



St Paul's Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Elsworthy Road London NW3 3DS
Headteacher	Simon Knowles
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100046
Diocese	London
Local Authority	Camden
Date of last inspection	27th February 2009

Inspection date	30th January 2012
National Society Inspector	Stephen Bruce
Quality Assurance Assessor	Lyn Field (NS 151)

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

This is a smaller than average, oversubscribed primary school. Pupils live close to the school and come from a wide range of socio-economic backgrounds although the proportion eligible for free school meals is lower than schools nationally. The proportions from minority ethnic groups and those with special educational needs and disabilities are both above average. Although almost half are bilingual, only a few are in the early stages of learning English.

The distinctiveness and effectiveness of St Paul's as a Church of England school are outstanding

The school has a very strong vision underpinned by Christian values which are consistently and effectively reinforced leading to a very inclusive school. Relationships throughout the school and with the church are outstanding and the children are happy, achieve well and feel valued and included.

Established strengths

- There is very effective leadership from the headteacher
- Christian values underpin the work of the whole school which makes it very inclusive
- The strong partnership between the head teacher and vicar ensures high quality worship is central to the day to day life of the school
- The very strong relationships between children and adults ensure very positive learning experiences and outcomes

Focus for development

- To regularly monitor the scheme of work for RE to ensure the more recent changes are impacting positively on pupils' learning and progress.

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

The school promotes and upholds Christian values through its day to day work so effectively that it impacts upon all learners in a very positive way. The headteacher and governing body are implementing the vision leading to high standards and above national average attainment. All groups, including children with special educational needs, English as an additional language and more able children are supported well. Children, parents and staff have a clear understanding of the values that lead to the consistently high levels of motivation and excellent behaviour. The Christian value currently in focus is displayed in the front entrance and this is supported by a work of art selected for this purpose. Currently an image of St Paul reinforces the value of hope. As one child remarked the image of St Paul is displayed because, 'like St Paul, we hope to be changed for the better'. Each class has an RE display and a display linked to the school value currently being promoted. The school hall has examples of children's artwork produced when working with a local artist and linked with the school values. The school environment is outstanding and makes a major impact in strengthening the Christian ethos. The school is a caring and inclusive place for children to develop their full potential as individual children of God. From Reception, for example, children are regarded as unique and are introduced to the school through their 'Unique Child' idea involving parents fully in the transition to school life. The very warm family atmosphere is highly regarded by parents. Pupils' behaviour is excellent because of school wide strategies linked to Christian values. For example, children who are role models of exemplary behaviour are recognised as 'shining stars.' A parent commented on how inclusive she felt the school was and another parent was delighted by the openness of the children towards each other concluding that 'St Paul's is a great school.' The children themselves recognise how inclusive the school is with one child commenting that the school promotes friendship across faiths. Parents say the headteacher works hard to reach out to them and is able to support and resolve issues very swiftly.

The impact of collective worship on the school community is outstanding

Worship is at the very heart of St Paul's school. It is well planned and based on a strong working relationship between the headteacher and vicar. This strength of partnership helps the school provide worship that is rich and varied in nature and of high quality to engage learners. Worship is regularly held in St Mary the Virgin Church. The very thorough planning and system of evaluation ensure worship is inspirational, creative and enjoyable with themes chosen carefully to link with the church calendar. Worship contains Biblical references, songs and prayers very firmly linked to the school's distinctive Christian values. Children are involved in planning, leading and evaluating worship. The impact of this makes worship at St Paul's very inclusive. The careful choice of language used during worship ensures pupils of all faith backgrounds feel included and valued. Children's prayers are sensitively written and show a depth of Christian understanding that comes from frequent engagement with Christian values. The school extends its embracing approach to worship beyond the school gates through its 'managed learning environment' linked to the school website. This supports worship in having a strong impact on the whole school community. The very strong partnership between the school and church ensures the children are familiar with a range of Anglican traditions and practices. Year 6 pupils are strongly involved in planning the termly Eucharist, the impact of which ensures it is deeply meaningful to them. Children say prayers before lunch and they reflect during lessons. For example, in the act of worship observed, Candlemass was linked to the value of hope. It had a lasting impact on the day through taking class candles, blessed during worship, back into the classroom for further reflection. The children sang enthusiastically and recited the Lord's Prayer. The vicar thoughtfully introduced the concept of Dayspring sharing her own childhood experiences. This provided a powerful example of worship influencing the day to day lives of the children and staff. Many of the children attend church on Sundays and Sunday school activities are held in the school building.

The effectiveness of the religious education is good

The recently appointed RE co-ordinator has made a strong impact on implementing a new scheme of work which builds on the progress made since the previous inspection. The RE co-ordinator, working with governor involvement and support from the headteacher, has contributed to further improvements. Standards of pupils' work are now in line with other subjects. The school works closely with other diocesan schools as part of the All Saints' Consortium and benefits from the sharing of good practice. Changes made to the scheme of work ensure more creative and meaningful activities are planned for pupils to learn about Christianity and other faiths. The impact of these are seen in the children's work displayed in each classroom and in each class portfolio of work. Strong links are made with art and the standard of work is rising. By Year 6 pupils achieve beyond national expectations. They are articulate about their work and it clearly impacts upon their daily lives. The co-ordinator has carried out monitoring and the quality of teaching is good. Assessment strategies are used effectively during lessons to check pupils' understanding. Monitoring across the school, however, has not focused closely enough on changes made to the scheme of work to ensure pupils are making better progress in these areas. Classroom displays and reflection corners support children in reflecting about the things they are learning and support their wider spiritual development. An example of a table top display of Christian icons and children's own art provided a focal point within the classroom. A class studying Islam had prepared a table top display to increase understanding of how Muslims prepare for prayer. Teachers make good use of modern technology to enhance learning and engage children's interest. Children learning about Christian marriage were able to see a film clip of the recent Royal wedding. This links well to a display of a wedding dress within the classroom that engages learners well. The school has a link with Bowa in Malawi and the two schools exchange curriculum themes annually supporting the school's work in understanding and celebrating religious and cultural diversity.

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

Since the previous inspection the school has made significant progress in those areas identified as a focus for development. The headteacher and governors are very committed and effective in ensuring Christian values underpin the work of the school. Children, staff and parents can articulate the school's values and describe how they impact on them personally. Children speak confidently about koinonia, peace and hope. The chair of governors visits regularly. These visits are well planned, systematic and influence and contribute to the strong leadership of the school.

Governors were involved in the development of the collective worship policy and RE scheme of work and are monitoring progress. RE subject leadership has developed rapidly and is impacting positively on teaching and learning in RE. The school's self evaluation is robust and identifies priorities for improvement accurately. Governors show a commitment to succession planning, particularly, through rotating the roles of the governing body. This demonstrates a clear understanding of the future needs of the school. The school's active membership of the All Saints' Consortium supports the professional development of staff, including the RE co-ordinator. The link between the church and school is very effective. Strong pastoral and curriculum support is provided by the vicar whose regular visits to the school and meetings with the headteacher ensure worship has a fundamental place at the heart of the school. This nourishes pupils' spiritual, moral, social and cultural development as does the broad range of curriculum enrichment opportunities through visits, visitors to the school, workshops and extra-curricular provision. Relationships between members of the school community are very positive and the school is proactive in its support for charities and its link with a school in Malawi, contributing to pupils' sense of the worldwide community. The headteacher and vicar both support prospective headteachers and newly ordained priests in the wider community. The headteacher's involvement in the All Saints' Consortium is an example of his commitment to developing co-operation, sharing expertise and building respect and trust both within the school and beyond.

SIAS report January 2012 St Paul's CE Primary School Camden London NW3 3DS



Judgement Recording Form (NSJRF)



Name of School: St Paul's Church of England Primary School
Elsworthy Road, London, NW3 3DS

Date of inspection: 30th January 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 207
URN Number: 100046
NS Inspector's Number: X

Rating 1-4

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	1
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*