

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Primary School

33 St Peter's Road, Hammersmith, W6 9BA

Current SIAMS inspection grade	Outstanding
Diocese	London
Previous SIAS inspection grade	Outstanding
Local authority	Hammersmith and Fulham
Date of inspection	17 October 2017
Date of last inspection	02 July 2012
Type of school and unique reference number	100352
Headteacher	Karen Frazer
Inspector's name and number	Emily Norman 912

School context

St Peter's is a smaller than average one form entry voluntary aided primary school. Of its 207 pupils, the number eligible for the pupil premium and those receiving additional support for special educational needs and disabilities is broadly in line with the national average. The number of pupils from ethnic minority groups and the number of pupils who speak English as an additional language are both above the national average. The headteacher has been in post for 2 years, and the school was recently graded 'Outstanding' by Ofsted, having previously been 'Good'.

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

- Leaders' pursuit of excellence, rooted within the school's Christian character, ensures that children achieve, behave and attend school extremely well.
- Clearly defined, and reviewed, Christian values make a significant contribution to pupils' behaviour and relationships.
- There is a very strong emphasis on prayer, which impacts upon the lives of all members of the school community.
- Collective worship deepens pupils' social, moral, spiritual and cultural development so that they are motivated to give charitably to others, both in the UK and around the world.
- Pupils' knowledge about religious education is impressive and enables them to develop a deep respect for those around them.

Areas to improve

- Pupils need a wider range of opportunities to express their views and questions about religious education creatively.
- Planning for biblical teaching within collective worship needs to be more systematic, so that a wider range of themes and stories are covered.

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

The school's explicitly Christian vision statement 'Embrace excellence through God, to build a better world', which is focused on achieving excellence within a Christian framework, has been realised extremely successfully. Standards at all key stages are high and pupils make excellent progress through the school. Attendance is also above average, because pupils value their education and strive to do their best in all areas of school life. This drive for excellence is realised in the context of the school's Christian character, which pervades every area of school life. The biblical text from the book of Micah - 'Act justly, love mercy, walk humbly with your God' - which accompanies the vision statement is highly visible around the school, and on school documentation, including its website. Members of the school community know this verse well and can talk about it confidently. The Christian character of the school is particularly evident in the way in which prayer has such a crucial role within the school. Pupils identify prayer immediately as one of the key things which make this school special as a church school. It makes a significant impact on pupils' personal spiritual development, and enhances their relationships with one another. Parents and governors were able to cite examples of pupils spontaneously offering to pray for each other. Pupils, parents, staff, clergy and the wider community all join together in supporting the school in prayer, which strengthens the community of St Peter's and marks it out as a distinctively Christian school. The school's six Christian values, which have been evaluated and reviewed for the new academic year, are well understood and articulated by all members of the school community, who can explain the link between the values and pupils' behaviour and approaches to learning. Pupils can explain that the values 'reflect what Jesus taught', and help them to 'do as Jesus did'. They nominate each other to receive Citizenship Awards for demonstrating the values, as do the parents, because they are attuned to the impact of the values on their school lives. As a result, pupils' behaviour, relationships with each other and attitudes are impeccable. Pupils talk at length about the difference it makes to them to learn about a range of different faiths, as they say it helps them to 'respect' others – a value so important that they have retained it again this year. For example, one pupil said 'we want to see [what they believe] to get a full understanding; how would I feel?' As a result, the pupils' spiritual, moral, social and cultural development is very strong. Pupils are enthusiastic about RE, and very knowledgeable about a range of different religions, although they could be given more opportunities to express their views and ask big questions about faith. Parents are resoundingly positive about the impact of the school's work on their children's lives.

The impact of collective worship on the school community is outstanding

Collective worship has a prominent place within the school day, and is valued by the whole community. Pupils learn about God as Father, Son and Holy Spirit through a range of prayers and liturgical responses, as well as through biblical teaching during the year. They can recite biblical texts and concepts to a notable standard, for example knowing that 'Alpha and Omega' means 'the beginning and the end' in Christianity. They are taught about the relevance and importance for their lives of the school's Christian values, through Bible stories about the life of Jesus, and other biblical characters. Pupils learn from collective worship how to express the values in action and they are always looking to 'find a way to show the value, like thankfulness'. This spurs them on to research and explore a range of different social action projects that they can engage with to demonstrate what they believe. These include projects to support their local community, environmental causes and helping people across the world, which they have done through donating their old school uniform. The pupils rightly feel proud of the contribution they are making to others, and see this as an integral part of their worship at school. Worship at St Peter's School is inclusive and engaging for pupils and their parents; everyone feels welcome. Prayer, which permeates all of school life, is central to school worship, and enables pupils to develop spiritually. Parents speak of how pupils ask to lead prayers at home, and how they dance and sing to the songs they learn in school worship times. Because collective worship is so important in the school, they have worked hard to develop pupils' singing in worship so that it is now very enthusiastic and uplifting, and encourages every member of the community to join in. Worship is carefully planned around the school's Christian values by the headteacher and the vicar of St Peter's Church, with the result that pupils can make clear links between the values and biblical teaching. They act on feedback from a range of stakeholders to make improvements to collective worship, for example introducing some liturgical elements into worship which mirror the practice of St Peter's Church. The planning of worship is not yet systematic enough, however, to ensure that a broad range of Bible stories and concepts are covered over time. Pupils do have a thorough knowledge of the different seasons in the church year, and festivals in the anglican church. They regularly worship in the church and learn about a range of anglican practice through frequent visits to St Peter's Church. They benefit, also, from visitors to the school who bring diversity to the school worship experience, and enable pupils to see the breadth that exists within the Church of England. For example, on the day of the inspection, worship began in a formal liturgical manner, then visiting gospel singers led a time of inspirational singing and teaching about Jesus, and finally the act of worship closed with a meaningful time of prayer led by the children. The responses of pupils show that this rich, varied approach to collective worship really enhances their time at school, and impacts upon their lives outside of school as well.

The effectiveness of the religious education is outstanding

Pupils really enjoy religious education (RE) and talk keenly about their lessons. They achieve well in the subject throughout the school, with a significant proportion of pupils achieving above the expected standard. Lessons are at least good, and often outstanding because teachers' subject knowledge in RE is extremely good. In the best lessons, pupils have the opportunity to aim for a variety of different interesting challenges, which allow them to think deeply about the information they have learnt. For example, in a lesson about Sikhism, pupils were considering the sort of leadership qualities a person might learn from Guru Nanak, and were discussing whether they could prioritise these as more or less important. Pupils learn facts about different religions to an impressive standard, for example pupils in Year 2 could describe the elements of the 8-fold path in Buddhism. Pupils also learn about the Christian faith in depth, and are particularly well-informed about their patron saint, St Peter, and his role as one of Jesus' disciples and pioneer of the early church. Lessons are enhanced well by visits to the local church, and a range of places of worship. The school is making good use of the new diocesan scheme of work, and has created an assessment system which mirrors the successful work done in other subjects to underpin teaching and learning in RE. Activities are rigorously differentiated to meet the needs of learners as far as possible, with success criteria that encourage pupils to challenge themselves. Pupils say they find this helpful and that there is 'always more to come'. Whilst pupils across the school learn about RE extremely well, in some classes, there is still scope to provide pupils with more open opportunities to question, reflect and express themselves more creatively. The pupils are able to make links between their RE lessons and the school's Christian values, and speak articulately about this. They also appreciate the way that learning about several different religions enables them to understand others in their school, and the diversity in the world around them. RE is very well led, with regular monitoring leading to improvements in how the subject is taught, ensuring that standards remain high and that teachers' practice continually improves. The new RE leader has already put in place measures as a result of her monitoring from earlier in the term, for example encouraging teachers to create a book of big questions where pupils' 'tricky questions' can be written down and later researched as a class. Where this has already started, pupils are very enthusiastic about its impact. Governors, including the parish vicar, have a clear understanding of what RE is like at St Peter's because they observe lessons and receive reports from the subject leader.

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

Leaders at all levels are highly committed to making sure this school offers the best possible standard of education, whilst ensuring that the Christian vision of the school is at the forefront of all its work. The determined headteacher has secured excellence in many areas of school life, and, together with the school's governors and senior leaders, relentlessly reviews and evaluates the school's practice so that it continually improves. This has resulted in the school moving from 'Good' to 'Outstanding' in their recent Ofsted report, and in strengthening the Christian character of the school. An example of this is the school's approach to its Christian values. Having embedded the values into the life of the school, they have been further interrogated by the whole school community to see which should continue this year, and which should be replaced by different values that help the school move forward. Pupils feel valued by their involvement in this process and own the values as a result. The use of the House system to lead the social action projects of the pupils, and the introduction of 'RE ambassadors' has also developed the leadership of pupils and enabled their voice to be heard. Significant improvements to collective worship, the teaching of different faiths in RE and the development of staff into outstanding practitioners have been made because of the drive by leaders to make this an excellent Church school. Pupils' behaviour and attitudes to learning reflect this. Parents speak very highly of the school and describe the leadership team as having 'worked wonders'. They praise the way the headteacher and vicar have worked together since they both arrived to strengthen the relationship between the church and school, which is mutually beneficial. Pupils attend church activities, both on Sundays and after school, which they really enjoy. The church has also hosted a 'Prayer Day' for the school, further enhancing the significant role that prayer plays within the life of St Peter's School. The school has worked closely with the diocese to develop its leaders, including the RE leader, who has undergone training. The governors have also engaged with diocesan support to help them refine their vision and to ensure they are constantly developing the Christian character of the school. The school has started to explore ways in which to work with other local church schools to enable them to benefit from the excellent practice they have developed, and are well-placed to do so as they have much to offer. School leaders are strategically looking ahead and the effectiveness of the school's succession planning can be exemplified by the effectiveness of the new-in-post RE leader, amongst others. No one in the school is complacent, and the school is keen to continue securing excellence for each individual pupil in its care.