



St Gabriel's Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address Churchill Gardens Road
 London
 SW1V 3AG

Headteacher Ms Sue McMahon

Type of School Primary
Status Voluntary Aided
Unique Reference Number 101129
Diocese London
Local Authority City of Westminster
Date of last inspection 16th July 2007

Inspection date 3rd October 2012
National Society Inspector Pat Regan (NS 68)

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

St Gabriel's is a one-form entry school without a nursery situated in the parish of St. Gabriel's, Westminster. Most pupils are from minority ethnic groups, with a high proportion who speak English as a second language. There are 27 languages spoken in the school. The number of pupils eligible for free school meals is higher than the national average as are those with special educational needs. Attendance is above average when compared with similar schools. Mobility is broadly in line with the national average except in the present year 5 where mobility is high. There have been no exclusions in the last ten years.

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

St Gabriel's is an outstanding Church of England school. There is a purposeful and clear Christian educational vision shared by all stakeholders that expresses itself in all areas of school life. The Christian character is outstanding; there is strong purposeful leadership and an absolute commitment to the continuing development of RE, worship and pupils' spiritual, moral, social and cultural development. There is a very good and productive relationship with the local parish.

Established strengths

- The way the Christian ethos and environment supports the spiritual, moral, social and cultural development of all pupils.
- The strong and effective links with the local church.
- The exemplary behaviour of pupils and the warm relationships within the family of the school.
- The importance given to RE in the life of the school and the excellent teaching and learning of it.
- Outstanding leadership and management of a Church school.

Focus for development

- Ongoing evaluation of the new RE scheme of work.

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

All stakeholders at St Gabriel's see the school's Christian ethos as fundamental to school life. Christian values permeate the life of the school and underpin every decision made. The school has a caring Christian ethos and is highly effective in nurturing the development of all pupils' qualities and achievements and supporting their spiritual, moral, social and cultural development. Both teaching and non-teaching staff contribute significantly to the high levels of pastoral care. Pupils like and respect their teachers and support staff and enjoy the outstanding relationships they share. They feel included, welcomed and cared for. Pupils from all cultures feel valued and special; they feel safe and are happy and confident. Community cohesion is especially strong and pupils have high self esteem. The Christian character of the school brings about exceptional standards of behaviour, respect for others, learning and sense of justice for all. Pupils know the difference between right and wrong and are quick to forgive each other if disputes arise. Their behaviour around school is exemplary. The behaviour policy is reviewed regularly by staff, parents and with input from the active and efficient school council. The anti-bullying fortnight provides a focus for the ongoing work done in promoting kindness and ensuring pupils feel safe. Pupil achievement is very good and their needs are very well provided for through a strong inclusive approach, a differentiated creative curriculum, and a structured monitoring and assessment system. The curriculum is greatly enriched with many extra-curricular activities. Pupils demonstrate a heightened sense of concern for the local and wider world community by charitable fundraising and awareness that they make a valuable contribution in helping other people. Relationships between all partners in the school are excellent. The school environment is particularly stimulating. The displays and reflective areas in all classrooms, common areas and the prayer areas in the playground are a visual proclamation of the school's distinctive Christian ethos. The whole school community are currently working together to produce a school motto.

The impact of collective worship on the school community is outstanding

Worship at St. Gabriel's has a very high priority. It plays a central part in the life of the school and is a fundamental aspect of its Christian character. It remains, however, open and inclusive to those of all faiths and none. Collective worship recognises the diversity of ability and backgrounds. It is rooted in Christian teaching while recognising that pupils' spiritual and moral development will be enhanced through deeper understanding of other beliefs and practices on their lives. It is very well planned, resourced and evaluated. There are a variety of styles of worship throughout the week led by staff, pupils and clergy. The visual displays and focus area in the school hall contribute greatly to the calm, reflective, prayerful atmosphere. School staff speak positively about worship and the way it stimulates discussion of key issues. The school has a very strong and effective relationship with St Gabriel's Church which is used as a valuable learning resource. The parish priest, also the Chair of Governors, plays a pivotal role in planning and monitoring worship with school staff. Worship is regularly evaluated by governors; the school council and house captains are beginning to become involved in the evaluation process. Major Christian festivals are celebrated in both school and church and are well attended by parents and governors. Pupils know and recognise a variety of Christian prayers. They view prayer as important and this is evidenced in books and displays around the school. Worship is consistently and recognisably Christian and follows the broad spectrum of the Anglican tradition. An Anglo-Catholic Mass is celebrated weekly in the school which is a central aspect of school worship and is well attended by parents and parishioners. All members of the school feel included and affirmed by it. Children of all faiths speak positively about worship and the way it flows through the school day. They often share with school staff that certain themes have touched them personally. There is a high level of participation by the pupils who serve Mass and lead prayers and readings. They are particularly adept at singing and are often heard singing worship songs to themselves as they work.

The effectiveness of the religious education is outstanding

Religious Education has a very high profile in the curriculum and standards of attainment and achievement are high. The headteacher is the RE co-ordinator and, with governors, ensures that planning, monitoring and assessment of the subject is rigorous. In line with the new scheme of work, Assessment for Learning is firmly embedded in RE and assessments show what pupils are able to do according to National Curriculum levels. This data enables teachers to identify any gaps pupils might have and to track progress. There are high expectations of every child in RE and pupils achieve standards above those expected for their age. There is very good progression in children's learning and in their spiritual development as they move through the school. Standards in RE are above standards in English in every year group and in some cases significantly above. Given that pupils enter the school well below expectations this represents outstanding progress. RE is seen as more than a core subject within the school and is used to reinforce moral values and opportunities for reflection and to develop a wide range of skills. RE is taught as a discrete subject and also in a cross-curricular way. A variety of imaginative strategies are used to enable pupils to develop their knowledge and to apply their learning about religion to their everyday lives. Pupils of all faiths feel valued and are confident talking about their faith. The quality of recorded work is very high. The quality of teaching is also high. In an outstanding lesson in year 4, pupils in groups were visiting different parts of the school and church to evidence what makes a harmonious community. Their feedback, which was outstandingly presented to each other, included writing their ideas on a paper chain and they then linked the paper chains together. The behaviour and attitudes of the pupils in all lessons were exemplary.

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

The headteacher, senior leadership team and committed staff, together with a strong and knowledgeable governing body ensure that leadership is strong and inclusive at all levels. Through a close and purposeful partnership they create a clear Christian framework for this outstanding church school. All are fully committed to the academic achievement of the pupils and to the belief that the spiritual and personal development of everyone in school is equally important. Leaders and governors regularly carry out a critical evaluation of what needs to be done to maintain and develop the school's Christian ethos and character. They pursue this vision with enthusiasm, energy and a

sense of purpose. This leads to behaviour and consideration for others being consistently excellent throughout the school with truly Christian values permeating the fabric and being of the school. The school's Christian foundation is clearly stated in the school documentation and through the school environment. The Mission Statement is visible throughout the school and 'owned' by the whole school community. The quality of leadership contributes significantly to the success of the school as a church school. Foundation governors play an active role in supporting the Christian status of the school through strategic planning, attending religious events and working closely with staff to monitor teaching and learning and communicating with parents and pupils. Church and school have an exceptionally strong relationship. There are regular fund raising activities for the local and global community and pupils are active in responding to world wide emergencies when they occur. Wholehearted support for in-service training and good delegation encourages potential church school leaders. There is a strong commitment to working in partnership with parents; they are always welcome within the school and church. Several parents commented that the staff really understand their children and their different needs.

SIAS report October 2012. St Gabriel's School, London, SW1V 3AG



Judgement Recording Form (NSJRF)



Name of School: St. Gabriel's Church of England Primary School
Churchill Gardens Road, London, SW1V 3AG

Date of inspection: 3rd October 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 208
URN Number: 101129
NS Inspector's Number: 68

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

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