

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

### St Cuthbert with St Matthias Church of England Voluntary Aided Primary School

Warwick Road, Earls Court, London W5 9UE

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Good
Name of Local Authority	Kensington and Chelsea
Date/s of inspection	6 December 2016
Date of last inspection	September 2011
Type of school and unique reference number	Voluntary Aided 100498
Headteacher	Gillian Putterill
Inspector's name and number	Pamela Draycott 161

#### School context

This smaller than average school has a large percentage of pupils who arrive or leave other than at the usual times. The vast majority of pupils are from ethnic minority backgrounds and many have English as an additional language. The percentage for whom extra funding is received due to social disadvantage is much higher than average as is the percentage with special educational needs or disabilities (SEND). There are strong links with the parish church as well as with another local Anglican church. Pupils come mainly from Muslim backgrounds with Christian and other faiths also part of the school community.

#### The distinctiveness and effectiveness of St Cuthbert with St Matthias Primary School as a Church of England school are outstanding

- Under the effective leadership of the headteacher, the new deputy headteacher and the governing body, the school has a clear and explicit vision of Christian service to its community. This impacts positively on pupils' academic attainment and their progress.
- Relationships are strong and mutually respectful and pupils' behaviour is very good. This reflects the school's Christian values very well.
- The worship programme has improved since the previous denominational inspection. It is varied and age-appropriate. It is explicitly Christian and inclusive of the school community. As such, it makes a strong contribution to the school's very good provision of opportunities for spiritual, moral, social and cultural (SMSC) development.

#### Areas to improve

- Embed required changes to the religious education (RE) curriculum across the school in the light of the new diocesan guidelines ensuring that each unit of work explores appropriately key questions of religious, philosophical or ethical concern.

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

This is a church school that takes seriously its responsibility of Christian service to its community. This means that it is a multi-ethnic, inclusive school that values the individual and their various backgrounds, gifts and talents. In order to do this successfully it draws on and celebrates its Christian inclusive ethos. As a result of 'love through service' it provides explicit and positive support for pupils' learning and progress as well as their personal growth and wellbeing. Academic standards are improving so that now pupils attain at least in line with the national average, often from below average starting points. The progress that pupils make, including the most vulnerable, is at least good and often very good. As an expression of its Christian compassion, the school provides effective and caring support for those who come from families who are socially or economically disadvantaged. It has strong systems in place to support new arrivals and those with refugee heritages. The school does this by, for example, setting high expectations for all pupils, providing learning mentors and a wide range of extra-curricular clubs. It also works effectively in partnership with local statutory and charitable groups to extend the support available through school. Through caring and supportive structures and relationships, attendance is improving so that it is now around the national average. Its Christian ethos is well celebrated and clearly demonstrated through displays, many of which have been produced by pupils. It is also evident in the strong and supportive relationships and in the positive behaviour of pupils. Expectations are consistently high. This means that the school strives successfully to raise aspirations of all pupils, whatever their background or need. The school's inclusive Christian basis deeply supports the very good spiritual, moral, social and cultural (SMSC) development of pupils. For example, a range of artistic opportunities, linked to the RE curriculum and to the school's British Values work are provided. Pupils respond with enthusiasm, enjoying the creativity offered. They reflect deeply on the symbolism of their art and can speak positively about their work. This successfully contributes to their spiritual development alongside providing opportunities for working together. Similarly the enrichment programme, visits outside of school and the collective worship programme supports SMSC development effectively. Giving to charitable causes is clearly linked by pupils to expressing the school's Christian foundation and especially to Jesus' example of care and concern for all. Pupils also appropriately link this giving with the teaching of other faiths such as it being a spiritual duty within Islam. Pupils rightly see the importance of RE and worship as an expression of the school's Christian foundation. 'We are all part of the school whatever we believe. In RE we learn about respecting faith.'

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

Worship is an integral part of the school's daily life. There have been clear improvements to the programme since the previous denominational inspection. The programme is now well-planned and draws appropriately on biblical stories and Christian teachings. It also includes the celebration of key Christian festivals such as Christmas and Easter. Worship is explicitly Christian in nature and is appropriately inclusive of those from different faith backgrounds. For example, similarities between beliefs, values and practices are well highlighted. The programme follows the Diocesan scheme appropriately adapted to meet school needs. Pupils and staff are provided with the opportunity to pray or reflect in ways most appropriate to them as individuals. As one child from a Muslim background said, 'Worship is something we share – showing love for God is important. It helps bring us together.' Pupils recognise The Lord's Prayer as a Christian prayer but their understanding of its significance for Christians is more limited. Effective monitoring and evaluation of worship by senior leaders is appropriately acted upon to improve provision. Prayer plays an important part in pupils' daily life in school. Many respond positively to this and find 'peace' during formal worship times and 'opportunities to ask God, or thank God for things'. This impacts positively on their spiritual and moral development. Pupils recognise appropriately the importance of Jesus for Christians. 'Jesus is an example of loving God and serving others. Christians believe that he is God's son.' Pupils have an age-appropriate understanding of the Christian belief in God as Father, Son and Holy Spirit. They also know that different people believe different things about God and Jesus. Many can make links between Jesus' teaching and their own beliefs and attitudes. 'Jesus is important to me. I try to live like he wants me to.' 'As a Muslim we think Jesus is one of the prophets. It's important to show respect to all the prophets.' Pupils and staff participate actively in worship through, for example, reading, singing, responding to questions, listening intently and through prayer or reflection. Traditional Anglican aspects of

worship such as lighting a candle are followed. 'The candle is God's light.' This is appropriately extended through visits for worship to church, including periodically for the Eucharist. An increasing number of parents visit the church during these times of worship to support their children and the school.

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

RE is treated as a core subject and is taught well across the school. The curriculum provides an appropriate balance between good teaching which focuses on Christianity and that which focuses on other faiths, including for example Hinduism and Islam. This means that pupils develop a good understanding of aspects of Christian belief and practice. The curriculum is being suitably updated currently in the light of the new Diocesan scheme of work for RE. Staff create an atmosphere in the classroom which enables pupils to speak confidently and share ideas. Teachers respond sensitively to pupils' questions and comments and adapt planned teaching well in order to respond to these. Appropriate cross-curricular links are made which supports pupils in understanding the significance of religious belief and practice in daily life. It also links religious teaching well with various social and moral issues. Links between RE and art are a strong feature of the curriculum which pupils respond to positively. Consequently, RE is good at supporting pupils' spiritual and moral development. The standards achieved and progress made in RE is at least in line with national expectations and reflects that of, for example, literacy within the school. Assessment procedures give clear steps for pupils to improve their learning. As well as teacher assessment there are opportunities given for pupils to assess their own or the work of their peers. This encourages them to reflect appropriately on the content studied.

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

The headteacher has a well-defined and shared vision for school development, based on the school's Christian foundation. In this she is very well supported by her new deputy headteacher, other staff and by the governors. This shared vision informs the clear support and intervention strategies in place. These enable pupils to flourish within this caring and inclusive school, 'because they are unique and precious to God'. Monitoring and evaluating its progress as a church school is an ongoing process. Self-evaluation is accurate and there are clear 'next steps' in place for continued improvement. This leads to a staff who strive to constantly improve and to good strategies being in place to support them for working within the church school sector. The governing body is properly involved in school life and well informed and engaged with school development. The school's 'open-door' policy towards parents is much appreciated. 'Staff are approachable and any issues are dealt with quickly.' There are a few parents who are uneasy about the school's Christian foundation being in conflict with 'beliefs at home'. However, the majority are supportive of the shared values and recognise the hard work and dedication of staff to support their children's learning. There are productive links with the parish church, including the regular and committed involvement of the incumbent. Links with the Diocese are strong. The school is beginning to build supportive relationships with two other church schools within the deanery. This includes for example, pupils going on shared trips. RE is well led and managed and both RE and worship meet statutory requirements. Issues identified for improvement in the previous inspection have been successfully addressed.

SIAMS report December 2016 St Cuthbert with St Matthias CE VA primary school, Earls Court, London, W5 9UE