

Stepney All Saints Church of England Secondary School

Address: Stepney Way, Stepney, London, E1 0RH

Unique reference number (URN): 100977

Inspection report: 10 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Achievement

Exceptional ●

Pupils learn the curriculum very successfully and achieve highly across a very wide range of subjects. Work in books shows that pupils have secured a deep and connected knowledge and understanding of important ideas across the curriculum over time. Pupils with special educational needs and/or disabilities and those that face other barriers to their learning achieve very well. Pupils demonstrate real confidence in recalling and applying their learning in different and more complex contexts. Pupils readily secure the foundations of knowledge they need. Their examination results are consistently far above national averages. Disadvantaged pupils' progress to the end of Year 11 often exceeds the average for all pupils in the country. This means that pupils finish key stage 4 exceptionally well prepared for future learning.

Students in the sixth form achieve well. A very high proportion of students successfully gain places on competitive degree courses at university. Their work shows detailed knowledge. Students are, therefore, very well prepared for the next stage of education, training or employment. Leaders' actions have a transformational impact in giving pupils the knowledge and skills they need to succeed in life.

Attendance and behaviour

Exceptional ●

Pupils' rates of attendance, including pupils with special educational needs and/or disabilities and those who face other barriers to their learning, are exceedingly high. Leaders have created an ethos, where attendance is seen as everyone's responsibility. Leaders analyse patterns closely, act quickly when concerns arise and work closely with families. Pupils understand the importance of attending every day. Very few pupils are persistently absent. Those who struggle receive thoughtful, targeted support.

Across the school, pupils behave extremely well. Classrooms are calm. Pupils focus on learning and show respect to staff and to each other. They move around the school sensibly. They listen carefully and take great pride in their work. Lessons are not disrupted. This is because systems and routines are highly effective, consistently applied and well understood by pupils. Pupils are confident to speak in class, explaining their ideas and justifying their opinions, because they know adults and their peers support them. Relationships across the school are warm and positive. Older pupils set an excellent example for younger pupils. Behaviour in assemblies and social times is equally orderly and respectful.

Pupils feel safe. They say bullying is rare and trust staff to deal with any concerns quickly. Leaders take a proactive approach. They use clear systems, strong follow up and restorative approaches. Pupils know who to go to if they need help. They behave with maturity and show high levels of respect for each other. The school's approach creates a culture where pupils flourish. Leaders' actions have a clear and sustained impact on pupils' experience of school.

Inclusion

Exceptional 

This is a highly inclusive school, where decisions are consistently made with the needs of pupils in mind. Inclusion is at the heart of the school's work. Leaders understand the often multiple and complex barriers that pupils face to their learning. They act swiftly to remove them. Staff are adept at identifying needs accurately and quickly through careful monitoring and highly effective collaboration with pastoral teams. External support and advice is used extremely well and ensures pupils get the specialist help they need at the right time.

Leaders have very high expectations for all pupils, including those with special educational needs and/or disabilities and those who face other disadvantages. Staff do not lower expectations for any pupils. They adapt lessons so that every pupil can access the highly ambitious curriculum successfully. Leaders check with precision the quality of support, and adjust strategies swiftly to maximise their impact. The school uses a robust process to understand each pupil's needs. Staff actively listen to the views of pupils and their parents and carers. They use this information to tailor support.

Leaders use additional funding strategically. They monitor support carefully and track how well pupils take part in enrichment and interventions. Disadvantaged pupils attend well, participate fully in the full life of the school and are enabled to achieve highly from their individual starting points. Alternative provision is commissioned appropriately and only ever used when it is in the pupil's best interests. Leaders' inclusive practices have a sustained and significant impact on pupils' daily experiences and their long-term success.

Leadership and governance

Exceptional 

Leaders have set a clear strategic direction and vision that is shared by all staff. Leaders at all levels, including members of the governing body, fulfil their statutory duties extremely effectively. They act quickly when improvements are needed. Their decisions are thoughtful and based on robust evidence. As a result, the quality of the school's provision is exceptionally high. Leaders have high ambition for every pupil, including those who face considerable challenges in their lives. Leaders make certain that staff share these high expectations. Leaders monitor teaching closely and provide regular, targeted training and coaching. They guide and support staff to continually refine their practice.

Leaders oversee a comprehensive and well-designed pupil premium strategy. They track the impact of support with precision. Leaders' work to improve standards of behaviour and attendance has transformed pupils' experiences at school. They analyse information in detail, respond early and support pupils and families well. Attendance is very high, and behaviour is exemplary across the school. These continued high standards reflect leaders' deep understanding of their pupils and their community.

Staff at all levels are valued. Workload pressures and wellbeing are considered very carefully by leaders. There is a extensive programme of professional learning in place that closely aligns to the school's priorities and the needs of staff. Governors and senior leaders work together with clarity of purpose. Leaders use evidence and careful analysis to refine their work. They collaborate with others and share their work through engagement in local

and national networks. Their actions have a sustained and transformative impact on pupils' education, wellbeing and long-term success.

Personal development and wellbeing

Exceptional 

Pupils' personal development is a significant strength of Stepney All Saints. The school provides an ambitious and well-structured programme that helps pupils grow into highly confident, respectful and resilient young people. The programme builds pupils' knowledge step by step as they move through each year. It is taught by trained staff, who understand the needs of the community. Pupils learn about healthy relationships, equality, cultural differences and respectful behaviour. They discuss topics, such as racism, misogyny and democracy with knowledge, understanding and high levels of maturity. They learn how to stay safe, including online. Pupils say the programme helps them understand the world and how to make sensible choices.

The school offers an impressive range of enrichment. Clubs include music, sports, the steel band, podcast creation and martial arts. All pupils benefit from a rich programme of trips, including residential visits and international opportunities that underpin and further enhance the ambitious curriculum. Leaders track involvement carefully. They make sure disadvantaged pupils and those with special educational needs and/or disabilities benefit fully from the extensive range of opportunities the school offers.

Careers education is of exceptional quality. Pupils and sixth-form students learn about future study and employment through workshops, mentoring, university visits and work experience. Students rightly describe visits to banks, law firms and science, technology, engineering and mathematics organisations as 'inspiring'. Pupils with additional needs receive tailored placements. This ensures they are equally well prepared to make decisions about their future.

Pastoral support is thoughtful and effective. Staff know pupils well. They notice when pupils need help and act early. Leaders work with external professionals, such as counsellors and therapists, to provide specialist support. Pupils say they feel safe and supported. They trust adults to respond with care. Pupils thrive at Stepney All Saints. They feel that they belong. They develop resilience, confidence and strong social skills. They become active citizens, who think about others. The school prepares them exceptionally well for the next stage of their lives.

Strong standard

Curriculum and teaching

Strong standard 

Leaders have put in place a broad and ambitious curriculum. They check its quality often and make thoughtful changes when needed. Staff have a clear understanding of what pupils should learn at each stage. Teachers support pupils to build knowledge step by step. The curriculum is consistently taught well across subjects. Teachers explain new ideas clearly and break down difficult concepts. They check pupils' understanding often. Teachers use

questioning well to spot gaps and help pupils correct mistakes straight away. Pupils have many chances to practise new learning, so they remember important knowledge.

Reading is a priority. Pupils read every day. Staff quickly identify pupils who struggle and give them targeted help. The phonics programme supports pupils who need it. Teachers adapt lessons effectively so that pupils with special educational needs and/or disabilities benefit from the same curriculum as their peers. Teachers use modelling, repetition and clear vocabulary in their teaching to help pupils understand key ideas. Additional support is well matched to pupils' needs. Leaders check this support regularly and refine it when necessary. Teachers know their subjects well. They share successful approaches across the school. Leaders provide regular training, and staff value this. As a result, teaching is consistent, purposeful and effective.

Post 16 provision

Strong standard 

The sixth form offers a broad and ambitious range of subjects, including academic and vocational pathways. Leaders make sure the curriculum meets students' needs and prepares them well for their next steps. They check the quality of teaching often and act quickly when improvements are needed. Teaching in the sixth form is consistently strong. Teachers know their subjects well. They explain new ideas clearly and check students' understanding often. They adapt lessons when students need extra help. Students say teachers support them well and expect them to work hard. They also say they enjoy their courses and feel challenged. Staff help students build the knowledge and confidence they need to succeed.

Students benefit from an impressive range of wider experiences. They take part in university visits, academic masterclasses, work experience and volunteering. Programmes such as 'SASS Champions' and 'SASS Futures' help students explore careers in a diverse range of fields. Leaders track these opportunities closely and make sure disadvantaged students and those with special educational needs and/or disabilities take part fully. Students receive clear advice about university, apprenticeships and employment. Staff help them with applications and interviews. As a result, students move on to high-quality destinations. Students leave the school confident, skilled and ready for their future.

What it's like to be a pupil at this school

Pupils feel very well cared for and safe at Stepney All Saints. They know staff will listen to them and act quickly when they need help. Pupils understand how to report worries, including bullying, and they know staff will take these issues seriously. Pupils behave extremely well. Pupils focus, respond quickly to teachers and work hard. They move around the school sensibly and consistently show kindness and respect for each other. Pupils attend school regularly and understand why good attendance matters.

Pupils enjoy learning. They take pride in their work and want to do well. Pupils feel confident to share their ideas because classrooms feel secure and welcoming. Teachers explain new ideas clearly and help pupils understand difficult concepts. Pupils say they enjoy lessons and like the challenge they receive. Reading has a high profile. Pupils read often and talk

positively about the books they have enjoyed. Those who need extra help receive highly effective support to improve. Pupils achieve exceptionally well across the range of subjects. They produce high-quality work. Pupils with special educational needs and/or disabilities achieve well because teachers know their needs and adapt lessons carefully. Disadvantaged pupils achieve well because leaders provide the right support at the right time.

Pupils feel that they belong. They describe the school as a 'family'. They value the warm relationships they have with staff and with each other. Pupils understand and celebrate difference. They feel respected and included in all areas of school life. There are an impressive range of wider opportunities from which pupils benefit. They take part in clubs, such as fencing, taekwondo, the steel band and science activities. Many join trips, including residential visits and international travel. Older pupils value inspiring careers events, mentoring and work experience. These enable pupils to grow into confident, thoughtful young people, who are ready for the next stage of their education.

Next steps

- Leaders should continue the school's focus on ensuring exceptionally high standards in teaching are sustained across all areas of the curriculum.
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About this inspection

The chair of the board of governors in this school is Ruth Bujack.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, staff and pupils during the inspection. They also held discussions with representatives of the governing body, the local authority and the Diocese of London.

Inspectors considered the responses of parents to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online staff questionnaire.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

Stepney All Saints is a voluntary aided Church of England school. The school had its most recent section 48 inspection in May 2018.

The school makes use of 2 alternative provisions, one of which is unregistered.

Headteacher: Benjamin Siaw

Lead inspector:

Robert Grice, His Majesty's Inspector

Team inspectors:

Katerina Christodoulou, Ofsted Inspector

Shaun Dodds, Ofsted Inspector

JAN Shadick, Ofsted Inspector

Piers Saunders, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 10 February 2026

School and pupil context

Total pupils

1,373

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,540

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

52.29%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

6.55%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

6.05%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	60.0%	45.4%	Above
2023/24 (final)	65.4%	45.9%	Above
2022/23 (final)	69.6%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	53.6	46.0	Above
2023/24 (final)	58.1	45.9	Above
2022/23 (final)	57.7	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.77	-0.03	Above
2022/23 (final)	0.74	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	55.0%	25.8%	Above
2023/24 (final)	66.3%	25.8%	Above
2022/23 (final)	66.1%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	51.7	34.9	Above
2023/24 (final)	57.3	34.6	Above
2022/23 (final)	56.7	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.81	-0.57	Above
2022/23 (final)	0.62	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	55.0%	53.1%	1.9 pp
2023/24 (final)	66.3%	53.1%	13.2 pp
2022/23 (final)	66.1%	52.4%	13.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	51.7	50.4	1.3
2023/24 (final)	57.3	50.0	7.3
2022/23 (final)	56.7	50.3	6.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.81	0.16	0.65
2022/23 (final)	0.62	0.17	0.46

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	96%	91%	Above
2022 leavers (revised)	95%	93%	Average
2021 leavers (revised)	97%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	35.44	34.99	Close to average
2023/24 (final)	35.35	34.38	Close to average
2022/23 (final)	34.16	34.16	Close to average

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.1	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.3%	8.1%	Below
2023/24 (3 term)	3.8%	8.9%	Below
2022/23 (3 term)	5.4%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.2%	21.9%	Below
2023/24 (3 term)	6.3%	25.6%	Below
2022/23 (3 term)	13.2%	26.5%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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