

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

### St Mary and St Pancras CE Primary School

81 Werrington Street London NW1 1QP

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Outstanding
Local authority	London Borough of Camden
Date of inspection	31 January 2017
Date of last inspection	5 January 2012
Type of school and unique reference number	100043
Headteacher	Jules Belton
Inspector's name and number	Gladys Vendy NS 299

#### School context

St Mary and St Pancras is an over-subscribed one form entry school with a nursery unit. The pupil profile reflects the disadvantaged socio-economics of the local community. The proportion of minority ethnic pupils, those who speak English as an additional language and those with special educational needs or disabilities is higher than the national average. The current headteacher was appointed in September 2016 following the resignation of the previous long serving headteacher in December 2015.

#### The distinctiveness and effectiveness of St Mary and St Pancras as a Church of England school are good

- The strong and clear Christian leadership of the headteacher means that the vision and values of the school are clearly articulated, understood and practised by the whole school community which leads to positive relationships between all groups.
- The inclusive nature of the school which sees all children as unique to God, and where their families are equally valued, offers a warm, safe and welcoming learning environment.
- The very good provision of collective worship has a positive impact upon the strong prayer life of the school community.
- The close and active working relationship between the clergy, governors and school help to raise standards in all areas of school life and, particularly, in collective worship and religious education (RE).

#### Areas to improve

- Ensure there is greater consistency in the quality of teaching RE and also in the expectations of standards of work in pupils' RE books and the class floor books.
- Review assessment procedures in RE to ensure that they are used more effectively as a tool to inform future planning and to support pupils' progress.
- Make links with an overseas Christian community in order to extend pupils' understanding of the role of the Christian church beyond their own community.

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

The school's five Christian values weave a thread through the life of the school and firmly shape its distinctive Christian character. The respect and friendship, shown equally to all pupils and their families, means that pupils feel

safe and included in the school's warm and welcoming learning environment. The Christian character of the school encompasses an honest and nurturing environment which offers very good pastoral care by meeting the needs of individuals, sometimes in challenging circumstances. The school is using a number of positive strategies to address the issue of low attendance by a few pupils and recent data shows that this is improving. A large number of children attend the breakfast club which is run by skilled support staff. Courtesy and respect is well modelled by adults and as a result the behaviour of pupils is exceptionally good. Although pupils enter school with skills significantly below national expectations, by the end of Key Stage 2 they are achieving above national expectations. This is because a range of support strategies is used effectively and the pupil premium grant is spent wisely. The school motto 'together everyone achieves more' (TEAM) makes a significant contribution to the strong relationships between all groups and all faiths in the school community. Parents of different faiths feel they are always included and one said 'we are never alienated'. They understand the school's Christian values and welcome their impact upon the lives of their families. For example one parent said 'we have learned a lot about Christianity and it has prompted conversations at home about things such as forgiveness.' Pupils easily reference the school's Christian values to a range of biblical material. Pupils in one class impressively named at least five different Bible stories to illustrate the value of endurance. The topic based curriculum, together with a wide range of extra-curricular activities, provides pupils with very good opportunities for spiritual, moral, social and cultural development. Members of staff as well as pupils feel that collective worship and RE make a strong contribution to the Christian character of the school. The high profile given to the teaching of RE along with the school's rich diversity means pupils develop a sound understanding of Christianity as a multi-cultural world faith. The school engages well with charitable giving although it has no direct links with overseas Christian communities.

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

Distinctively Christian worship is carefully planned with the clergy and includes the major Christian festivals and the church seasons. A weekly theme is introduced through reference to a biblical verse which also heads the plan for the staff overview of the week. This is developed during singing practice, clergy-led worship and celebration assembly and relates effectively to the school's Christian values and to the lives of the school community. Well-monitored worship in classrooms is supported by ideas for stories, suggested video clips and slides. The collective worship policy offers clear guidelines for liturgical worship. Because they are consistently followed and include teaching, prayer, praise and reflection, worship develops personal spirituality across the school community. Collective worship is timetabled at the end of each day. Pupils and adults, alike, say that this gives them the opportunity to give thanks, bring issues to a peaceful atmosphere and to reflect on the day. Members of staff say that it is a privilege to pray with the children. Parents, who are welcomed to worship with the school, commented that pupils often come out of school singing worship songs. Pupils say they enjoy being involved in worship through discussing questions with talk partners and reading prayers they have written. This joyfulness was observed in the singing practice about Candlemas in which members of staff also joined enthusiastically. Because worship is led by different members of staff children are aware of a range of worship styles. Regular worship in the two linked churches also enables pupils to experience the diversity of the Anglican Church in different settings. Pupils develop a good understanding of Anglican traditions through using responses in prayer and RE teaching about the sacraments. For example, one child who was writing a prayer as part of her RE work concluded with the response 'Lord in Thy mercy, hear our prayer'. Pupils show an age-appropriate understanding of the Trinity. Worship is regularly evaluated by members of staff and the clergy, who give feedback to the governing body. As a result the quality of worship has improved. The school is wrapped around by prayer which begins and ends each day in the classroom and is sung at lunchtime. Pupils of all faiths talk easily about prayer showing they understand its purpose and willingly describe how they pray at home.

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

RE is central to the Christian character of the school and is a key feature of the current school development plan. As a result of evaluation by the governors it was decided to adopt the new diocesan scheme of work to raise standards in RE. The subject leader who has been in post for two years has worked enthusiastically and tirelessly to implement this. As a result of her strong leadership and support there have been significant improvements in the teaching of RE. This has been achieved through in-service training, developing a creative approach and regular monitoring of the subject. Adaptations to the scheme of work have been made to match the needs of the children. For example, because of the large intake of Bengali children, Islam is now a feature for Key Stage 1 teaching. This engages the children enthusiastically and a very good lesson was observed about Islamic art. Lessons are carefully planned so that pupils understand about religion and how it relates to their own lives. Their achievement is recorded at the end of each unit of work using the 'I can' statements. Standards of attainment are in line with, or above, national expectations. However assessment procedures in RE are not used effectively as a tool to inform future planning and support pupils' progress. The majority of teaching is good and sometimes outstanding, which

was confirmed during the learning walk. Creative work is recorded in class floor books. However, the use of both these and pupils' individual RE books sometimes show inconsistencies in the expectations of standards of presentation. Pupils display a sound knowledge of Christianity and Bible stories which is enhanced by the many attractive displays which often pose challenging questions. Teachers make very good links with themes used in collective worship and with the Christian values of the school. The teaching of other world faiths is supported by a carefully planned programme of visits to other faiths places of worship. Pupils' say that RE 'is fun and gives us great learning opportunities'. The use of age-appropriate Bibles, which are also to be found in the book corners, are engaging. Older pupils spoke enthusiastically about using their 'amazing' action Bible during their class worship. Thorough monitoring and evaluation by the senior leadership team, RE subject leader and the link governor have made a significant contribution to the improvements in RE.

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

The strong Christian leadership of the headteacher promotes a vision based on distinctive Christian values which is clearly understood by the whole community. Children are at the forefront of all decisions taken by the governors and members of staff because they know that 'every child matters to God'. The Christian values of friendship, forgiveness, endurance, respect and thankfulness permeate every aspect of the curriculum, shape positive relationships and contribute to the well-being of the whole school community. Governors effectively monitor the Christian distinctiveness of the school through regular visits as well as documentation and feedback from leaders. Self-evaluation is accurate and perceptive, identifying strengths and focusing on raising standards that lead to improvement. Governors are strategically driven by the school's vision which is rooted in the Bible verse 'treat others as you wish to be treated.' For example, this forms the building blocks of the school development plan and helps to make it a living reality. Partnership with St Mary and St Pancras churches is strong and mutually supportive. Interaction from the clergy teaches pupils to live through Christ. Close TEAM working relationships between the clergy and the leadership team help to raise standards in all areas of school life and particularly in collective worship and RE. Children develop their leadership skills in a variety of ways which enable them to build relationships across the school. The school successfully uses the diocesan programme of professional training to prepare staff for leadership in church schools and receives very good support from the diocesan board. The headteacher has re-invigorated parental involvement in the school and parents say 'the school is our family'. Collective worship and RE meet statutory requirements. The school was without a substantive headteacher for two terms. Since her appointment the current headteacher has worked with integrity to make a significant and positive impact upon the distinctiveness and effectiveness of the school as a church school.

SIAMS report February 2016 St Mary and St Pancras CE School NW1 IQP