



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Soho Parish Church of England Primary School	
Address	23, Great Windmill Street, Soho, London, W1D 7LF
School vision	
<p>Every child deserves to live life to the full. Our holistic curriculum promotes emotional, intellectual, physical, spiritual and artistic development. Tailored teaching develops independent, passionate, successful learners. Following Jesus' example, we grow and share our individual gifts to build a community of love, imagination and courage. Every family is welcome, every child valued.</p> <p>'Jesus said: I have come in order that you might have life – life in all its fullness'. John 10:10</p>	
School strengths	
<ul style="list-style-type: none"> • Leaders have a clear understanding of the Christian vision. The words of Jesus from St John's gospel expressing 'fullness of life', entwines every aspect of school life. • All at Soho Parish are encouraged to use their individual gifts and talents and are treated as unique individuals. This deeply embedded, nurturing culture cultivates a happy, inclusive environment at the school. Pupils are emboldened to be independent, confident learners. • Collective worship, shaped by the Anglican foundation of the school, is inviting and inclusive. There are strong partnerships with the churches of St Anne's and St James's. These make a positive difference to the welfare and spiritual flourishing of both pupils and adults. • Sensitively planned and tailored provision ensures that wellbeing is a priority. This means that adults and pupils, including the vulnerable, are supported effectively, flourishing as a result. • Religious education (RE) is well planned. It is taught coherently across the school, enabling pupils to make good progress in their learning. 	
Areas for development	
<ul style="list-style-type: none"> • Embed strategic and rigorous systems to evaluate the school's well-established and embedded Christian vision. This is to ensure the impact of the vision is evaluated more effectively by leaders. • Map opportunities for spiritual development in all subject areas. This is in order to support the further flourishing of every pupil within a greater range of learning experiences. • Enhance the range of opportunities for pupils to initiate and lead a wider range of social action. This is so they can become positive agents of change in the local community and beyond. 	
Inspection findings	
<p>At Soho Parish School, the Christian vision is well known and understood by leaders and staff. Its associated values, formulated by leaders in consultation with local clergy, meet the needs of the</p>	

school.

The school's vision that everyone deserves to live life to the full is lived out within this rich and diverse community. As a result, it is palpably transformational for adults and pupils, who all flourish. Families are embraced whether they have a faith or not here. Therefore, all are valued members of this inclusive school community. The values of love, imagination, courage, individuality and community provide a common language for the outworking of the vision. As a result, they are fully embedded in school life. Governors play a particularly important role in this success. Their deep understanding of the 'school story' enables them to apply the vision to strategic decision-making and policy-setting. This leads to innovative practice, such as the recent partnering with All Souls Primary School. Shared expertise benefits all here. Their vision is at the centre of all decisions made. For example, this can be evidenced in the recent headteacher recruitment process. However, monitoring of the vision is not robust or systematic enough.

Leaders consider the context of the school carefully to make bold decisions that benefit their pupils accordingly. For instance, excellent use is made of the proximity to the capital's abundant cultural opportunities. Pupils make regular visits to London's art galleries, theatres, museums and places of worship. Extra-curricular opportunities include choir, rock band, art, dance, drama and sports after school clubs. This exposes them to a wide range of diverse activities, providing high quality educational opportunities for all. Consequently, pupils' spiritual, moral, social and cultural development (SMSC) is enriched enormously. This accords with the vision to provide every possible opportunity for them, regardless of their background or abilities. Care is taken to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the extra support in lessons they need. Effective initiatives in place ensure that no child is 'left behind'. As a result, this leads to flourishing for all, including the vulnerable. However, planned opportunities for spiritual flourishing through the curriculum are limited.

Collective worship at Soho Parish is vibrant and inclusive. It is a special time in the school day when the school's vision and values are explored. Everyone's participation is welcomed, but without compulsion. It is a time of spiritual renewal for the entire school community and a source of strength for all. Staff share many examples of the positive impact of worship on individuals' lives, including enriching them as adults. The Lord's prayer and others are included in each act of worship. Reflection areas in all classrooms offer pupils opportunities for stillness. Partnerships with two local churches support the school well. For instance, clergy lead weekly acts of worship and provide valuable pastoral care. Harvest, Easter and Christmas services are well attended. The impact of these strong church links is that the spiritual flourishing of everyone at the school is enriched considerably.

Mental health and wellbeing are taken seriously with provision for pupils and adults prioritised. All staff share the desire to make a difference, particularly to the most vulnerable. For instance, the school employs specialist staff, who ensure that parents, staff and pupils receive personal support when experiencing difficulties. Strategies such as mindfulness promote good mental health for the whole community. Through a restorative justice approach, pupils learn to respond rather than react, making better choices to take care of themselves. Staff are well-supported by senior leaders, who use a mentoring and coaching style. Several have moved on to develop their careers successfully because of the school's investment in training. This illustrates how pupils and adults live life in all its fullness in a supportive community, allowing all to flourish.

Pupils are made aware of social injustice through the focus on diversity and justice in the curriculum. For instance, they help the local homeless by taking part in fundraising events. Donations from the harvest festival go to local food banks. Opportunities for pupils to initiate social action themselves are in the early stages of development. A range of Soho businesses such as restaurants, bars and companies support the school exceptionally well. The school successfully engages with the community through carol singing for seniors and helping to design neighbourhood Christmas lights. They also take part in a variety of local enriching projects. For instance, hosting the annual Soho Food Feast held in the grounds of St Anne's Gardens. The high

level of community engagement serves to enhance flourishing of all. This aligns exactly with the vision to develop children’s individual gifts in order to benefit their own lives as well as those around them.

The high priority leaders give to RE effectively supports the spiriual flourishing of all. The curriculum has a systematic enquiry-based approach, enabling pupils to understand and make connections between world faiths and beliefs. It encourages them to reflect on the big questions, such as, ‘Why if God loves us, did he send the great flood?’ Pupils make thoughtful and individual responses, demonstrating their development as critical thinkers. Regular RE Days take place at the school, where topics such as creation are given a high focus. This results in an impressive depth of learning. Members of the clergy attend these special days, answering questions and enabling reflection on matters of faith. All pupils, regardless of their backgrounds or beliefs, are able to express their opinions freely. As a result, pupils listen effectively to each other, respecting religions or worldviews different from their own.

The quality of RE teaching and learning is good. Consequently, all pupils, including those with SEND, make impressive progress. This can be seen in the effective assessment systems leaders have in place. RE learning walks, lesson observations, listening to pupils’ views and book scrutinies, all ensure that monitoring is robust. Good links with the diocese mean that support for RE is accessed regularly through training and networking. As a result, pupils of all abilities flourish in the subject.

The new leaders are very clear about what needs to be done to achieve their vision. They reflect honestly on areas that need to be developed, while celebrating the many strengths of this unique school. Soho Parish Primary is well placed to embark on its next stage of development as a Church school.

The inspection findings indicate that Soho Parish Primary School is living up to its foundation as a Church School.

Information			
Inspection date	21 September 2023	URN	101131
VC/VA/Academy	Voluntary aided	Pupils on roll	116
Diocese	London		
MAT/Federation			
Executive Head	Alix Ascough	Head of School - Oliver Knight	
Chair	John Ong		
Inspector	Jenny Earp	No.	288