



Lady Margaret Church of England Secondary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	Parson's Green London SW6 4UN
Headteacher	Sally Whyte
Type of School	Secondary
Status	Voluntary Aided
Unique Reference Number	100364
Diocese	London
Local Authority	Hammersmith and Fulham
Date of last inspection	14 th -15 th March 2007

Inspection date	2 nd -3 rd November 2011
National Society Inspector	Catherine Large (NS 482)

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

Lady Margaret School is an 11-19 Voluntary Aided Church of England School for girls. It is a smaller than average school of 710 students including 230 in the Sixth Form. It is heavily over-subscribed with significant numbers of students travelling from out of the borough. The majority of students are White British. The proportion of students from ethnic minority backgrounds and students who do not have English as a first language is slightly above average. 50 out of 90 places are offered to students who attend the Church of England. The remainder of places are offered to those from other Christian denominations and other faiths and to the local community. The school has maths and computing and music specialist status.

The distinctiveness and effectiveness of Lady Margaret School as a Church of England school are outstanding.

Students hold their school in great esteem and affection, recognising the Christian values that underpin the high quality of relationships and the care and commitment of the staff. As a result of all the opportunities provided, students' spiritual, moral, social and cultural development is excellent.

Established strengths

- The strong commitment of the leadership team, governing body and staff to placing Christian values at the heart of the life of the school and its future development.
- The very strong sense of community in the school, the personal development of students and the respect they show for each other, for worship and for matters of faith.
- The outstanding quality of teaching and learning in religious education
- The strong links with the local church and the effectiveness of the vicar's contribution to collective worship.

Focus for development

- Establish a coherent approach to the development of all aspects of the school's Christian life.
- Develop strategies for students to contribute more to the planning of collective worship and increase variety of practice in form worship.
- Widen links with the local community.

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

The overwhelming view of students is that the school is a very close and caring community in which they are happy and settled. They recognise the way Christian values are worked out in practice. Relationships between the students, across the age groups, are very positive, helped by effective procedures such as peer mentoring, the 'auntie' system and sixth form prefect attachments to form groups. Students from non-Christian backgrounds and from the range of ethnic groups, affirm the inclusivity of the school. Students of all abilities make very good progress as they move through the school, both in academic achievement and in their personal maturity. They find teachers very approachable and supportive. One sixth form student, new to the school, expressed the view, 'I find it extraordinary that teachers go the extra mile to help, often in their own time.' Sixth form students are extremely mature and are excellent role models for younger girls. They take a leading role in many of the extra-curricular and house activities. The spiritual, moral, social and cultural development of all students is outstanding. Being religious is an accepted part of school life and ethos and students are given good opportunities to develop and express their faith, for example, through the Christian Union and Youth Alpha. Students from other faiths feel respected and accepted in all aspects of school life. There are also very good opportunities for students to take responsibility in the life of the school for example, through charity planning. From Year 7, the Christian traditions of the school are highlighted through visits to the church and Taize-style services in the school chapel. It is evident in discussion and in lesson observation that the school ethos creates an excellent learning environment. Students listen to each other with respect. Behaviour in and out of the classrooms is excellent. When

things go wrong, students know they have a chance to 'make a fresh start' and they feel very well supported by the pastoral care system. Since the last inspection, the school has increased the range of displays to enhance the spiritual dimension of the environment. The school chapel is one clear example. The Art club has also contributed to these displays. However, there are still areas of the school where relevant display, including that of a multi-cultural nature, is lacking. There has been some good progress in strengthening aspects of cultural diversity in the curriculum and in links with the wider community and the school recognises the potential for further development in this area.

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

Worship is valued by the students and is integral to the life of the school. The programme for daily collective worship is very well balanced with appropriate themes and groupings as well as opportunities for regular worship in the parish church at festival times and significant school events. Sixth form students share in, and often lead, whole school worship. There is a specific and well regarded role for a senior sixth form student, the Sacristan, in contributing to worship and the Christian life of the school. The vicar is a regular contributor to worship in school and students speak highly of his input. The programme is planned very effectively by a group which includes senior staff and clergy but not generally, the Sacristan. Overall, collective worship makes an excellent contribution to spiritual development and this is acknowledged by the students. Their response to worship is respectful. They are attentive and enjoy singing and participating when given the opportunity. There is always opportunity for prayer and/or reflection and many students say they find this helpful. Twice a term students have opportunity to celebrate the Eucharist in church. On these occasions, as at festival services, they become familiar with Anglican faith and practice and are helped to understand elements of the liturgy. This is proving effective as illustrated by the excellent contributions made by students to the Lenten services. The chapel continues to be central to the Christian life of the school. New works of student art enhance the space and displays and questionnaires are evidence that groups such as the Christian Union are reflecting on the meaning and application of their faith. Since the last inspection, there have been some improvements to the participation of students in planning and leading worship. Each form leads worship in the hall once a year. Each week, worship in form time is a regular feature. Students take turns to present reflections and to lead prayers but there is scope for more variety of approaches to be taken in line with the training and support that staff have received. Avenues do exist for feedback from students to the senior leaders and there are examples of how this is bearing fruit, such as through the choice of hymns and musical accompaniment. However, the school recognises that this level of participation in planning and leadership by students could be strengthened.

The effectiveness of the religious education is outstanding.

Religious education is highly regarded by students and is one of the best achieving subjects in the school. Students of all abilities make very good progress because teachers monitor their progress skilfully and carefully. From Year 7, they learn to evaluate their own work in relation to levels of achievement in the subject and this sets high expectations. They know what they need to do to improve. By the end of Year 9, standards are well above average. High standards are maintained so that examination results by the end of Year 11 and in the Advanced level courses are well above national averages. The curriculum is well planned to take account of the local Agreed Syllabus as well as the Christian foundation of the school. In all year groups, including the non-examination groups in the sixth form ('Beliefs and values' course), teaching is at least good and usually outstanding. There is a strong team of highly committed specialist teachers. Teachers' questioning skills are used effectively so that students develop their understanding and analytical skills. A thorough grasp of examination requirements enables teachers to support students in achieving their potential. Relationships are excellent and students enjoy lessons because, as one senior pupil said, 'You get so wrapped up in your own life but Beliefs and Values really opens your eyes'. Group discussion and feedback is a strong feature of lessons. Students listen well to each other and are confident to express their own beliefs. They are aware of the key beliefs and practices of other world faiths and they enjoy reflecting on ultimate questions. Their knowledge and understanding of Christianity is well above average. The subject makes an outstanding contribution to students' spiritual, moral, social and cultural development. The

leadership and management of the department are excellent. The team is led by a skilled practitioner who has developed quality schemes of work and approaches to teaching and learning. She is well supported by the team of specialists and makes contributions to whole school developments. There have been some opportunities for students to visit places of worship and to discuss matters of faith with members of staff, but the department recognises the need to build up stronger links with wider faith communities.

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

There is a strong commitment to the Christian vision for the school by the headteacher, deputy head, senior leaders, governing body and staff. It is evident in the way the school supports current provision and in the way it is determined to keep Christian values at the heart of future development. There have been regular planned opportunities for staff and governors to reflect on the implications of being a church school. The effect of this approach has been to raise awareness of how the curriculum as well as the general ethos of the school can contribute to spiritual and moral development. Students, without exception, express a sense of belonging to a community where people matter to each other and where the place of faith in the school is integral. There are clear strategies in place at different levels of leadership to ensure that high standards are maintained. Staff feel well supported and value the 'open door' policy of senior leaders. Appropriate opportunities are provided for professional development. Links with the Diocese are good and the local parish church plays a crucial part in the life of the school. Links with the many feeder primary schools are very good and Year 7 students are clear about how well they settle into school. There is a detailed newsletter for parents providing an unusually high level of insight into the life of the school and the personal achievements of students. There are strong and beneficial contacts with external agencies. Links with the local community, including other Christian and faith groups, are an area the school is currently seeking to strengthen. The governing body is actively discussing the issue of creating a chaplaincy position in the school. The staff and senior students who plan worship and undertake responsibility for other explicit aspects of the Christian life of the school are doing so very effectively. There is recognition that a chaplain would be able to bring some coherence to all of these areas in the life of this church school.



Judgement Recording Form (NSJRF)



Name of School: Lady Margaret Church of England Secondary School
Parson's Green, London, SW6 4UN

Date of inspection: 2nd-3rd November 2011
Type of Church school: Voluntary Aided
Phase of education: Secondary 11-18
Number of pupils: 710
URN Number: 100364
NS Inspector's Number: 482

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?	1
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*