



Princess Frederica Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	College Road Kensal Rise London NW10 5TP
Headteacher	Sabina Nettey
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	101535
Diocese	London
Local Authority	London Borough of Brent
Date of last inspection	30th January 2007

Inspection date	28th February 2012
National Society Inspector	Alan Thornsby (NS 137)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

Princess Frederica is a larger than average primary school that serves a diverse cultural background. More than half of the pupils are from minority ethnic backgrounds with the majority from African or Caribbean backgrounds. A small minority is at an early stage of learning to speak English. The proportion of pupils with special educational needs and/or disabilities is average. The numbers of pupils known to be eligible for free school meals is below average.

The distinctiveness and effectiveness of Princess Frederica as a Church of England school are good

Princess Frederica is a good school that continues to enjoy many outstanding strengths. Christian love in action is the key to the care, love and respect that drive the achievement and aspirations of both staff and pupils, regardless of faith or cultural background. The outstanding relationships seen within the school community are recognised in the wider community with whom the school has strong links. The school enjoys the close links with the two local Anglican churches

Established strengths

- The vibrant Christian ethos that results in a truly inclusive school that impacts on both the school and wider communities
- The drive and commitment of the headship team, staff and governors in sharing Christian love and values in action
- The quality of SMSC development that results from the broad curriculum and impact of the vast range musical, sporting and cultural activities

Focus for development

- Continue the development and expertise of the RE coordinator
- Staff and governors to explore, celebrate and make explicit in displays and documentation the current implicit Christian values that drive the daily life of the school

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

The school has a powerful ethos that constantly reflects Christian values in action. This results in an inclusive learning atmosphere where everyone is valued and respected regardless of their background. The positive relationships between adults and pupils are one of the many strengths of the school, shared and welcomed by the local close-knit community. Pupils describe how each of them is different because of faith or cultural background, but 'we all are friends so you are never alone and there is always someone to talk to.' Pupils are confident and articulate and many can make links between the values and ethos of the school to the teachings of Jesus. They understand the need for forgiveness, reconciliation and fresh start because these are part of the behaviour management of the school. Pupils enjoy learning and the commitment of teachers. They experience a broad curriculum that has secure links to worship themes and religious education. The high aspirations of the school, that inspire and motivate pupils, culminate in a graduation ceremony with caps and gowns for Year 6 pupils. Spiritual, moral, social and cultural development is outstanding because the wide range of clubs and activities enjoyed by pupils are underpinned by Christian values. Pupils representing the school in sporting or musical activities are seen as ambassadors for the school sharing discipleship. The school garden provides opportunities for stewardship and the produce is used in the school kitchen. Pupils are very aware of the need to support others less fortunate both locally and internationally. Some have gained first hand experience by delivering harvest gifts to a refuge. Pupils also share their computer skills with older members of the community. The school has a programme of residential visits including a visit to a school in France where they develop their language skills with French pupils. A sleepover in school for Year 2 pupils introduces pupils to being away from home. Pupils use the peace and sensory gardens for quiet reflection. Although the displays around the school such as 'Friendship week' and 'Going for goals' often include a Biblical reference, the school does not celebrate its Christian distinctiveness in classroom displays as effectively as it does in practice.

The impact of collective worship on the school community is good

Worship is a key part of the day to reinforce the values and ethos of the school as well as providing opportunities for reverence and commitment. It enables the successful introduction of Christian values and promotes mutual respect that is shared with the community because of good spiritual development. Themes are planned termly by the coordinator and clergy to ensure continuity and culminate in a celebration in church, often with the presentation of a Scripture Union booklet. Input by the music coordinator ensures a high profile of music in worship, including steel drums, orchestra and choirs. Pupils share a sense of great joy through singing and actions, often pupil-led as they join together for worship. Pupils experience a range of worship formats including class and key stage. Singing worship is made more relevant by the exploration of the meanings and stories behind the words. The clergy from the two local Anglican churches alternate between each key stage each week, providing opportunities for a more age appropriate exploration of a theme. For example, both gave practical examples of how Lent is a time to practise and develop 'Christian muscles' and included Bible readings as illustrations. The input of the clergy and visits to the two churches at the beginning and end of each term enable children to develop an awareness of the breadth of Anglican worship. Although many pupils participate in worship through music performance and offering contributions and prayers, worship in church provides greater opportunities for their participation. These include writing and sharing prayers and speeches. Prayer has a high profile in the daily life of the school, as a time 'to talk to God and ask for help or say sorry'. It is reinforced by the Lord's Prayer and school prayer displayed in every classroom. Although a candle 'to show the way out of darkness' or power point slides are sometimes used, there is little evidence of focus points to reinforce the ritual of worship.

The effectiveness of religious education is good

Religious education is well led by a newly appointed enthusiastic leader who is keen to further his knowledge and support for colleagues. Although the school had successfully addressed the development points from the previous inspection, recent developments including the introduction of a new scheme of work have led to further exploration in recording creative work. The range of faiths studied supports the mutual respect for other faiths that is a strength of the school. An effective termly monitoring of planning and books by the coordinator enables identification of strengths and areas for development for each class to support on-going development. Teaching is good because of teacher knowledge, classroom management and the very effective use of talk partners. This gives pupils opportunities for reflection and the formation of opinions and decision-making. Pupils know their learning target because the learning question is shared at the beginning and during lessons and is recorded in their book. Links between other subjects, especially art and literacy, allow pupils to further develop previous acquired skills. For example, pupils in Year 6 used their knowledge of poetry styles and features to write a poem sharing personal belief after exploring angels in Christianity, Judaism and Islam. A Year 2 class explored the similarities between a church wedding and marriage and gained a secure understanding of the Christian wedding ritual by correctly sequencing a set of pictures. The links between RE and worship were reinforced by reception children who explored promises after an assembly on Lent. Work in books is well presented showing a variety of tasks and ways of learning. Teachers often make written comments about the quality of pupils learning or to further learning. These along with annotated level descriptors, pupils' books and levelled pieces of work inform assessment and indicate that standards in RE are often above average, in line with those in literacy.

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

The headteacher has a deeply held faith that drives her vision for the school. Everything prepares children for an understanding of respect, fairness justice and the knowledge that they are responsible for their outcomes of their actions. Staff and governors, who are all role models of Christian values in action, share this vision. Many staff attend the weekly prayer group and are fully committed to fully nurturing each child as a unique individual. Foundation governors ensure secure links with the two local churches and community. The governing body is fully committed to the Christian ethos of the school. They regularly seek the views of parents, pupils and the local community to inform strategic planning. The RE subject governor reports to governors after meetings with subject leaders. This gives all governors an overview of worship and an awareness of developments in RE. However, the aims and mission statement of the school do not reflect the distinctive Christian character and the high profile of Christian values in action that underpin the

daily life of the school. Parents praise the work of the school and the way the school gives all pupils an understanding of and respect for other faiths and cultures. They recognise the quality of teaching and the impact of the school that nurtures confident and polite children. They also recognise the way the school supports pupils, including the use of outside agencies. Typical of the parental comments are 'Children are well looked after here because of strong pastoral care and faith embedded in a multi-cultural learning situation' and 'this is a school that reflects its community like a big family'. The school benefits from a very supportive PSA that raises fund for both the school and individual classes. The school benefits from sponsorship with a local business to maintain two minibuses. This is shared with the wider community through hiring them to other local charities. The school has good links with the diocese and is a member of the Brent group of church schools that hold regular meetings of the headteachers and chairs of governors.

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Judgement Recording Form (NSJRF)



Name of School: Princess Frederica Church of England Primary School
College Road, Kensal Green, London, NW10 5TP

Date of inspection: 28th February 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 439
URN Number: 101535
NS Inspector's Number: 137

Rating 1-4

How distinctive and effective is the school as a Church school?	2
How well does the school, through its distinctive Christian character, meet the needs of all learners?	2
What is the impact of collective worship on the school community?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes