

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Lady Margaret School, Parsons Green	
Address	Parsons Green, Fulham, SW6 4UN
School vision	
<p>'I have a goodly heritage' (Psalm 16)</p> <p>Our Christian vision frames and shapes each day at Lady Margaret School. It inspires us to help all students to develop as confident, curious, creative and compassionate young people: confident in themselves as made in the image of God, curious about the world God created, creative in their interactions with this world, and compassionate to all.</p> <p>Our 'goodly heritage' is rooted in Christ. The 'boundary lines have fallen to us in pleasant places' because of the gifts and blessings we have from God. Our 'goodly heritage' is given to us through God's grace, lived by us through His love and built for others through our faith.</p>	
School strengths	
<ul style="list-style-type: none"> • The school's Christian vision is transformational. Pupils and adults live out the vision with great ambition and aspiration. • Spiritual development is a genuine priority for the school. Pupils are empowered to reflect on big questions from a rich perspective and flourish spiritually. • Pupils and adults approach collective worship with reverence and deep appreciation. The school's church partnerships, from the rich diversity of Anglican traditions, are life-affirming. • As a result of the vision, pupils have a strong sense of justice and feel responsible for each other. They respond to global issues with great care and concern and lead in an exemplary way. • Religious education (RE) is a flagship subject at the school. The curriculum is rich and develops pupils' religious literacy extremely well. 	
Areas for development	
<ul style="list-style-type: none"> • Through creating further partnerships, extend and share the school's excellent practice in providing an inspirational extra-curricular offer. • Continue to develop the school's meaningful approach to spiritual development so that its impact can be further strengthened. 	
Inspection findings	
<p>The school's transformational Christian vision binds this community together. It is at the root of everything the school does. Leaders at all levels see their role as one of deep service to God as they serve this community. Their commitment in seeing pupils and adults develop their 'goodly heritage' is unwavering. The parable of the mustard seed, which underpins the Christian vision, embodies the school's ethos. The growth of the mustard seed (each individual) helps others (the entire</p>	



community) to flourish. The school is dedicated to ensure each seed is watered and nurtured. No pupil is left behind. Pupils celebrate the history and tradition of their school. They see themselves as part of the goodly heritage of the many successful young women who have historically studied at the school. Pupils are developed holistically, irrespective of their starting point. At the heart of the vision, pupils are encouraged to build their character as a foundation for their success. Pupils of all abilities flourish, including those who are more vulnerable or have special educational needs and disabilities (SEND). The school truly empowers its pupils to be confident, curious, creative and compassionate. They develop independence and encourage pupils to be solution-focused. Pupils actively build their goodly heritage from Key Stage 3 right through to Key Stage 5 and beyond. Adults effectively progress in their career at the school. This is a vision that is truly lived out in all its fullness.

The school's curriculum is a powerful vehicle through which pupils build their goodly heritage. Pupils thoroughly enjoy their learning and are highly independent. They are inquiring, articulate and resilient. Pupils routinely ask and answer big questions which enables their spiritual, social and academic flourishing. Pupils actively engage with the rich and extensive extra-curricular programme the school offers. They are able to pioneer and lead clubs that they have an interest, skill or talent in, as early as KS3. They lead and engage with enrichment opportunities such as Philosophy for Children (P4C), debate clubs and Science, Engineering, Technology and Mathematics (STEM) club. Such clubs develop pupils' critical thinking (P4C) and empower pupils in areas (STEM) where females are under-represented in society. Pupils' passion for learning in and beyond the classroom is ignited and fuelled by a meticulously planned provision. Pupils enjoy trips to Germany, Spain, Paris and throughout the UK. They enjoy special weeks of enrichment activities and see them as investments into their goodly heritage.

Collective worship, which flows from the vision, is central to the flourishing of the school community. During worship, pupils develop exceptionally well spiritually. Pupil worship representatives display mature and assured leadership in this area. Opportunities for reflection and prayer are deep and meaningful and the community genuinely value these. Pupils and adults are affirmed, empowered and challenged through theologically-rich and socially relevant messages and discussions. Music takes a significant role in worship. It is a powerful medium which promotes spirituality and wellbeing. An Evensong project in collaboration with St Paul's Cathedral is a great example of how music enables flourishing. Annually, at St Paul's, the school's choir performs as the professional Chamber Choir there. Through chaplaincy, pastoral care and spiritual development helps the school community to thrive. Partnerships with a number of churches ensure that the Anglican heritage that pupils experience is broad and diverse. Pupils are integral to the planning, leading and evaluation of the collective worship. Collective worship truly embeds the vision and is appreciated by pupils and adults from a range of faiths and worldviews.

The school is a harmonious family where respect, love, care and trust are commonplace. All are confident in their identity as being made in the image of God and therefore thrive in their unique place at the school. Each pupil understands the need to protect each other's goodly heritage through behaving accordingly. As a result, pupils' conduct is exemplary. Flowing from the school's commitment to promoting spiritual development and mental wellbeing, pupils are given meaningful opportunities to reflect on their behaviour. There is a strong culture of recognition and celebration at the school. Teachers reward pupils and go above and beyond to recognise their achievements. Pupils' cultures and backgrounds – and the diverse beauty and uniqueness of the world they live in – are affirmed routinely. Peer mentoring is particularly effective, with older pupils serving as role models to younger pupils. Parents are also treated well and are seen as valued partners in their children's education.

Pupils are passionate advocates for justice. They are taught to articulate their views and are

subsequently confident in sharing their voice. This develops them now and for the future. For examples, pupils as young as Year 8 readily share their experiences of being a Muslim in modern Britain and why tackling homophobia is important. Pupils are empowered by the Model United Nations initiative. This transforms their understanding of global issues and mobilises them as change agents in their school and the wider community. A deep commitment to raising awareness for causes such as cancer research and environmental preservation are independent and genuine. Pupils won the NATRE 'Spirited Arts' competition. Their recent entry was also sent to the Jo Cox Foundation. Pupils' prayer contributions were published as part of the Pieta prayer resource. This was used as part of a London campaign raising awareness of knife and gun crime. Pupil leaders have helped the school ensure the curriculum is inclusive and reflective of the diverse heritages of the school community.

Religious education is a beacon subject inspired by the school's vision. The RE curriculum is creative and engaging. Pupils at all key stages develop a strong understanding of world faiths. They are cogent in discussions and actively encourage each other to share their different beliefs and developing world views. The theological and philosophical themes covered in RE are developed through all key stages. The bespoke 'Beliefs and Values' course at Key Stage 5 is an exceptional offer. This explores belief systems, philosophies and religions from all around the world. It is a dynamic and transformational provision that allows sixth formers to flourish particularly well.

Pupils progress and achieve extremely well in RE. Teachers use questioning effectively to support pupils in deepening their written and verbal responses. Feedback and assessment is effective and informs pupils' next steps in their learning. Outcomes for pupils at each key stage are very impressive.

The inspection findings indicate that Lady Margaret School is living up to its foundation as a Church school and is enabling people to flourish.

Information			
Inspection date	19 October 2023 - 20 October 2023	URN	138607
VC/VA/Academy	Voluntary aided	Pupils on roll	759
Diocese	London		
MAT/Federation			
Headteacher	Elisabeth Stevenson		
Chair	Arabella MacIntyre		
Inspector	Andrew Wignall	No.	2118