England High School</b>	
Address	Oxford Road, London, NW6 5SN
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
We want all of our community to have equal opportunities to experience life in all its fulness (John 10: 10). We encourage all community members to "be the best we can be" in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1Corinthians 13).
Key findings
<ul style="list-style-type: none"> <li>• The lives of pupils at St Augustine's are transformed because they are nurtured and cherished by skilled, caring and insightful adults in the school. School leaders and staff, motivated by the school's vision, go to exceptional lengths to ensure that pupils, particularly the most vulnerable have hopeful futures.</li> <li>• The visionary work-related curriculum, driven by the school's Christian vision, is instrumental in sowing aspiration and self-belief in pupils in this inner-city school, which serves a very deprived area. Pupils achieve far beyond their expectations.</li> <li>• Pupils respond powerfully to the school's Christian vision by striving to be 'the best we can be'. In addition to strong academic performance, this results in a vibrant student voice, which has a significant impact on the life of the school.</li> <li>• Religious Education (RE) is a flagship department in the school. Lessons are expertly led, participative and provide a safe space for discussing important and controversial issues. As a result students rightly develop a love of the subject and achieve highly.</li> <li>• The collective worship programme has been carefully crafted to reflect the school's Christian vision and values. It is absolutely central to pupils' experience of school and is a wonderful unifying factor for the many different religions and ethnic groups in the school.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• To seek further opportunities to spread the excellent practice in collective worship and trauma informed behaviour management to other schools, so that they can benefit from the insights at St Augustine's.</li> </ul>

## Inspection findings

St Augustine's School's distinctive Christian vision is born out of the commitment of leaders to transform the lives of students in this hard pressed inner-city community. The determined focus on the development of Christian virtues gives students opportunities for a full life to an extent that they could not have imagined. This, combined with the strong sense of family that pervades the school, makes this an exceptionally effective Christian community. High expectations are married with a deep sense of mutual care. Governors play an active and valued part in the life of the school. They are acutely aware of challenges in the local area and support school leaders to live out the school's transformative Christian vision.

School leaders evaluate all their decisions in terms of their impact on creating opportunities for all students, particularly the most vulnerable, to live fulfilling lives. This is nowhere more apparent than in the school's commitment to its excellent work-related learning provision. Over 80 separate events were organised in the last academic year. Students across all year groups are exposed to the opportunities and challenges of the world of work. They develop valuable skills and the Christian character virtues that flow from the school's published vision. Students are fully engaged in work-related learning, which they rightly see as offering them the opportunity to transform not only their own lives but also the lives of others.

A desire to make a positive difference is evident in all conversations with students. They relish their roles in student leadership and use this to good effect in varied ways. The wellbeing committee supported the flourishing of all by establishing a wall of gratitude in the school atrium. The courageous advocacy of the student eco committee led to a successful bid to the council for recycling bins in a local recreation ground.

Over half the students come from Muslim backgrounds, while a quarter are of Christian heritage. All members of the school community revel in the rich mix of faiths and cultures that this brings. In a local area where divisions are rife, the school community is a vibrant oasis of peace and curious inquiry. All students are given use of the prayer room and those of all faiths and none take this opportunity. Students talk freely about their beliefs and listen attentively to the beliefs of others. In this context, RE is expertly managed to ensure that this diversity leads to lessons which are inspiring and memorable for students. RE classrooms are seen by students as safe spaces where they can explore deep, sensitive and controversial issues. Students of all faiths spoke about RE lessons helping them grow in their own faith and develop a respect for the views of others.

Collective worship is deeply rooted in the school's Christian vision. Acts of worship uniformly include an invitation to join in the school prayer, which takes the virtues of faith, hope and love into the day ahead. A time of reflection at the end of the day reinforces the centrality of the school's vision. Collective worship is sensitive to the diversity of the school's population. Often led by students, it takes biblical passages and draws out the underlying Christian themes in ways that students of all backgrounds can relate to. A thought provoking Year 7 assembly on the World Cup drew respectful discussion on Christian and Muslim attitudes to the rights of people who identify as LGBTQ+. The students disagreed well.

School leaders are deeply committed to inclusion. This is evidenced in many ways. St Augustine's is one of a small number of 'trauma informed schools'. This contributes significantly to the wellbeing of all, particularly the most vulnerable students. All staff are trained to be 'curious not furious' when students present with difficult behaviours. Students know that they are loved and treated as individuals. They are given second chances within the school and this frees them to grow into the fullness of life that God intends. This practical expression of God's love and forgiveness is regarded as normal by both students and staff,



though in fact it is exceptional.

The school provides extensive support to students with special educational needs and disabilities (SEND). They flourish by achieving far beyond their expectations and feel both safe and challenged at school. Students from the deaf student provision at the school tend the sensory garden. All SEND students undertake work placements, which afford them dignity and promote their aspiration. This is a powerful outworking of the school's Christian vision among its most vulnerable members.


The school contributes valuably to and is enriched by its links with the wider community. The parish church is a wonderful resource. The vicar, who is also chair of governors, presides at Masses which all students choose to attend. Students of all faiths and none are involved in the leadership of these services and speak powerfully of the profound impact of these acts of worship on their spiritual development. Those of no faith and of faiths other than Christianity welcome the services for the insight they give into Christian worship.

The school has federated with the nearby St Augustine's Church of England Primary School. The headteacher of the primary school feels her staff have benefitted greatly from the High School's expertise in behaviour management and from the collaborative work done on developing their Christian vision. Sixth Form students from St Augustine's have visited the primary school to raise students' aspirations by running a debating club. The head of RE leads a borough wide curriculum group that includes both church schools and community schools.

Staff flourish at St Augustine's. Their opinions on their wellbeing are routinely sought by school leaders every fortnight and their views influence school practice. They know that school leaders will support their career development and believe in them more fully than they believe in themselves. Several staff, including some former students have progressed to positions of responsibility having been prompted and supported by the headteacher. As they reflect on their careers, they express genuine surprise and gratitude for the journey they have travelled. Staff are very supportive of each other. They are united by their shared commitment to enable students to flourish in a competitive world, where they have many obstacles to overcome.

St Augustine's is characterised by the vibrancy of its students and by the quality of their religious discourse and religious literacy. However, it is the deep acceptance shown to each individual, sometimes at considerable cost that marks St Augustine's out as a truly transformational community.



	The effectiveness of RE is		Excellent
	<p>Pupils greatly enjoy RE lessons. They particularly relish the discussions they have about important controversial issues such as suffering and evolution. The quality of work they produce is of an exceptionally high standard. Teaching is expert across all key stages. All pupils know how well they are doing and what they need to do to improve. Religious studies is the highest performing core subject at GCSE and is a very popular A level option.</p>		
Information			
School	St Augustine's Church of England High School	Inspection date	17 November 2022 - 18 November 2022
URN	101154	VC/VA/Academy	Voluntary aided
Diocese/District	London	Pupils on roll	1039
Headteacher	Eugene Moriarty		
Chair of Governors	Fr Colin J Amos		
Inspector	Andrew Wilcock	No.	2112