

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

### St Peter's Church of England Primary School

Chippenham Mews, Paddington, London, W9 2AN

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Good
Local authority	Westminster
Date/s of inspection	10 November 2016
Date of last inspection	September 2011
Type of school and unique reference number	Voluntary Aided 101139
Headteacher	Samanda Adcock
Inspector's name and number	John Viner (NS144)

#### School context

St Peter's is a smaller than average church school located in the heart of Paddington and serving the parish of St Peter's Paddington. Its 155 pupils reflect the rich diversity of the area. A much higher than average proportion of pupils are eligible for free school meals or additional government funding. The proportion of pupils with special educational needs is slightly higher than average. Over half the pupils are from a Christian heritage and over a third are Muslim. Around a third of pupils attend church. Pupils make good progress, often from low starting points, and standards at the end of Key Stage 2 are above the national and borough averages. Ofsted judged the school to be good in 2014.

#### The distinctiveness and effectiveness of St Peter's as a Church of England school are outstanding

- Christian values underpin the school, are embedded in its life and evident in every aspect of its work.
- The school's Christian ethos unites adults and learners in a harmonious learning community where spirituality is developed and faith is nurtured.
- Collective worship affirms all who attend, regardless of faith, and provides the basis for a developing understanding of the purpose of prayer and reflection in pupils' spiritual development.
- The headteacher and governors share and articulate an ambitious Christian vision for the school that is recognised, understood and valued by pupils and their parents.
- The close involvement of the parish priest in the life of the school unites church and school in the Christian services of the whole community, regardless of faith or belief.

#### Areas to improve

- Further deepen the opportunities for pupils' personal and private prayer and reflection so that they can commit their deepest thoughts to God with confidence and trust.
- Ensure that RE lessons always match pupils' cognitive development so that their thinking is deepened and their understanding challenged, in whatever year they are based.
- Extend the way in which RE is assessed so that teachers have a clearer understanding of the way that pupils learn from religion as well as about it, in order to deepen their understanding of faith.

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The school explains its ethos in the words, 'invite, include, imagine, inspire': words which are drawn from the example of Jesus and define the work and mission of the school. These aims are supported by specific Christian values that the school promotes through focusing on one core value each half-term. These Christian values and the ethos of the school are thoroughly embedded so that they are evident in every aspect of its work. They are recognised and articulated by all stakeholders who know that they underpin a school where pupils are safe, valued and special. As a result, all pupils, including the most vulnerable make good progress, whatever their starting points. The attractive murals in the hall are an excellent visual representation of the school's ethos and values that help pupils to understand their purpose. The school's Christian ethos has a positive impact on pupils' personal and academic development so they are keen to come to school, work hard and demonstrate excellent behaviour and conduct. They make good progress, often from low starting points, and achieve standards that, by the end of Key Stage 2, are above national expectations. The school's distinctively Christian character is evident in the secure, trusting relationships between and among adults and pupils, which make this a harmonious learning community characterised by mutual respect and care. This is a very diverse school where pupils come from a range of backgrounds and faiths and the school carefully manages and celebrates difference so that pupils develop positive attitudes of tolerance and understanding. They understand that the Christian values they learn are also shared human values, with a relevance to each of their lives. Because of this, their spiritual, moral, social and cultural development is promoted very effectively. As a result, they develop a mature understanding of spirituality and a deep awareness of the things that bind them, however diverse their background. Pupils are excited by Religious Education (RE) because they understand the importance of faith and belief and enjoy learning about them. They have a secure understanding that Christianity is a world faith in the context of the diversity of faith around them and so appreciate that RE is an important aspect of the school's Christian character.

### **The impact of collective worship on the school community is outstanding**

Collective worship lies at the heart of the school. Taking place at the end of each afternoon, it marks a day lived by faith and focused on Christian values. Worship is uncompromisingly Christian but set in the context of respect for other traditions. Because of this, it engages the whole school community so that all who attend, adults and pupils, regardless of personal faith, are affirmed by it and often find in worship inspiration to demonstrate care and compassion to others. Pupils of all faiths come to worship positively. They behave reverently, listen attentively and sing enthusiastically. They enjoy the many opportunities afforded to contribute to worship in some way, for example through helping with the organisation, reading, praying and when they can engage in role-play. Since the last inspection the school has sought to broaden the involvement of pupils in planning and evaluating worship so that they have a stake in it and can contribute to planned improvement. Worship is carefully planned around themes drawn largely from the Church's year and the school's values, while the involvement of a range of leaders helps to keep it fresh and interesting. Pupils and parents speak particularly warmly of the regular involvement of the parish priest in leading worship. Worship is Trinitarian and biblical, rooted in the person and character of Jesus. Through it, pupils understand that Christians regard God as Father, Son and Holy Spirit. Through the liturgical lighting of a candle to signal the start of worship, the use of Anglican prayers and visits to the Parish Church, pupils develop an excellent appreciation and experience of Anglican tradition and practice. Recently, the school has introduced class-based prayer circles as part of collective worship. This focus on becoming a praying community is helping pupils to develop their spiritual personality, understand the nature and purpose of prayer and deepen their personal faith. There are many opportunities for pupils to reflect, write and share their own prayers for use in class or in worship although the opportunities to encourage them to commit deep personal concerns to prayer in school are still limited.

### **The effectiveness of the religious education is good**

RE has a high profile in the school and pupils universally appreciate that it is an important part of the school's Christian distinctiveness. The majority of pupils make good progress in RE and secure good standards, often from low starting points so that, by the time they leave the school, most pupils are working at national expectations. Pupils enjoy RE, look forward to their lessons and say that teachers make learning fun. Because they appreciate the diversity of their community they especially enjoy learning about other faiths. There has recently been significant turbulence in staffing and so many teachers are new to the school. Consequently, the school has put significant time

and resources into equipping them to teach RE effectively. However, teaching in RE is not always at a level that is appropriate to pupils' cognitive development so that, for some pupils the conceptual demands are above them and, for others, their thinking is not deepened and challenged enough. This limits both pupils' responses and teachers' understanding of their progress. The RE programme of study has changed and the recently introduced new curriculum is not yet fully embedded. Nevertheless, pupils develop a secure understanding of the key aspects of Christianity and a broad appreciation of other world faiths. The curriculum is enriched by a range of visitors and through visits to places of worship. This contributes very well to the school's overall promotion of pupils' spiritual, moral, social and cultural development. Since the last inspection, assessment systems have been strengthened and continue to be developing well. Assessment is being well-developed but is not yet secure enough for teachers or pupils to have a clear understanding of how well pupils learn from, as well as about religion. This is, in part, a consequence of the excellent work that the school does around Christian values, which produces pupils who are very knowledgeable about the way that learning about religion impacts on their lives and their personal values. Teachers do not always recognise these high starting points in teaching RE. However, the introduction of class RE diaries is helping to record pupils' deeper responses to what they have learnt. RE is well-led by a knowledgeable and committed subject leader who, supported by the headteacher and diocesan advice, is developing her skills of monitoring and evaluation very effectively. She has a clear understanding of the priorities for further improvement and is working successfully to implement them.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The headteacher, key staff and governors share and articulate an ambitious Christian vision for the school that is leading to sustained improvement in all aspects of its operation. The recent work they have undertaken in identifying and embedding the Christian values they promote has significantly strengthened the school's Christian character. Leaders and governors have an excellent appreciation of the strengths and weaknesses of the school. They have effective systems for keeping its Christian distinctiveness under review and ensure that they involve all stakeholders in this evaluation. They are sensitive to the diversity of their pupils and ensure that this is recognised in the way that they secure the school's strong Christian ethos. Pupils demonstrate compassion in action through their active involvement in charitable works, such as in collecting clothes for refugees and money for cancer relief. Parents have a clear understanding of the school's Christian distinctiveness and articulate the school's values uncompromisingly. They understand and can explain the difference between the ethos words and the school values. They have a clear and explicit appreciation of the school's Christian character. They confirm its impact on the learning and development of their children, the school community and the sense of belonging that is characteristic of their relationship with the school. Leaders and governors have a clear understanding of the school's future leadership needs and know how to address them. They are proud of staff who have gone on to lead in other Church schools. They have carefully secured developments in collective worship and the centrality of prayer and have facilitated the RE training needed by the subject leader and new teachers. In this they are well supported by diocesan officers. This strong leadership ensures that their Christian vision has a positive impact on the lives, welfare and academic achievements of the pupils. The strong and effective partnership with the parish church is of mutual benefit and ensures that they are, together, an effective Christian influence in the diverse community which they serve.

SIAMS report November 2016 St Peter's CE Primary School, Paddington W9 2AN