



St Cuthbert with St Matthias Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Warwick Road Earls Court London W5 9UE
Headteacher	Mr Steve Boatright
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100498
Diocese	London
Local Authority	Royal Borough of Kensington & Chelsea
Date of last inspection	September 2008

Inspection date	15th September 2011
National Society Inspector	Miss Gladys Vendy (NS 299)

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. The inspection process follows a similar pattern to the Ofsted inspection format.

Context

St Cuthbert with St Matthias is a one form entry school with a Nursery situated in the parish of St Cuthbert's, Earls Court. The Victorian building which is sited on a main arterial route through London in an area of high social and economic deprivation has undergone many recent adaptations and extensions. An above average number of pupils are eligible for free school meals, have statements of educational need or are on the special educational needs register. 90% of children speak English as an additional language. 70% of the pupils are from non European countries, the majority being Arabic speaking. 25% of pupils are from refugee backgrounds and this contributes to the high pupil mobility.

Pupils represent all the main world faiths and although 25% are Christians only a small minority are from Anglican families.

Children enter the Foundation Stage with skills which are well below national expectations but by the end of Key Stage 2 results are broadly comparable with the national average.

The distinctiveness and effectiveness of St Cuthbert with St Matthias School as a Church of England school are good.

The strong ethos of love for all and hospitality founded on Christian values give a warm and positive welcome to those arriving in England from troubled countries.

Established strengths

- The inclusive ethos of the school is underpinned by practical Christian values and dedication to serving the community which enables all children to feel safe.
- Social, moral, spiritual and cultural development of all staff and pupils.
- The enthusiasm of the RE co-ordinator, supported by the Head Teacher's leadership, has established RE as an enjoyable and effective subject which impacts positively upon the spiritual development of the school community.

Focus for development

- Establish a regular clergy presence in school to assist in collective worship.
- Involve children more in leading and participating actively in collective worship
- The role of the Governors in the monitoring and evaluating, including receiving reports, of Religious Education and Collective Worship.

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

The school has successfully addressed the issue from the previous denominational inspection of promoting the distinctive Christian character of the school within the immediate community. The shared Christian values of hospitality, love, humility and forgiveness which underpin school life impact strongly and are evident in the relationships of those within the school. The school is a caring and inclusive school that serves both the transient and local community well. The learning mentor, family support workers, therapists and others form a pupil support group which has a significant impact on the care and guidance of the children. The school makes good provision to meet the needs of all its learners including young carers. SEN and vulnerable children are well supported through a range of strategies. As one teacher said 'we are a solution focussed school'. The needs of gifted and talented children are met through local authority initiatives promoted by a member of staff. The school behaviour management policy is understood by the children who can distinguish right from wrong. A range of clubs, including breakfast club, foster pupils' social and cultural development. Children take an active part in the running of the school through trained peer mediators, a play buddy scheme and house captains. They feel the school is fair and said 'people of all religions are welcomed – no-one feels left out and we feel safe here'. Christian symbols and artwork are displayed across the school and each classroom has a designated area for reflection. People of other faiths and none are welcomed and a group of parents has mounted an attractive display about the celebration of Eid in the entrance corridor. The opening of the Children's Centre

on the school site has made newcomers to English education particularly welcome. Pupils have extended their global awareness through links with schools in India, Africa and Spain. The school has reached the Gold standard in the International School Award. The school supports many charities and is involved in the 'Go Givers' scheme for the homeless at St Cuthbert's Church centre. Community cohesion is good and the school choir sings in the annual festival in Earl's Court.

The impact of collective worship on the school community is satisfactory

Worship has a central place in the life of the school and is led from a variety of perspectives within the Christian faith. The worship policy affirms the Christian foundation of the school. The weekly pattern is organised on both a key stage and whole school basis and led by staff, visitors and pupils. The infirmity of the parish priest at present limits clergy and church involvement although support is being developed from beyond the parish as well as from governors who worship at the church. Overall themes of worship for the year are well planned, include Christian festivals and are sensitive to other faiths. A worship group plans for special events which include the school visiting church at Harvest, Christmas and Easter. Worship is always non sacramental but follows a set format. Recording of daily acts of worship has recently been introduced and this is evaluated termly by the Senior Leadership Team. The governors do not formally monitor or evaluate collective worship or receive reports on worship. The approach to worship is through developing an understanding of the two great commandments (a key part of the school ethos statement) and this was evident in the observed act of worship. This was attended by all except the Foundation Stage although children in the Nursery and Reception Classes join in the Friday celebration assembly. The children came in silently to music sung by the Soweto Gospel Choir and a candle was lit to focus pupils' attention. Children sang sweetly and with reverence. The dramatised story of a modern day mugging, suggested by a Year 6 child, led into the story of the Good Samaritan. Through the use of talk partners children were guided to consider what they would have done in similar circumstances. The reading from the Epistle to the Corinthians of the hymn to love gave children the chance for reflection. All joined in with the school prayer. The opportunities for children to participate in and lead worship are at present limited. Each class has made their own prayer book from which prayers, thoughts and poems are sometimes read. Prayers are said before lunch and in some classes at the end of the day. As part of the Lent discipline the Head Teacher introduced the opportunity for daily Bible reading and prayer for the staff. Morning prayer is becoming a feature of staff spiritual development. Parents and governors of all faiths attend worship in school and church. The school has been given funding for Bibles from a neighbouring church whose congregation visit as reading volunteers. There are positive signs of a very good capacity for further improvement.

The effectiveness of Religious Education is good

The RE subject leader is passionate about her subject and this enthusiasm has been a catalyst for raising standards in the teaching of RE. A comprehensive action plan for RE feeds directly into the School Development Plan. The Early Years Foundation Stage uses the Solihull scheme as a basis for RE and the Diocesan scheme of work has been adapted for use in the main school. The denominational inspection was held at the beginning of the academic year but the RE co-ordinator had kept portfolios of work from all year groups from the previous year as well as evaluations of planning, work scrutiny and observed lessons. Standards of attainment in RE were good or better than those seen in literacy books. A learning walk through all three phases confirmed that standards of teaching and learning are good. The Nursery children had not yet been admitted but colourful and well annotated books of children's work showed that they had experienced Godly Play and had a good knowledge of a range of festivals. It was the first day for children in the Reception class and they had listened carefully to the story of Noah and were busy playing with a range of associated activities. In Key Stage 1 children showed they understood the concept of light and dark by using Godly play to tell the creation story. Other children made strong links with their own class rules when thinking about what advice could be given to a new baby to lead a good life. The most effective work in Key Stage Two was when children were guided to discuss their ideas with talk partners and to contribute from their own and other's experiences such as in the lessons on vulnerability and baptism. In other classes music lent a calm atmosphere to help children to

reflect on the big issues such as our fragile earth. A three tiered approach to planning RE lessons includes reflection which was seen in all classes as well as a good balance between learning about and learning from religion. Teaching assistants give good support and join in the lessons. Different approaches to assessment have been carefully trialled and the school now sees a clear way forward 'assessing pupil progress' (APP) to link with national criteria. Children's attitudes to RE are positive and they say they enjoy learning about other religions, creative work, discussions and visiting different places of worship.

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

The Head Teacher has a strong and clear Christian vision for the school and is committed to raising the effectiveness and quality of teaching. The sound Christian values are at the heart of decision making and form the core of all key policies. For example, the statement of aims in the spiritual, cultural, social and moral education policy has a practical approach which is taken into account when planning lessons and experiences. The school has a clear leadership structure and the Senior Leadership Team includes the RE co-ordinator. Distributed leadership helps all staff to develop an understanding of the Christian ethos. Succession planning is addressed through identifying next steps, increasing staff responsibilities, work shadowing and continuous professional development. Support for the school's Christian character is explored with potential staff at the interview stage and expectations made clear prior to beginning work. Staff morale is good because of the clear direction the school is taking and sets a positive role model for the children. The full Governing Body includes adults of all faiths who work together harmoniously. Governors are linked to individual classes and report on their visits at Governing Body meetings. As yet there is no formal reporting of RE and Collective Worship although the links with the church are discussed. The partnership with St Cuthbert's Church is maintained through the Church Warden and Sunday School leader who are active school governors. Members of the school council organised sporting activities during sports week. Representatives have met with the governors and have helped to influence key decisions, for example about school meals. Parents speak warmly of the safe and welcoming atmosphere. Very good induction procedures welcome new pupils, staff, parents and governors who soon feel part of the community. Relationships between all groups in the school community are positive. Initiatives from the recently re-invigorated Parents' Association are having a positive impact on the involvement of parents in the life of the school. Questionnaires are used to evaluate the effectiveness of the school as a church school. Interviews have been held with some children about the teaching of RE. The school is effectively supported by the diocese and the local authority. There is very good capacity for the school to move forward in its role as a distinctive and effective church school.



Judgement Recording Form (NSJRF)



Name of School: St Cuthbert with St Matthias Church of England Primary School
Warwick Road, Earls Court, London, W5 9UE

Date of inspection: 15th September 2011
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 222
URN Number: 100498
NS Inspector's Number: 299

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?	3
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

* Voluntary Aided Schools