



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### John Keble Church of England Primary School

Crownhill Road  
Harlesden  
London  
NW10 4DR

**Previous SIAMS grade: Satisfactory**

**Diocese: London**

Local authority: Brent

Date of inspection: 6 July 2015

Date of last inspection: October 2010

School's unique reference number: 101534

Headteacher: Alison Loffler

Inspector's name and number: Gill Walley NS 644

### School context

The school has 432 pupils on roll. In September 2013 it was judged to be good by Ofsted. The headteacher is also the Executive Headteacher of a local Voluntary Aided Church of England school. The proportion of pupils who speak English as an additional language or who originate from minority ethnic backgrounds is above the national average. Most pupils are of Black African or Caribbean heritage. The number of pupils with special educational needs is below average but the number entitled to free school meals is almost twice the national average. Many pupils leave or join the school during the year. A large proportion of families worship at two local Anglican churches or in other churches of different denominations.

### The distinctiveness and effectiveness of John Keble as a Church of England school are outstanding.

- Governors evaluate the Christian character well so that this distinctiveness is at the heart of the school's work.
- All pupils make very good progress in all subjects including religious education (RE) because teachers use their accurate assessment of what pupils understand already to plan the next steps in their learning.
- Parents say that the school values and involves all families equally well, whether or not they share Christian beliefs because it is so inclusive.
- The school works closely with the incumbents of two local Anglican churches so that pupils develop a sense of belonging in their community.
- Pupils explain how Christian values influence their behaviour and attitudes towards one another.
- Pupils develop their spirituality extremely well through prayer and their understanding of the Christian faith because worship and learning in RE and are both very well planned to meet their needs.

### **Areas to improve**

- There is no area for development at the present time.

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

All pupils make extremely good progress, often reaching levels above those expected nationally at the end of Key Stage 2 because the school supports them very well to reach their full potential. Attendance is very good. The school's mission is based on Psalm 119:144 'Give us understanding that we may live' and there is a new logo 'pro ecclesia Dei', reminding everyone that everything they do is dedicated to God. Pupils now understand the Christian values which the school's work is based on. For example when they work in groups teachers praise them for showing koinonia. Pupils see the values displayed and relate each value to a Bible story. For example the story of Joseph and his coat was used to explain compassion. The environment reflects its Christian character exceptionally well, with prayer areas and symbols in classrooms and corridors to remind pupils about the faith. Display boards, such as one showing artefacts of all world faiths, and another of pictures of Noah's Ark celebrate learning in religious education (RE) and reinforce their understanding well. Pupils value time in the chapel, which develops their experience of being in a place of worship. They say 'it's peaceful there and we can reflect'. They respond to adults' very high expectations and behave extremely well. If they display challenging behaviour they write about the values they have not shown. Pupils have many opportunities to help those less fortunate by raising money for charities such as Mercy Ships, and recently they asked to raise money for the earthquake victims in Nepal. Staff are very confident to promote the distinctive Christian character of the school because there is thorough induction for new staff and ongoing training. They say that 'Christian values are really key to everything'. One said 'the school is a beacon of light not just for children but for parents and the whole community'. Another said 'non-Christian pupils are always included and made to feel proud of their own beliefs'. Parents feel that understanding Christian values well at school helps their children to make decisions out of school. They particularly appreciate how well the school supports pupils' families as well as the pupils themselves.

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

Pupils thoroughly enjoy 'peaceful reflection and prayer' and 'learning about God, Jesus and the saints' because worship is always relevant and memorable for children of all ages. Their responses to questions show the depth of their understanding, and they enjoy participating in singing and role play. They say that singing Christian songs 'makes them feel happy'. Worship develops pupils' understanding of the values extremely well. For example they listened to a passage from Philippians about a building needing strong foundations and related this to their faith having strong foundations in Christian values. They reflect on how they can apply this understanding to their own lives. Pupils develop their spirituality extremely well through prayer and reflection and they often write and share their own prayers with one another, both in worship and in classrooms. Pupils know many Bible stories and the times and liturgical colours of the Church year. Pupils often plan worship together and pupils may choose to be prepared for their first communion which further develops the strong links between the school and parish church. School leaders and governors have met the recommendations of the last report and now assess the impact that worship, as well as RE, has on the pupils to be sure that it is appropriate for their needs. Pupils look forward to weekly visits from the incumbents of two local churches who lead Eucharist. They visit the parish church regularly for special services during Christian festivals. They become very familiar with the features of the building and their purpose in Christian liturgy. This enables them to become comfortable in a place of worship. Occasionally other clergy visit the school to lead worship so that pupils experience a range of styles. Pupils of all faiths and those with no faith background thoroughly enjoy worship and feel completely involved because it is always inclusive. They talk about having the same attitudes and values even if they are expressed in different words, and they particularly enjoy contributing when the school celebrates their festivals.

### **The effectiveness of the religious education is outstanding.**

Pupils make very good progress in RE and reach standards above those expected for their age. They thoroughly enjoy these lessons because teaching is outstanding and activities engage pupils extremely well. Lessons are appropriate for their age and ability, so that they learn about Christianity and other faiths and can relate that learning to their own lives and experiences. Pupils can explain how each of the twelve Christian values can be seen in Bible stories. They can explain what they know about the Trinity because it has been explained to them visually in ways they can understand. The RE leader has

developed the assessment of pupils' progress so that teachers can plan appropriate activities which move them on in their understanding. She analyses the progress of different groups of pupils to be sure that the impact of RE is equally good for Christian and non-Christian pupils alike. She supports teachers extremely well in delivering lessons pupils will remember, and she has developed their skills to teach pupils about different faiths. She has reviewed the curriculum so that it has very good impact on pupils' progress. She has raised the profile of this subject and made links between RE and other curriculum areas so that it is at the heart of the curriculum. Teachers give pupils feedback on their work which helps them understand how they can improve, and pupils say they find this very helpful. Learning in RE supports pupils' moral and spiritual development well because pupils explain what helps them make the right choices. One pupil said 'my behaviour isn't always good but learning about the values really helps me'. Pupils develop great respect for the beliefs of people of different faiths by learning about them and visiting their places of worship, and through celebrating Faith Week. RE lessons are monitored frequently by the RE leader and other senior leaders to evaluate teaching and ensure that standards continue to rise. Many pupils also choose to attend Faith Club, where they discuss aspects of faith and questions which have no answers.

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

Everyone in the school's community feels that its Christian distinctiveness is its most important feature. This is because the Christian vision is fully embedded and articulated by everyone. Pupils succeed because leaders ensure that high standards of teaching and learning are maintained in order to support all pupils to reach their potential. Staff and pupils are very proud of the school's Christian character and the way that it has been strengthened under the headteacher's leadership. They have recently celebrated the accomplishments of their founder, John Keble, in writing well known hymns and sermons. Leaders have reviewed the RE curriculum to make it more relevant for all pupils and considered precisely what best suits their needs. Leaders work closely with the Diocese and they are supporting another local faith school to help that school to move forward. The headteacher and staff are extremely good role models for pupils so that they understand what it means to be a Christian, and to make decisions based on Christian values. Governors and senior leaders now monitor lessons and acts of worship frequently so that have a very accurate understanding which drives further improvements and supports strategic planning. Parents say that all families feel equally involved and valued, irrespective of their faith background. Parents are consulted regularly about the Christian distinctiveness so that they can contribute to planning further improvement. This is because leaders have strengthened the partnership with parents. There is a close link with the parish church and the neighbouring parish which helps pupils to be very involved in the parish community and to understand different styles of worship.

SIAMS report July 2015 John Keble CE Primary School, Harlesden NW10 4DR