

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

### Saint Mary Magdalene Church of England All Through School

#### Vision

'Do Unto Others, as you would have them do unto you.' Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:

Family – Feeling safe within our schools (federation) we can love one another and grow in confidence.

Faith – Celebrating our Christian ethos we serve from our hearts with joy and compassion.

Fellowship – Embracing our diverse community we show care and respect for one another and ourselves.

A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Saint Mary Magdalene Church of England All Through School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- Leaders, including governors, are unwavering in their commitment to model humility and service to the school community. Their compassionate actions are rooted in the school's vision, having a significant positive impact on learning experiences and enabling flourishing.
- Driven by a resolute dedication to equity, the vision-inspired curriculum provides pupils with wide-ranging opportunities. These valuable experiences meet the needs of pupils and benefit their spiritual growth.
- The Christian vision is expressed in the values of faith, family and fellowship. This promotes a deep sense of belonging and a culture of compassion, inclusivity and care for pupils and adults.
- Leaders and staff are proactive in looking for ways to meaningfully live out the vision through partnerships. Collaboration within the Koinonia Federation, with the diocese, local church and school networks positively enriches the lives of pupils. This supports their personal development and flourishing.
- From Early Years through to Key Stage 4 and at A level, the religious education (RE) curriculum is highly effective. It carefully and thoughtfully builds knowledge and skills, reflecting the school's Church school foundation. This ensures pupils have a deep understanding of religions and worldviews.

#### Development Points

- Develop and strengthen the quality of the Key Stage 5 Core RE programme 'Faith and Reason'. This is so that pupils are given rich opportunities to gain a deeper understanding and appreciation of a range of world religions and worldviews.



## Inspection Findings

### Vision and Leadership

The school's Christian vision is compassionately realised in the actions of leaders. They are proactive, living out the vision and serving the school community. Leaders, including governors, have made courageous and pioneering decisions to ensure the effective development of this all through school. As a result, 'Do unto others as you would have them do unto you' drives the school's culture and strengthens provision. There is a collaborative, seamless approach to living out the values of faith, family and fellowship. Leaders prioritise equity, diversity and inclusion in their actions and decision-making. This engenders a strong sense of welcome, compassion and care. As a result, pupils and adults feel valued. Knowledgeable governors effectively evaluate the impact of the vision and provide robust support and challenge. Governors' analysis includes 'picture building days,' which inform their strategic insight and support. School and the federation expertise strengthen staff experiences, resources and training. Therefore, staff needs are met and they flourish professionally.

### Vision and Curriculum

Inspired by the vision that pupils make a positive contribution to society, the curriculum is designed to be broad and diverse. It offers an extensive range of aspirational activities and extracurricular experiences, enriching and widening provision. These include age-appropriate speakers, residential trips, workshops and half-termly cultural visits to museums and galleries. The Year 7 visit to the opera is an example of this, expanding horizons and developing pupil confidence. Additionally, there is an extensive weekly provision of clubs and activities including debating, dance, chess, choir and sports clubs. These rich opportunities enable pupils to access learning that incorporates and celebrates cultures represented in the school. Pupils across the phases benefit from many interactive learning opportunities, such as art projects and author visits. Pupils who have special educational needs and/or disabilities (SEND), and those who are deemed vulnerable and disadvantaged, are well supported. They are given the relevant nurture and care so that they flourish. This includes adaptations to the provision of their work experience placements. The school has developed a collective understanding of spirituality. This is an intrinsic part of the curriculum promoting personal spiritual growth. Adults nurture the spiritual development of pupils through the curriculum. This enables pupils to confidently recognise and discuss spiritual moments.

### Worship and Spirituality

Collective worship enhances spiritual growth. This is because of the wide variety of worship experiences across the school. The impact of worship is carefully evaluated by leaders and governors. Strong relationships with local churches, youth workers and clergy positively impact worship through the sharing of expertise. Christian festivals such as Easter, Christmas and Harvest are celebrated. Worship celebrations bring the community together, like the Mother's Day praise event. Younger pupils experience inspirational approaches to worship. This is evident in the joyful singing of carefully chosen songs. Worship is further enriched with Bible stories, drama, prayers and times of reflection. Effective planning ensures worship is inclusive for SEND pupils so that they can be involved and enjoy this time. Older pupils value opportunities to pray, such as before exams, and consider it a very natural part of the school day. Within the secondary phase, year-group collective worship includes visiting speakers. This is thought-provoking and nurtures spiritual growth. Effective use of technology supports consistency when pupils are worshipping in their different tutor groups, called family groups. This worship time includes Bible readings, reflection and prayer. Pupils enjoy worship and talk about the spiritual impact that it has on their lives. It is firmly rooted in the school's Christian foundation, offering a time of stillness and reflection for adults and pupils. This includes those of different or no faith and therefore, worship supports spiritual flourishing.

### Vision and School Culture

The school's vision inspires a caring environment. Behaviour policies prioritise respectful relationships. This enables pupils to positively experience the school vision's definition of family. The aspirational culture offers pupils rich experiences raising self-esteem. The Year 10 mental health project used creative arts to promote



emotional wellbeing and personal development. Leaders make careful decisions that promote a caring school culture. Projects such as focusing on healthy relationships support Key Stage 2 boys in their personal growth and flourishing. Girls are given similar opportunities so that they, too, thrive. The impact of this is increased confidence and self-awareness. Strong pastoral support is seamlessly embedded across the school. Family groups are an important part of the school's compassionate culture. One pupil appropriately said that the school is a 'sanctuary.' Pupils are supported in their behaviour to make positive choices through practical ways of managing their emotions. Restorative approaches are used effectively. Leaders are forward-thinking, often recognising and supporting the needs of those in the school community before they arise. This includes those who have SEND and who are deemed vulnerable and/or disadvantaged. The professional development of adults is prioritised by the federation. It is bespoke and supports adults in their personal and professional wellbeing.

#### Vision, Justice and Responsibility

Leaders live out the name of the federation, Koinonia, through fellowship. They are outward-looking, actively working in partnership and compassionately building unity. Positive relationships with local churches, the diocese and other Church schools enrich pupil and staff experiences. Family group captains and being part of the faith team enable these pupils to develop as leaders. Within the primary phase, pupils take on the role of guardian angels, caring for, reading with and supporting younger pupils. Opportunities to demonstrate compassion and care for the community include the choir singing at the local residential home. Pupils are given many opportunities to demonstrate justice and responsibility and to be agents of change in their communities. Younger pupils develop their awareness through World Environment Days, while secondary pupils deepen their understanding through Climate Change Workshop Days. Pupils show active care for others through shoebox appeals, bake sales and support for the local food bank and other charities. Parents recognise and value the strong partnership and support that the school offers them. Parents of the youngest pupils appreciate the biweekly 'It takes a village to raise a child' workshops for the parenting support they provide.

#### Religious Education

In line with the vision, RE fosters a deep respect and understanding of a range of religions and beliefs. The curriculum is carefully planned to be relevant and reflect the diverse community. It is well-resourced and has a high profile. Leaders have significant professional knowledge and expertise that ensure a robust curriculum. Within the primary phase the curriculum is strong and challenging. Approaches to learning include using drama and discussion to explore Bible stories. Pupils critically engage with RE from a young age. The curriculum for older pupils prioritises deep knowledge acquisition, mastering key concepts and debating complex ideas. Opportunities for personal reflection are a valued part of learning. Pupils are entered for GCSE and A-level public exams as part of the curriculum provision. However, the Core RE arrangements at Key Stage 5 are more limited, with fewer engaging opportunities provided.

There is a high-quality approach to teaching and learning. At the secondary phase, students have a clear understanding of their individual learning journey and are confident in their progress. Assessment and feedback is used effectively to inform teaching and learning, ensuring that pupils achieve well. This helps pupils to improve and develop confidence. Pupils are confident in their learning of RE, willingly sharing and discussing their views.

## Information

Address	Kingsman Street, Woolwich, London, Greater London SE18 5PW.		
Date	23 and 24 March 2026	URN	100171
Type of school	Voluntary aided	No. of pupils	1608
Diocese	Southwark		
Federation	Koinonia Federation		
Co-Executive Headteachers	Claire Harrison and Victoria Wainwright		
Co-Principals Secondary Phase	Jason Benn and Marvin Riley		
Primary Headteacher	Diane Savva-Brown		
Co-Chairs of Governors	Judith Eastaugh and Patrick Elliott		