

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Church of England Primary School, Chelsea	
Address	1 Robinson Street, Chelsea, London, SW3 4AA

School vision
<p>Our school virtues: Forgiveness, Hope, Wisdom, Peace, Justice, Kindness.</p> <p>In the Parable of the Sower, Jesus tells us that God is like a generous farmer and we are like the soil in which he plants his seeds.</p> <p>We are learning how to be good soil, so that we grow to love God, our neighbours and ourselves and enable every member of our community to flourish.</p> <p>Each day, we endeavour to face up to all that challenges us, to see with our eyes, hear with our ears and understand with our hearts God's Good News and to cultivate the virtues with which to produce an abundant harvest.</p>
School strengths
<ul style="list-style-type: none"> • Strong leadership at all levels ensures that the Christian vision is understood well and is at the heart of all decision making. As a result, this is an inclusive school which enables both pupils and staff to flourish. • The vision drives a rich and innovative curriculum which is skilfully shaped to enable all pupils to grow and develop spiritually. This means that leaders ensure that pupils with special educational needs are supported well. • Cohesive and supportive relationships mean that pupils and staff feel valued and nurtured. This fosters a strong sense of community and belonging. • Collective worship is central to the life of the school and this is deeply enhanced through the exceptional links with local churches. Both pupils and staff highly value the opportunities they have to join together and to reflect deeply. • Leaders provide an ambitious curriculum for RE which is well-balanced and provides appropriate levels of challenge. This enables pupils to deepen their understanding and to progress well.
Areas for development
<ul style="list-style-type: none"> • Promote opportunities to gather the views of pupil leaders so as to strengthen pupil voice. • Enhance the use of the school site so that pupils connect spiritually with their outdoor green spaces.
Inspection findings
<p>Christ Church is immensely proud of its federation with Holy Trinity. Leaders have embraced the opportunity to strengthen and deepen their shared Christian vision. At the heart of this and underpinned by Christian theology is the Parable of the Sower. Leaders articulate clearly how they cultivate opportunities to enable all to flourish. Pupils consider what it means to be the 'good soil' and speak of how the school enables them to grow. Leaders are acutely aware of the needs of their</p>

school community and the vision is at the heart of all decision-making. This means that the deeply Christian vision permeates through all aspects of school life. Leaders are supported well by an active governing body which regularly visit the school, providing high quality support and monitoring. For instance, governors meet with subject leads to gain invaluable insight into pupil progression.

Leaders have prioritised an inclusive and highly ambitious curriculum which supports all pupils to flourish. Staff know their pupils well which means that support is carefully tailored to meet individual needs. For example, a wide range of interventions are available for pupils. In line with the vision and across the whole curriculum pupils explore what it means to be an 'excellent learner'. This creates a strong culture of learning. Leaders are relentless in ensuring that a range of opportunities are open to all pupils. For example, 'artists in residence' run workshops with all pupils, this promotes pupil collaboration and high levels of engagement. This is further enhanced through enrichment opportunities such as visits to London museums and gardens such as the Chelsea Physic Garden. The school offers a range of extra-curricular activities such as drama, football and gardening club. Staff articulate well what they understand by spiritual development and how the rich curriculum supports this flourishing. However, pupils are less able to recognise how these opportunities relate to their own spiritual development.

The school is deeply enriched by its longstanding partnership with Christ Church. This relationship forms the bedrock of the school community. The school's close proximity to the Church means that pupils see it as a focal point. Collaborative planning between leaders and clergy underpin a rich programme of collective worship. Pupils regularly attend Church and celebrate the Church calendar through special services. For instance, using drama the whole school depicts Jesus' walk to Calvary and the 12 stations of the cross. Christian virtues such as forgiveness, hope and wisdom are explored through worship themes. Parents speak with excitement about the Friday 'special mentions' service, where the whole community comes together to celebrate achievements. A sense of community and belonging is central to these occasions. Pupils consider what it means to put faith into action. For instance, in worship pupils explored the 'Big Sleepout' charity event and the issue of homelessness. Pupils describe how collective worship encourages them to think deeply and ask big questions. Music is a celebrated feature of worship and a source of joy to all. Reflection time is cherished by both pupils and staff as it provides time to pause and think. Pupils regularly take an active role in worship through prayer and the prayer table is a focal point in each classroom. However, the role of pupil voice is less developed in contributing to the longer-term planning of worship.

Both staff and pupils highly value the school's strong sense of community. This fosters inclusivity and a sense of belonging together. As a result, there are many well-established longstanding staff at the school. One parent said that, 'you never really leave Christ Church' as the school's Christian values stay with you for life. Driven by the vision, leaders have prioritised strategies to support good mental health and wellbeing. Through the use of the 'zones of regulation' approach pupils are empowered to talk about how they are feeling. Pupils are taught a range of strategies to support and develop resilience. Parents speak highly of the impact that this has had on their children at home. Leaders at all levels recognise the need to support staff wellbeing and this features as an agenda item at every governors' meeting. All staff are allocated a mentor and this supports a strong culture of professional development. Effective collaborative work across the federation and through partnerships such as with the Belleville trust strengthen the development of staff.

Relationships are exceptionally strong and pupils describe the school as a place 'where everyone gets on'. Pupils have a range of leadership roles which they are proud of. For example, all Year 6 pupils become shepherds to support the sheep who are the new Reception pupils. This embodies the vision and reflects the inclusive culture within the school. Pupils recognise how they can live out the Christian virtues through their interactions with each other. Restorative justice is used when relationships break down. The elected school parliament meet regularly to address a range of issues,

including global injustice. For example, pupils have explored the environmental impact of their school policies. Pupils feel empowered to affect change within their own school space. This can be seen through the development of the school garden and treehouse. Pupils designed and worked directly with architects and builders to create this unique space. Pupil visionaries, lead on pupil voice and engagement with the school ethos. Through their development of a 'question box', pupils can post 'big theological questions' to visiting clergy.

RE is highly valued by leaders and as a result it is well-resourced and is given sufficient curriculum time. In Year 6 pupils work collaboratively across the federation to explore similarities and differences in world religions. Staff are supported well in their professional development for RE, through collaborative team teaching and training. Strong engagement with the diocese means that teachers keep up to date with new developments in RE. Ambitious and deliberate choices for the curriculum mean that RE lessons provide appropriate levels of challenge and opportunities for progression. For instance, pupils learning about creation in Year 1 develop this further in Year 3 with greater in-depth exploration of the biblical text. The RE curriculum is enhanced through a range of disciplinary approaches such as theology, philosophy and human science. A range of assessment methods are used effectively to inform teaching and learning. For instance, teachers regularly check knowledge through activities such as 'do now' and 'amazing mistakes'.

The inspection findings indicate that Christ Church C of E Primary school is living up to its foundation as a Church school.

Information			
Inspection date	12 October 2023	URN	100489
VC/VA/Academy	Voluntary aided	Pupils on roll	202
Diocese	London		
MAT/Federation	Christ Church and Holy Trinity C of E Primary Federation		
Federation Headteacher	Avis Hawkins		
Chair	Brian Leathard		
Inspector	Rachel Croft	No.	2126