

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School			
Address	Worlidge Street London W6 9BP		
Date of inspection	28 November 2019	Status of school	Voluntary aided primary
Diocese	London	URN	I00351

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Good

School context

St Paul's is a primary school with 211 pupils on roll. The majority of pupils come from a range of minority ethnic backgrounds. Very many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The proportion of pupils with an Education and Health Care Plan is well above the national average. The school enjoys a close relationship with the parish church of St Paul's Hammersmith.

The school's Christian vision

Our school seeks to live our vision, inspired by Jesus' proclamation, 'I am the light of the World'. (John 8:12) Our strong Christian ethos, driven by our vision and five Christian values - Compassion, Forgiveness, Justice, Koinonia and Thankfulness - motivates us to develop as a positive community, promoting a love of learning and a sense of family.

Key findings

- The school's Christian vision is clearly understood and lived out by leaders, governors and staff. It is visible in every aspect of its work, shaping both the strategic and operational direction of the school, transforming pupils' lives and, as parents say, building kind, happy humans.
- This vision inspires pupils to be light in the world, and makes them ambitious for others so that they become fierce advocates for justice and righteousness.
- There is an exceptionally strong and productive partnership that unites the school and parish church as a beacon of Christian hope in the community they serve.
- A golden thread of prayer is woven through each day, anchoring it in moments of deep spiritual engagement as a result of which the daily act of worship becomes the natural heartbeat of the school.
- The new programme for Religious Education (RE) interests and engages pupils although the assessment system is not yet secure enough to ensure they achieve as highly as they might.

Areas for development

- Raise teachers' RE subject knowledge and confidence so that they are better equipped to meet the rising demands of an increasingly deep programme of study.
- Develop the school's systems for the assessment of RE so that teachers have a more detailed awareness of their pupils' next steps and so can plan to meet them.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Since the last inspection, leaders, governors and clergy have involved stakeholders in a thoroughgoing review of the school's Christian vision. This vision, rooted in the gospel statement that Jesus is the light of the world, shines through every aspect of the school's life and work. Although it is not expressed in such clear terms, staff say the vision inspires them, and parents talk about its transforming impact on their children's lives. Pupils say that because Jesus is our light, then we must be light and bring light to others. They clearly explain how the school's motto that 'many hearts make a school' becomes filled with deep meaning because it is an outworking of their 'shining as a light'. This theme is lived out in all that the school does and pupils know that the highest award they can attain in school is the result of serving others.

Relationships between and among adults and pupils are inspired by the school's vision. Every member of the school community, regardless of faith, belief or background, knows that they matter because they are children of God. Pupils regard shining as lights as nothing less than what is expected. They say, 'it's how we live'. They grow in confidence, want to come to school and work hard. Leaders apply the vision in shaping an innovative curriculum that meets all pupils' needs by being inclusive and embracing difference. As a result, all pupils, including those who find learning hard, make excellent progress from their starting points, achieving standards that are in line with and sometimes higher than those expected nationally.

Pupils' understanding of forgiveness and not holding grudges is exceptional and shows in their behaviour. Parents say this influences their children's conduct at home. They rejoice that the school is a centre of reconciliation and speak of homes filled with love and light. The exceptionally close partnership with the church reaches the whole community. It enables parents to find real help and support when things are difficult, whether or not they attend the church.

Pupils explain that the vision inspires them to be lights in their world, making them ambitious in wanting the best for others. Through excellent curriculum opportunities, they recognise inequity and exploitation. They become fierce advocates of change, challenging injustice and inequality. Leaders and governors have skilfully created real projects through which pupils can address issues of disadvantage, deprivation and the exploitation of the natural world. They have secured funding to drive forward a high-profile tree-planting project, which is already having a measurable impact on improving the air in the playground. In response to the last inspection, the school has developed links with a school in Nigeria. Although theirs is not a wealthy community, the generosity of spirit among pupils and their parents is giving both financial and material support to improve lives in this very disadvantaged area.

This is a school that is exceptional in serving its whole community, welcoming pupils from a wide range of backgrounds and faiths. Because the vision is one of inclusiveness, pupils and their parents know that they will be treated with dignity and respect. Governors and leaders have placed this at the heart of the school's work and tirelessly ensure that 'living, loving and learning' not only reflects its inclusive and welcoming character but also its relationships with staff and parents. This is clearly demonstrated in the exceptional levels of care and support both pupils and their parents find at St Paul's. Flowing from the school's ambitious Christian vision is a shared understanding of spirituality. This lifts the school's work beyond ethical and cultural development into a deep awareness that shining the light of Christ in the world demands compassion for others. This spiritual understanding enriches the curriculum through enabling pupils to ask and answer deep questions, it transforms relationships by placing others first and it drives leaders' policy and practice,

The relationship with God that is the heart of the school's vision is reflected in the way that each day is threaded through with prayer. Regardless of faith or belief, all pupils quickly understand the nature and purpose of prayer and its role in expressing faith. Therefore, it is in this overriding sense of prayer that collective worship becomes a natural centre to each day. The weekly pattern of worship ensures that pupils experience a range of styles and arrangements, which helps to maintain interest and variety. Planning is detailed and thoughtful, set around a range of themes, often rooted in one of the school's Christian values. Pupils play a major role in contributing to planning and to the evaluation of worship. Those who are members of the Light Team take their role seriously and know that they have an impact on the school's Christian distinctiveness. Worship is biblical, rooted in the person of Jesus and in the Christian understanding that God is Father, Son and Spirit. The significant contribution of parish clergy and staff add great value to worship. The weekly worship that takes place in the parish church ensures that pupils have an excellent experience of Anglican tradition and practice. Parents of all faiths say how much they enjoy the opportunities to share in worship in the church or attend celebrations in the school. Worship unites the school in a daily celebration of its Christian vision. Pupils behave reverently, sing enthusiastically and

enjoy playing a part in leading aspects of worship. There are regular opportunities for pupils to read and write their own prayers or to lead prayers without preparation.

Since the last inspection, the school has introduced a new and more demanding programme of study in RE. This has been done thoughtfully and reflects the school's vision by challenging pupils to deepen their spiritual experience through exploring their own and others' beliefs and values. Pupils say how much they value having a safe space to express their thoughts, knowing that their views count. Leaders have ensured that teachers have the knowledge they need before they teach RE and, with the vicar, are providing high levels of support for those new to the subject. The greater demands of the new programme on teachers' knowledge requires that this work continues. The innovative approach that the school has adopted to teaching across the curriculum applies also in RE and work is under way to ensure that the work that pupils are set relates to their cognitive development. By the time they leave the school, pupils are able to make thoughtful connections between Christianity and a range of other religions. Therefore, they understand the nature of faith and value the diversity of belief in their own community and beyond.



The effectiveness of RE is Good

Robust and effective monitoring of RE suggests that teaching is uniformly good. Currently, all pupils make at least good progress from their starting points and attain standards that are approaching or in line with those expected locally. Leaders have ensured that there is an assessment system in place for the new programme of study. However, it is not robust enough to give teachers a secure enough understanding of their pupils' next steps as the schools' provision of RE develops.

Headteacher

Claire Fletcher

Inspector's name and number

John Viner NS144