



# St Paul's Church of England Primary School



## Statutory Inspection of Anglican Schools

### Inspection Report

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School address	St Paul's Road Brentford London TW8 0PN
Headteacher	Mrs Sandra James
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	102524
Diocese	London
Local Authority	Hounslow
Date of last inspection	February 2008

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Inspection date	15 <sup>th</sup> November 2012
National Society Inspector	Gladys Vendy (NS 299)

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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.

### **Context**

St Paul's is an oversubscribed one form entry school with two part time nursery classes and two full time reception classes. Most pupils live in the local area and reflect the rich ethnic and socio-economic population. An above average number of children are on free school meals and about one third speak English as an additional language. Three quarters of the pupils are from practising Christian backgrounds and a significant number attend church regularly.

### **The distinctiveness and effectiveness of St Paul's School as a Church of England school is good.**

St Paul's School is an inclusive school at the heart of a tightly knit community which it serves well. It has close links with its parish church and clergy. The school effectively values all members of its community.

### **Established strengths**

- The close and active partnership with the parish church and the local church community nurtures the spiritual development of the school community
- The clearly developed mission statement and the shared Christian values impact upon children's personal development and their relationship with each other and the adults in the school
- High quality Religious Education displays and reflection areas support the Christian foundation of the school

### **Focus for development**

- The role of the Governing Body in the recording, monitoring and reporting of collective worship
- A thorough review of the Religious Education scheme of work to include the life of St Paul

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

The school's clear mission statement which is displayed in all parts of the school – 'caring for all: growing with God' is supported by the vision 'the central ethos of the whole school community promotes a reflective, caring and respectful attitude towards others and the environment.' This is embedded in all policies and practices. Children speak clearly and confidently of its meaning 'we all look out for each other.' There is great emphasis on being an inclusive school which is at the heart of the local community. The diversity of pupils' backgrounds is celebrated through events such as Black History Day. The school values every child and gives very good support to the vulnerable. Makaton signing is used to develop language and support learning. Rigorous tracking procedures and intervention strategies ensure that very good provision is made for all learners. Most children enter the school with skills below their age related expectations and make good progress to reach average standards of attainment. Strong relationships are developed at every level in a supportive environment underpinned by the Christian values of faith, hope and love. Positive behaviour management and a consistent approach help children to make good choices so that they develop personal qualities such as thoughtfulness, honesty and respect. Children said they were always talking about how they could be better pupils. A wide range of clubs, including breakfast club, foster pupils' social and cultural development. A 'meaningful work programme' club encourages children to take responsibility for the environment. Children are active through buddy schemes and the school council who have met with the Governing Body. Pupils say the school makes them feel wanted - 'I have a place here' said one child who had recently joined the school. Parents describe the school as having good moral standards and being a family community. One parent described the school as a 'lighthouse in the community.' High quality displays of Religious Education and reflection areas in each classroom support the Christian foundation of the school. The school choir sings in a range of events outside of school, sharing the Christian message through song. The clear community cohesion policy also impacts upon national and global links. The school supports a child in India through Action Aid and has linked with a school in India at a time of need.

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

Collective worship is an integral part of the school ethos. The whole school, with the exception of the Foundation Stage, meets together on four days. On the fifth day worship takes place in each classroom and offers an opportunity for reflection. This is well monitored by the Senior Management team. The clergy lead school worship weekly in St Paul's Church. Worship is well planned and reflects the major festivals of the Christian calendar. The celebration of Harvest, Christmas and Easter is planned and led by the children and very well attended by parents and governors. Worship is always non sacramental. The governors' curriculum committee receives information about worship but the whole Governing Body does not formally monitor, evaluate or receive reports on worship. The act of worship observed in in the Foundation Stage classroom was conducted in a calm and reverent atmosphere. The nursery children, some of whom were in their first week in school came in silently. There was a real feeling of awe and wonder as they joined hands together to sing. The invitation to God was marked by the lighting of a candle. Children were guided through a period of reflection. Very good oral and visual resources were used to tell the story of Jonah. Children showed very good spiritual development in their responses and understood the importance of being sorry. The older children's celebration assembly began with an act of worship, the lighting and extinguishing of the candle making a clear distinction between the two parts. The children sang tunefully and said the modern version of the Lord's Prayer. The parents' prayer group, which meets weekly, has worked with the children to compose a school prayer and the children and members of staff said this together. Achievement in RE featured in some of the certificates which were awarded. Evidence of a developing prayer life in the school is seen in the Year 6 prayer tree and the prayer box in the foyer which the parents' prayer group use. The school works closely with the parish church and the free churches in Brentford. Many pupils attend their activities such as 'Miniature Heroes', 'Sparklers' and 'Pop Connections'. The school is generous in the way it supports these events through their promotion and the provision of resources. Year Six children are given a copy of The Bible at their leaver's service.

### **The effectiveness of Religious Education is good**

The RE co-ordinator is committed and enthusiastic about her subject and offers very good support to other members of staff. A comprehensive action plan for RE feeds directly into the School Development Plan. The subject is properly timetabled, budgeted and resourced. The scheme of work in use is in a transitional stage which sometimes leads to a lack of continuity. A review of this could include teaching about St Paul which would chime with the very good cross curricular approach that links RE with history, art and literacy. Work is well recorded and the co-ordinator maintains a portfolio of work from across the school. RE is carefully monitored through lesson observation, planning and work scrutiny and constructive feedback is given. Assessment is summative, formative and self-evaluated. This feeds into the learning. Benchmarking which is based on one of the schemes of work is carried out termly using National Curriculum levels. Data tracking of RE indicates pupil progress is good. A learning walk through all three phases confirmed that the quality of teaching and learning is good. Standards of attainment in RE are good and in line with those in other core subjects. Children showed very good prior knowledge and understanding. For example, pupils were able to identify other faiths places of worship when they were learning about The Torah. Differentiation was evident in all lessons but occasionally the activities were not appropriately matched to the age of the children. The careful use of visual resources supported children's learning. As for example, children used pictures of icons to explore the different ways Mary looked after Jesus. This helped to develop pupils' use of language as well as their spiritual understanding. Children worked well together when they were acting out a modern day Good Samaritan story. Children's attitudes to RE are positive. They say they particularly enjoy learning how people of other faiths celebrate their festivals. A very good programme of visits and visitors that includes parents has been established and has enhanced children's understanding of other faiths. This was an issue at the previous denominational inspection. Children are also encouraged to talk about their faith and to bring in artefacts.

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

The Head Teacher has a strong and clear Christian vision for the school which is confidently shared with all in the community. The sound Christian values are at the heart of decision making and form the core of all policies. The Governing Body are all committed Christians from a variety of denominations and are actively involved in the life of the school. As one governor commented, 'faith is woven into the lifestyle of the school'. Governors are aware of the need for succession planning and address this by identifying appropriate professional development for members of staff including attendance at the Diocesan leadership courses. Members of staff are encouraged to share knowledge and responsibility. The children observed that 'adults are always helping each other'. Relationships between all groups in the school community are positive. Staff morale is very good because of the clear direction the school is taking. Support for the school's Christian character is explored with potential staff at the interview stage. The RE co-ordinator leads in service training at the start of each year about RE teaching and the Christian ethos so that all members of staff are clear about policy, procedure and practice. The RE action plan has rightly identified areas for development. Although RE and worship are discussed at the curriculum meetings and with link governors as yet there is no formal reporting of these areas at the full Governing Body meetings. The Parents and Friends Association is very active supporting the school well. As one parent said 'there is a lot of networking in the community'. The school and church work in close partnership and give each other mutual support. Surveys, questionnaires and forums are used to seek opinions about the effectiveness of the school as a church school. Interviews are held annually 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.

SIAS report November 2012. St Paul's School, London, TW8 0PN



## Judgement Recording Form (NSJRF)



**Name of School:** St Paul's Church of England Primary School  
St Paul's Road, Brentford, Middlesex, TW8 0PN

**Date of inspection:** 15<sup>th</sup> November 2012

**Type of Church school:** Voluntary Aided

**Phase of education:** Primary

**Number of pupils:** 275

**URN Number:** 102524

**NS Inspector's Number:** 299

**Rating 1-4\***

<b>How distinctive and effective is the school as a Church school?</b>	<b>2</b>
<b>How well does the school, through its distinctive Christian character, meet the needs of all learners?</b>	<b>1</b>
<b>What is the impact of collective worship on the school community?</b>	<b>2</b>
<b>How effective is the religious education?</b>	<b>2</b>
<b>How effective are the leadership and management of the school, as a church school?</b>	<b>1</b>
<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Yes</b>
<b>The school meets the statutory requirement for religious education *</b>	<b>Yes</b>

*\* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate*