

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Cray Church of England Primary School

Vision

We nurture compassionate hearts. We inspire children to act justly, forgive mistakes, and extend love to all. We strive for all children to grow in their potential. Guided by honesty and generosity, we learn to walk humbly, building a world where fairness, equity and mercy prevail.

Act justly, love mercy, walk humbly (Micah 6:8)

St Paul's Cray Church of England Primary 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.

Strengths

- School leaders and governors make decisions guided by St Paul's Cray's Christian vision. These actions result in a positive impact upon pupils' learning and flourishing.
- Shaped by the school vision, the curriculum and extra-curricular activities enable the school community to flourish. Pupils are seen as individuals. Those who have special educational needs and/or disabilities (SEND) are well served by adults who know them and their unique needs. This helps pupils to feel safe and ready to learn.
- Effective pastoral care and a strong focus on wellbeing creates a culture of belonging and inclusion in this school community. As a result, people are treated well and pupils and adults flourish.
- Servant-hearted leaders embody justice, mercy and humility. They persist in ensuring that a dignifying and equitable culture is provided for members of the school community.
- Strong partnerships exist between the school, Amadeus Primary Academies Trust and the local community. This shared priority is driven by a collective love and a desire for justice for all. As a result, these relationships and connections enhance the life of the school community and the positive impact of the Christian vision.

Development Points

- Embed a systematic and rigorous process of monitoring and evaluation by governors for religious education (RE) and collective worship. This is to support the growth and development of these areas across the school.
- Build on the current practice in RE to include learning about the lived experiences of religious traditions around the world. This is to provide pupils with opportunities to learn about the diversity that is present within religious and non-religious worldviews and make learning more meaningful, relatable and accurate.
- Deepen the understanding of spirituality among staff, pupils and governors, developing a shared language and enriching planned opportunities within the curriculum. This is to enable a consistent and cohesive approach to spiritual development.



Inspection Findings

St Paul's Cray is an aspirational and inclusive school where leaders believe anything is possible. Staff have an ambitious and relentless commitment to the championing of their pupils. Leaders know and understand the needs of pupils and adults well. This, along with the vision, drives policy and procedures, resulting in a powerful sense of belonging and inclusivity. Pupils, staff and governors are inspired by the story of the 'Good Samaritan'. This enables the community to feel cared for and supported and then inspired to behave towards others in the same way. 'Act justly, love mercy, walk humbly' is a shared pursuit and a living reality in school. Pupils feel pride in being awarded a 'living the vision award.' This recognises times when pupils have stood up for what is right, helped one another and 'walked together as equals'. As a result, pupils make a positive contribution and make a difference in the world. Governors have a secure understanding of the Christian vision and use this as the basis for decision-making. The vision of the school and of Amadeus Primary Academies Trust align and complement each other, ensuring an effective partnership. There are numerous opportunities to work together across the trust. Professional development from within the trust empowers staff in their roles.

The day at St Paul's Cray begins with uplifting and inclusive worship, bringing the whole community together. Leaders ensure that pupils and adults feel welcome and comfortable in worship. There is a daily pattern that gives a sense of routine, security and familiarity. Inspiring messages are shared, and both pupils and staff value the time spent listening, discussing, thinking and singing. Pupils appreciate how worship helps them with their learning and behaviour, both inside and outside of school. Staff regularly lead worship. They share the messages and themes with pupils throughout the day. Local clergy support the worshipping life of the school on a weekly basis, alongside another local Christian organisation. Pupils, therefore, benefit from and enjoy different styles of Anglican worship during the week. Opportunities continue into the school day, with classrooms and corridors providing spaces for reflection. Governors have some information about collective worship, but monitoring and evaluation is not firmly established to fully support spiritual flourishing in school.

Shaped by the school vision, the curriculum has been designed to respond to and meet the needs of the school community. The curriculum intent is derived from the Christian vision, aiming to open pupils' eyes to a world of opportunity. This is reflected in the range of extracurricular activities and carefully planned trips on offer. Carefully selected texts reflect the school's commitment to diversity, featuring inspirational characters from various backgrounds, including various lifestyles, races, religions, and cultures. As a result, pupils are gaining an appreciation of lives different from their own and their life experiences are widened. Staff have recently begun developing their understanding of spiritual development. Pupils and staff speak positively about the recent 'Spirituality Day.' Spiritual moments are woven into everyday experiences, making the most of awe and wonder as they arise. However, this has not been developed into a coherent understanding of spirituality across the life of the school.

RE has a high status in the school and is valued by staff and pupils alike. The carefully planned RE curriculum is appropriately sequenced and balanced. Big questions encourage pupils to think deeply and reflect. Working alongside leaders, staff are fully supported in their teaching. This partnership generates inspiring lessons, sparking pupils' enthusiasm and enjoyment in discussion. As a result, they actively listen to one another, recognising the classroom as a safe space for expressing ideas and thoughts. Pupils study a wide range of religions and worldviews, recognising both shared values and differences. However, they have not studied the diverse practice of religious and non-religious worldviews. This means they are not aware of how religion and belief impact the lives of people



around the world. Difference is celebrated and pupils are effectively supported to disagree well and learn from each other. Pupils confidently recall knowledge gleaned from lessons using accurate religious vocabulary. Leaders and governors have some information about RE, but monitoring is not sufficiently robust to fully support its ongoing development.

Leaders and staff embody the vision through their daily interactions, showing care and compassion to the community. The school has a deep understanding of the needs of pupils and families. Staff collaborate with a shared purpose to achieve the best outcomes for pupils. Pupils seek out trusted adults who listen to them and help them. Consequently, St Paul's Cray is a place where 'everyone is safe' and is 'treated equally.' Parents value the support and care that the school provides, especially in challenging times. As a result, there are strong relationships built on trust and openness across the school community and people flourish. Staff in the school feel supported and valued. Leaders prioritise staff professional development. This enables them to deepen subject knowledge, develop practice further and progress in their career. The mental health of staff and pupils is a high priority. Pupils effectively manage their feelings and emotions using the 'zones of regulation'. This fosters a calm atmosphere in classrooms and throughout the school.

The school's Christian vision inspires the community into action through standing up for what is right. Pupils and staff recognise that helping others involves practical actions, not just raising money. Leaders prioritise an open dialogue between pupils and staff. As a result, pupils are involved and fully consulted when decisions are being made. During Harvest, they had the opportunity to learn about, reflect on and give towards the work of the local Foodbank. Pupils were inspired to act and installed a food donation bin in school to donate items all year round. Leaders and governors establish extensive partnerships that enhance the life of the school. For example, the partnerships with 'Brighter Beginnings' and the 'Hygiene Bank' have provided families with practical support in difficult times. Pupils embrace leadership roles, such as being 'school ambassadors' and members of the 'collective worship committee.' The Junior Travel Ambassadors (JTA) scheme enables pupils to take the lead in promoting safe, active and independent travel within the school community. Pupils wear their JTA badges with pride, embracing the responsibility of promoting safety among their peers.

Information

Address	7 Buttermere Road, Orpington, BR5 3WD		
Date	25 March 2025	URN	146842
Type of school	Academy (formerly VC)	No. of pupils	205
Diocese	Rochester		
MAT	Amadeus Primary Academies Trust		
Headteacher	Elizabeth Bennett		
Chair of Governors	Sian Roffe		
CEO	Peter Rhodes		
Chair of Trustees	Andrew McGuire		
Inspector	Natalie Ralph		