

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Archbishop Tenison's Church of England High School

Vision

Our vision is rooted in 1 Corinthians 13:13, 'these three remain: faith, hope and love'. This links to our vision for education where pupils grow up 'in every way...into Christ', where every pupil makes a vital contribution to the whole (Ephesians 4:14-16). These are embodied in our motto 'Tenaciter – Academic excellence for each person as part of a Christian community'.

Archbishop Tenison's Church of England High 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

- The biblically rooted vision is the bedrock upon which this Church school has grown. Leaders evaluate its Christian distinctiveness effectively and make bold strategic decisions that enable pupils to flourish academically and personally.
- Prayer and worship are the heartbeat of the school and are a hallmark of its distinctiveness. Rich opportunities for varied and spontaneous times of prayer and worship abound. Consequently, pupils and adults grow spiritually as they explore Bible stories and embrace the value of stillness and reflection for themselves.
- A sense of hope and belonging is carefully developed which is driven by expansive and effective chaplaincy and pastoral provision. Its impact is profound. Pupils are treasured and their unique worth embraced by adults who model the love of God through their caring and nurturing actions.
- Academic support given by adults breaks down barriers to learning for pupils, including those who have special educational needs and/or disabilities (SEND) and those who are vulnerable. Consequently, pupils thrive as they seek to pursue their unique gifts and talents.
- Leaders' extensive support for staff ensures that they feel highly valued and well cared for. As a result, they flourish professionally and personally.

Development Points

- Embed the shared understanding of spirituality. This is so that pupils can experience rich opportunities for spiritual development within the curriculum as well as through collective worship.
- Refine the Year 9 religious education (RE) curriculum. This is so that pupils have opportunities to apply their knowledge of a range of religions and worldviews beyond Christianity.



Inspection Findings

Vision and Leadership

The vision, rooted in biblical teaching, is foundational to the success of this flourishing secondary school. Leaders carefully harness the school's 300-year-old history and purpose to shape its ongoing strategic direction. They are single-minded in ensuring that the school's Christian foundation remains relevant to its context today. The focus upon a Christian understanding of 'faith, hope and love' underpins its distinctiveness as a Church school. These virtues continue to shape the school's community and the lives of the pupils it serves, including those who have SEND and/or are vulnerable. Leaders evaluate the impact of the vision extremely effectively and make bold strategic decisions as a result. For example, to expand the school to offer more opportunities for those families who wish to attend a secondary school with a specifically Christian ethos. Alongside a strong focus on building academic success, leaders place significant emphasis on pupils equally growing in their character, using Jesus as the example. Consequently, pupils have hope for their future and actively care for those around them.

Vision and Curriculum

The vision is lived out as pupils strive for excellence in their learning and through the wider opportunities that the school offers. To support pupils to learn, leaders have created well used quiet study spaces within the Sixth Form area and a new library resource. Additionally, adults inspire curiosity through engaging methods of teaching and highly valued resources. They skilfully modify approaches for pupils, including those who have SEND and those who are disadvantaged. Teachers support pupils well and careful attention is given to those who find learning more challenging. Through a wide range of sensitively designed programmes, staff expertly design activities that help pupils to develop as tenacious learners. For example, through the provision of homework clubs, smaller learning spaces and targeted groups to support literacy and numeracy. Consequently, learning potential is carefully cultivated. The school offers a broad extra-curricular programme including sports, performing and expressive arts as well as visits. These are instrumental in enabling pupils to pursue their God-given talents. Furthermore, the school has recently refined its shared understanding of spiritual development. Some curriculum areas, such as English, are beginning to embed opportunities for spiritual discovery within their lessons. However, this is at an early stage of implementation within other subject areas. As a result, this limits the way that the curriculum extends pupils' spiritual development.

Worship and Spirituality

Exuberant and vibrant daily times of togetherness are an integral part of collective worship at Archbishop Tenison's. These times are greatly valued by pupils and staff who enthusiastically lead worship. Strong partnerships with a variety of local churches enable pupils to encounter broad and diverse styles of worship. The school's worship band leads joyful and uplifting times of singing. As a result, pupils and adults value this time which enriches their spiritual development. Worship is carefully planned and coordinated by the Chaplaincy team. They creatively develop highly effective resources that are relevant to the lives of adults and pupils. Prayer and times of reflection are the heartbeat of the school. Outside of the daily planned times of worship, pupils have opportunities to pray at the start of each lesson. Furthermore, pupils in the Sixth Form offer opportunities to gather each week for prayer, and well as before exams. Many pupils consider this important to their own personal strength and wellness. Consequently, both pupils and adults spiritually flourish through dedicated time to explore Jesus' teachings and through open opportunities to respond. Pupils point to these times of worship as pivotal to their own character development. They value them as a central feature of the school's daily life.

Religious Education

RE is valued and is prioritised by leaders. With effective support from the diocese, the RE curriculum has been overhauled to enhance its relevance to pupils. Therefore, they now explore in greater depth the differing ways in which people think about, and practise, their beliefs. The curriculum is planned effectively to develop pupils' critical writing skills as they progress through the school. Consequently, they are enthusiastic about their



learning and demonstrate strong subject-specific vocabulary. They point to RE as fundamental in developing their understanding towards those of different faiths and worldviews. As a result, pupils feel well prepared for life in a multi-cultural society. Almost all pupils study for the full GCSE qualification, following the foundation that is built in Key Stage 3. In the Sixth Form, they value the opportunity to study A level philosophy and ethics. Leaders have thought successfully about the core RE provision for those not studying the A level. Building on relevant religious and ethical themes, Sixth Form pupils explore healthy debate around difficult topics such as assisted dying. The curriculum enables pupils to develop a deepening understanding of different faiths, particularly Christianity. However, in Year 9, pupils' knowledge of a range of religions and worldviews is less secure. This is because, beyond the study of Christianity, there are fewer opportunities for pupils to explore and apply their prior learning from Years 7 and 8.

The quality of teaching of RE is strong. Teachers deliver high-quality learning focused on answering big questions, such as 'what is morality?' Pupils benefit from engaging activities, which support them to remember what they have learnt. Consequently, they make strong progress in their learning. At GCSE and A level, teachers skilfully use assessment and feedback to ensure that misconceptions are picked up quickly and addressed. Therefore, pupils achieve well in external examinations.

Vision, Justice and Responsibility

The Christian vision drives a culture of service towards others where pupils can make a 'vital contribution to the whole'. Guided by the vision, leaders meaningfully plan opportunities to develop pupils' understanding of personal and community responsibility. Sixth Form ambassadors demonstrate strong leadership skills as they inspire pupils in lower year groups to make positive changes. For example, to help younger pupils to settle, they actively support those in Year 7 to become proactive anti-bullying ambassadors. Equally, to tackle loneliness, older pupils mentor younger peers and are a source of support at social times. Within the taught curriculum, well-chosen topics enable pupils to grow as caring community members. For instance, within A level business studies lessons they explore unethical exploitation within industries. More widely, pupils are empowered to take proactive action against the causes of injustice. For example, they tackle food poverty by supporting and distributing food at the local food bank. Additionally, pupil leaders advocate for causes that are important to them. Learning about injustice in the treatment of women motivated them to design a bake sale to raise awareness about this. The vision and associated values help pupils to understand the link between faith and action. Consequently, they value the importance of showing responsibility towards each other and serving their local communities.

Vision and School Culture

Inspired by the message of hope in the Bible, leaders carefully craft a culture centred upon their understanding of God's love for all. It is a core feature of the transition programme taught in Year 7. This helps pupils to understand what belonging and community mean at Archbishop Tenison's. Weekly pastoral studies lessons, alongside relevant collective worship themes, devote time to exploring and applying teachings from the Bible. This enables pupils to consider how they might play their own unique part in building this inclusive and caring community. Chaplaincy and pastoral support for pupils and families is extensive. They are extremely proactive in developing wide-ranging nurture groups to support individuals and groups of pupils. For example, the welfare hub is a highly effective source of comfort. Driven by the Christian vision, the school provides greatly valued support to those facing challenging circumstances. Adults prize pupils' unique worth and cherish those within their care, including the most vulnerable. Equally, adults appreciate the care they are shown by leaders personally and in their roles. They additionally welcome the spiritual support given through daily prayers and encouragement. Furthermore, through extensive training opportunities, adults grow in confidence as they develop professionally. Consequently, staff are highly valued and well cared for.

Information

Address	34 Selbourne Road, Croydon, Surrey CR0 5JQ		
Date	27-28 April 2026	URN	101811
Type of school	Voluntary aided	No. of pupils	839
Diocese	Southwark		
Headteacher	Richard Parrish		
Chair of Governors	Eileen Chapman		
Inspector	Sadie Batstone		