

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Clement and St James Church of England Primary School	
Address	Penzance Place, Kensington, London, W11 4PG
School vision	
<p>'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.' (1 Corinthians 13: 4-8a)</p> <p>and,</p> <p>Jesus said, 'Let the children come to me, and do not stop them because the Kingdom of Heaven belongs to such as these.' (Matthew 19: 14)</p>	
School strengths	
<ul style="list-style-type: none"> • The vision statement, expressed through the two biblical references, underpins the strategic and daily life of St Clement and St James School. It is lived out through the school's associated Christian values. Leaders' commitment to pupils and adults gives them the confidence to grow and flourish. • The curriculum is richly developed to meet the needs and aspirations of pupils in this diverse community. Breakfast clubs and an extensive offer of activities enhance support for pupils and their personal development. • Provision for the most vulnerable and pupils with special educational needs and/or disabilities (SEND) is excellent, enabling them to flourish. • Collective worship is inclusive, while reflecting the pattern of the Church year. There is a shared understanding and language of spiritual development. Opportunities for spiritual engagement are well developed across the school. • Staff are well supported and flourish because of excellent professional development. As a consequence, they show great commitment to the school and pupils, bringing consistency and stability, so that all may flourish. 	
Areas for development	
<ul style="list-style-type: none"> • Build on the effective teaching and learning already in place in religious education (RE). Further develop assessment practices to ensure that pupils can explain advanced concepts in writing clearly and succinctly. • Extend pupils' engagement with social action projects, so that they may become agents of change in their community and beyond. 	
Inspection findings	
<p>God's enduring love, set out in 1 Corinthians 13: 4-8a shines at St Clement and St James Primary School (SCSJ). The second biblical reference, 'let the children come to me', ensures a concerted focus on improving pupils' lives. The vision is embraced by adults and pupils alike in this vibrant</p>	

Church school. SCSJ is federated with St Thomas' Church of England Primary School, which shares the same vision. The federation has recently entered into partnership with Princess Frederica Church of England Primary School in Brent. Governors' decisions to federate and partner are borne out of their commitment to ensure that smaller Church schools can flourish. Leaders work strategically across the federation for example, boosting the effectiveness of provision alongside financial efficiency. Leaders, including governors, reference the vision and associated values in monitoring the quality of education and relationships. As a result of this highly effective leadership, staff at SCSJ commit to the 'I'm in' culture of high aspirations and ambition. Pupils flourish because leaders and staff believe that each individual is important to and loved by God. Leaders model this love for the unique value of each pupil, welcoming them individually by name and shaking hands daily.

The curriculum is planned carefully to build pupils' knowledge while deepening their understanding of their diverse lives and neighbourhood. The school's deeply Christian vision informs a long-term project on identity, commencing with 'It's good to be me' week. This provides opportunity to consider what it is to be unique in the sight of a loving God. Exploring how people experience life if they have SEND or a medical condition, develops empathy, echoing Jesus' compassion for strangers. This impacts directly on pupils' consideration for each other. The project's next stage, 'connectedness', builds their awareness of their similarities alongside their diverse religious and cultural backgrounds. They learn to respect each other's differences and viewpoints, so building understanding and friendship. When conflicts arise, staff guide pupils in recognising and managing their emotional responses to situations, to make good choices. As a result, they learn to solve problems for themselves, maintaining their focus on learning, and so flourish. This restorative approach promotes the Christian values of forgiveness and reconciliation.

Leaders are ambitious and determined to extend pupils' understanding of justice and responsibility. Pupil leaders, known as 'luminaries', reflect thoughtfully about the benefits and challenges of the Notting Hill Carnival. To commemorate the Grenfell tragedy, pupils place messages of love and kindness on benches in nearby streets. Feedback from the community demonstrates that such acts of Christian love have a positive impact. Presenting at the 'children's environment parliament' at the town hall inspires the eco-team. This not only has a positive impact on their confidence, it also strengthens their understanding that they can change society. Leaders' commitment to the vision of God's love 'that never fails' empowers pupils in social action activities at school and locally. However, pupils' understanding of and engagement with global issues of justice and responsibility are less developed.

Christian values of love and hope drive the prioritisation of inclusion and wellbeing. Strong partnerships are built with parents to achieve a shared understanding of the uniqueness and value of each individual child. Support for vulnerable pupils is rooted in the vision that love 'always protects, always trusts, always hopes, always perseveres'. Emotional literacy support assistants, an art therapist and other specialists provide tailored support. Pupils welcome spending time with the vicar's 'therapy dog', who visits daily. As a result of this carefully planned provision, pupils feel valued and learn to regulate their feelings and reactions. The family support worker works with parents to boost attendance, and connects them to social or mental health services. Because effective specialist help is provided promptly, parents, as well as their children, are enabled to flourish. With strong support of governors and the parish church, new arrivals, including refugees and asylum seekers, are made welcome. Inspired by a culture of care, pupils show kindness and maturity in their response to these classmates. As a result, new arrivals joining the school feel welcome, valued and are able to settle in quickly. Driven by the vision, leaders secure funding to ensure that everyone can join in breakfast clubs and after-school activities. This provision has a tremendously enriching impact on pupils' lives, raising aspirations alongside assisting families with childcare.

Thoughtfully planned Christian worship celebrates the beliefs, practices and seasons of the Anglican tradition daily. The heartbeat of the school, it encourages all in reflecting individually and collectively. The school's vision, 1 Corinthians 13: 4-8a, is precious to the community, and is set to music and sung daily. Adults and pupils who lead worship, bring the word of God to life through music, drama, the Bible, reflection and prayer. The vicar of St Clement and St James leads seasonal church services. His deep, daily involvement provides spiritual guidance and care, enhancing the close relationship between the parish and the school. Care is taken to share a common understanding and language of spirituality across the school. This extends to prayer tables in classrooms and thoughtful use of outdoor space. The 'Peter Rabbit Garden' offers an intriguing, sensory place for personal spiritual reflection and engagement with nature. 'Edible gardens', funded by 'Trees for Cities' enable pupils to grow vegetables themselves, and reflect on God's harvest. An intentional spiritual offer and transformational worship thus invites and inspires adults and pupils in their personal journeys of faith.

The recently revised RE curriculum is clear, well sequenced and relevant to the school community. It meets statutory and Church of England expectations. Pupils appreciate Christianity as a world religion. They are enthusiastic in their enquiry of world faiths, and discuss challenging questions, while respecting key beliefs. Consequently, RE contributes significantly to the religious and racial harmony that is a strength of this school.

Working across the federation provides additional support for subject leadership, which is effective. Teachers are well-trained and receive clear guidance. The quality of teaching is monitored carefully, with a focus on educational outcomes. As a result, pupils are engaged and keen to achieve well in their lessons. Their recall and understanding of faiths and worldviews is coherent, with their knowledge more secure as they move through the school. However, class work and assessment practices provide limited opportunities for pupils to write in depth. Few express more complex concepts clearly and succinctly in their written work. Nonetheless, through a combination of a challenging curriculum and effective teaching, pupils make good progress in RE. This includes those who have SEND. This is a deeply Christian school where all feel loved and know that they are loved by God.

The inspection findings indicate that St Clement and St James Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	19 October 2023	URN	100495
VC/VA/Academy	Voluntary aided	Pupils on roll	154
Diocese	London		
MAT/Federation			
Head of School	Ellie Dowthwaite		
Chair	Rosalind Sacher		
Inspector	Rachel A Jones	No.	2237