



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Cuthbert with St Matthias Church of England Primary School	
Address	Warwick Road, Earls Court, London, SW5 9UE

School vision

‘Loving one another, learning for our future’

Our school community is inspired by the parable of the Good Samaritan from the Bible, where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.

Luke 10:25-37

School strengths

- The Christian vision, with its strong biblical underpinning, is clearly articulated and understood by all. Through kindness and friendship, everyone in this culturally diverse, inner-city school community flourishes.
- The rich curriculum is shaped by the Christian vision to serve others, reflecting the unique context of the school. As a result, ‘loving one another, learning for our future’ becomes a reality.
- Relationships within the school and beyond are defined by the vision to ‘love your neighbour’. This means that mutually beneficial partnerships with the local church and the wider community are strong.
- Pastoral care is tailored to the significant needs of individual pupils and their families. This creates a culture in which everyone knows they are loved and respected for who they are.
- Strong leadership of religious education (RE) ensures that the well-balanced curriculum is taught effectively across the school. Therefore, pupils learn well and make progress.

Areas for development

- Deepen the school’s shared understanding of spirituality by expanding experiences across all areas of the curriculum. This is in order to enhance spiritual flourishing further.
- Extend opportunities for pupils to act independently as advocates for change. This is to inspire them to make a positive difference to the lives of others.

Inspection findings

The overarching Christian value of love, illustrated in the story of the Good Samaritan, underpins the vision in this warm, welcoming school. Leaders use it to drive their actions and are devoted to bringing a deep-rooted stability to everyone in the community. Many families are living in temporary accommodation locally due to forced displacement and a significant number suffer deep trauma. The leadership team has a clear understanding of the community the school serves and offer great support in overcoming challenges. They monitor the vision and its impact effectively. The great kindness and compassion shown is valued by all who receive it. For instance, a weekly coffee and craft morning enables adults to meet other asylum parents, providing friendship and comfort. This

results in a strong, inclusive community committed to enabling all to live well together. Because of its size, everyone knows and cares deeply for one another, enabling all to flourish.

The rich, varied curriculum ignites a love of learning for pupils. It radiates from the vision to nurture each other to learn and flourish as individuals. This can be seen in the way staff support pupils to become resilient learners, despite the challenges they face. Special educational needs and disabilities (SEND) provision is exceptionally well resourced. Consequently, vulnerable pupils with a range of needs, also flourish. Many extra-curricular activities and trips increase understanding and appreciation of the world beyond their local community. For instance, an annual field trip to Wales enables pupils to experience life in a rural area. Good use is made of the school's proximity to cultural activities on offer in London. Frequent visits to museums, galleries, heritage sites and theatres enrich the curriculum, broadening horizons further. A project with the ChamberMusicBox enables pupils to take part in a joint production, building confidence and discovering individual talent. All pupils have opportunities to write a blog about their learning experiences in the weekly newsletter. This is appreciated by parents, who are given an insight into what their children are studying at school. A weekly 'earth hour' for all year groups raises awareness of stewardship of the planet. There is a growing awareness of the importance of spiritual flourishing through the curriculum. However, a shared understanding of spirituality is not articulated by all.

Collective worship plays an important role in embedding the vision and highlighting its meaning in daily life. Consequently, pupils of all faiths and none articulate how it influences the way they act and respond to situations. Worship provides a vibrant, yet peaceful space at the start of every busy school day. Each class is led into assembly by a pupil holding a tea light candle, creating an atmosphere of tranquillity. Times of quiet reflection and joyous, inspirational singing promote a deep sense of spiritual flourishing for those who attend. Adults and pupils are invited to pray if they want to. The close relationship with the local church is beneficial. Clergy lead worship weekly and this deepens Christian understanding. Rewards are presented for demonstrating the school values in Friday celebration assemblies. The Good Samaritan rosettes are particularly prized by pupils and are an effective incentive to show love for one another.

The values of love, courage and compassion are the driving forces behind the school's strong focus on good mental health. This creates a nurturing culture where everyone is treated with kindness. Adults appreciate the pastoral care they receive, especially when experiencing personal difficulties. Staff professional development is promoted, enabling them to have high aspirations for their future. This strong sense of trust and fulfilment, engendered by school leaders, enables adults to flourish. Newly arrived families describe the many ways in which staff frequently go to great lengths to support them. This includes a breakfast club for their children and having a dedicated member of staff who offers translation and practical support. Great care is taken to help pupils reflect on their feelings and behaviour. This is achieved effectively through initiatives such as the 'indoor friendship group' therapy and the use of 'zones of regulation'. Worry boxes in classrooms and calming zones help pupils to let go of their anxieties and seek help from adults. Parents report how their children show more kindness and thoughtfulness at home as a direct result of striving to be a 'Good Samaritan'.

Many have a deep, personal understanding of social injustice and responsibility. Therefore, the school's vision of loving your neighbour resonates strongly with members of its community. Pupils have a clear understanding of freedom and rights as this is woven through the curriculum. For instance, they learn about current and historical figures who demonstrate how brave campaigners can achieve change. The idea of the Good Samaritan helping a stranger, someone from a different land and culture is frequently reiterated. Pupils are clear in their wish to help others and are involved with many charities. They organise skipathons for disaster appeals such as the Moroccan earthquake and support the local Response Food Bank. Engaging with Inkerman House for the elderly, enables

them to make a difference in their local community. Projects such as the ‘Great Pacific Garbage Patch’ highlights environmental issues such as plastic pollution. Pupil-led social initiatives are developing.

Exceptional subject leadership ensures quality provision of RE. It has a high profile in all key stages at the school. The curriculum is challenging and well-sequenced. Leaders access regular training from the local diocese to ensure they are aware of changes and updates in RE. This knowledge is cascaded to staff, so teachers are therefore confident and effective in delivering the subject. Pupils demonstrate an understanding of a range of religions, including Christianity, and worldviews. The curriculum is greatly enhanced by termly creative RE days. Topics such as ‘For the beauty of the earth’ and Bible stories inspire beautiful art displays all around the school. RE is further enriched by a wide range of visits to places of worship such as St Paul’s Cathedral, a Buddhist Temple and the synagogue. Pupils progress well because the curriculum excites and promotes deep thinking. A rigorous programme of effective monitoring and evaluation secures strong practice. Assessment includes lesson observations, book looks and moderating with other schools to ensure consistency. The ‘star and a wish’ marking system is particularly effective in involving pupils in their learning.

The impact of the school’s Christian vision is transformative. It sustains the school community, giving hope in all circumstances.

The inspection findings indicate that St Cuthbert with St Matthias Church of England Primary is living up to its foundation as a Church school.

Information			
Inspection date	26 February 2024	URN	100498
VC/VA/Academy	Voluntary aided	Pupils on roll	132
Diocese	London		
MAT/Federation			
Headteacher	Gillian Putterill		
Chair	Carla Muñoz-Slaughter		
Inspector	Jenny Earp	No.	288