

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Gabriel's Church of England Primary School

Churchill Gardens Road, London, SW1V 3AG

<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Westminster
Date/s of inspection	20 September 2017
Date of last inspection	3 October 2012
Type of school and unique reference number	Voluntary Aided 101129
Headteacher	Rebecca Anson
Inspector's name and number	Allan McLean 823

#### School context

St Gabriel's Church of England Primary is a one-form entry primary school located on a large housing estate within central London. 83% of pupils come from ethnic minority groups with 67% having English as an additional language. The number of pupils with special educational needs/and or disabilities is average. The proportion of disadvantaged pupils eligible for additional funding is significantly higher than the national average. The headteacher has been in post at the school since Easter 2017 and two interim assistant heads have been appointed. During the past 7 years the school has seen high mobility of pupils moving in and out of the school with stability indicators changing from 97% in 2009 to 81% in 2016.

#### The distinctiveness and effectiveness of St Gabriel's as a Church of England school are good

- A respect for diversity and a celebration of those of different faiths and none is central to the vision of the school, resulting in a harmonious community where pupils achieve exceptionally well.
- The value placed upon each individual, and the provision of a nurturing and supportive learning environment, positively impacts on the achievement of the whole child.
- The school enjoys strong partnerships with the local parish church and the diocese, which together make a positive contribution to the Christian character of the school.
- Religious education (RE) is given a high priority within the curriculum and as a result pupils acquire a secure theological understanding of the Christian faith and of other religions.
- The wide range of experiences pupils are given to encourage their spiritual, moral, social and cultural development positively impacts on their behaviour and their attitude to one another.

#### Areas to improve

- Refine teaching in RE so that all pupils are challenged to reach the highest possible standards.
- To make the established set of Christian values more deeply and explicitly known by all of the community so that all stakeholders can be involved in promoting and reinforcing these values.

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

The school's strong Christian ethos makes a significant contribution in supporting the learning, progress, personal growth and wellbeing of all pupils. The school leadership team, in consultation with a wide range of stakeholders, has developed a new school motto 'excellence with compassion'. This motto encapsulates the schools work on

developing a clear vision. The impact of the work on this vision can be seen in how pupils are flourishing, both academically and spiritually. All stakeholders recognise the central importance Christianity plays in the relationships between all members of the community in this church school. This is reflected both in attendance figures which have improved and are now broadly in line with national expectations, and in end of school achievement data. The outcomes at the end of Key Stage 2 show that pupils attain significantly above national expectations and make exceptional progress.

The school has selected 15 Christian values which all have an important place in school life. Through a planned programme of collective worship, pupils are able to focus on each value in turn and learn how the values are rooted in biblical teaching. As a result, they are able to give examples of specific Bible stories which illustrate their school values. An example of this was observed during the school Mass where the parable of 'The Good Samaritan' was used to allow the children the opportunity to reflect on how they could show compassion towards one another and others in their communities. When speaking about the school, both parents and children describe it as a 'family', emphasising how the Christian character of the school creates a culture where staff demonstrate a high level of care towards everyone in the community. Parents comment that the staff are always 'warm, welcoming and smiling' and available in the playground at the beginning and end of every day. Parents also stated that the school's values are particularly evident in the way that the children behave towards each other. Positive relationships are enjoyed by all members of the school community. Examples given by parents demonstrate that the children challenge their behaviour in a positive way where it does not conform to the values of the school. Governors and school leaders have rightly recognised the need to review how the schools distinctively Christian vision and values can be made known to all members of the school community more deeply and explicitly.

Collective worship and RE both play a key role in the promotion of children's spiritual, moral, social and cultural (SMSC) development. Pupils clearly value and respect the diversity of faiths around them, both in their school and in the wider community. They enjoy learning about special days and festivals celebrated by other faith groups represented within the school and this makes a valuable contribution to RE.

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

Collective worship is central to school life and makes a positive impact on the school community. Collective worship is very well planned and responds to careful evaluation through consultation with the school community. The pupils worship committee has resulted in children taking an active leadership role during collective worship as well as in planning and evaluation. Leaders ensure that worship covers a broad range of Christian themes with a strong emphasis on the school's Christian values and on important Christian festivals. This enables pupils to have a very good understanding of the nature of worship, the Christian faith and Anglican traditions and practice. During their daily act of worship, pupils are given opportunities to pause and reflect upon biblical teaching, often resulting in practical acts of service to others within the school and beyond. This can be seen in the number of charities the school supports, and most recently in response to the needs of those locally following the Grenfell tragedy. All members of the school community recognise that worship plays a significant role within the life of the school and parents describe how much they benefit from attending the weekly services. Parents comment that the weekly 'family worship' they are invited to is extremely well attended and has an impact on their lives as well as the children as it provides 'peace, reflection and prayer time in a busy world'. Class worship is well developed at the school but further consideration should be given as to how to create a similar atmosphere to that experienced in larger gatherings.

The school is very well supported by the parish priest, who is available to talk to pupils and parents in the playground at the start of the day. The headteacher and parish priest work closely together to ensure pupils develop a secure knowledge and understanding of the Christian faith, including an age appropriate understanding of more complex Christian beliefs, such as that of God as Father, Son and Holy Spirit. The children speak warmly of the clergy led worship and whole school worship stating that 'it is a time for us all to come together and pray, sing and reflect'. The school worship committee ensures there are planned opportunities to lead prayer during Mass and also to carry out Bible readings. Prayer is embedded in the life of the school and weekly prayers are shared with the wider community through the school newsletter. The parish church of St Gabriel's also has a regular cycle of prayers for the school.

### **The effectiveness of the religious education is good**

Religious education has a high profile within the school and pupils clearly enjoy the subject. Where teaching is best, the work is appropriately pitched and carefully planned, providing challenge and support to meet the differing needs of the pupils. Children are given the time and space to explore thought provoking questions. However, not all

lessons engender this level of curiosity or enquiry and as a result not all children make good progress through all parts of the lesson. In some lessons pitch and expectations need to be more closely matched to meet the needs of all pupils. Standards of attainment are at least in line with national expectations and there is some evidence of standards being above, particularly when evidenced through assessments and books. The Christian character of the school is clearly visible throughout the learning environment in classrooms and corridors and is referenced by the children. However, more consistency could be developed in RE/reflection corners within classrooms to maintain best practice in all classrooms. The curriculum has been carefully developed over the past year by the subject leader in order to ensure appropriate coverage and progression. Careful thought has been given in order to successfully implement the new diocesan syllabus. The marking of pupils' work affirms what has been done well, and in some incidences, poses relevant questions in order to extend pupils' thinking. Effective planning and good teaching enables pupils to develop a broad and accurate religious vocabulary. The RE curriculum makes a strong contribution to the pupils' spiritual, moral, social and cultural development. The teaching of Christianity is effective and this is evident in the pupils' secure knowledge of the Christian faith. The parish church of St Gabriel's is frequently visited to enhance children's understanding in RE. The curriculum provides a good balance between helping pupils to develop their knowledge and understanding and also to reflect on the significance of religion in the world today. The school works closely with another school to moderate pupils work and to ensure assessment judgements are secure.

RE is very well managed and led through the implementation of a clear action plan for the year. The subject leader is part of the senior leadership team and is well supported by the headship team and governors, who also contribute to the monitoring process through learning walks, book scrutiny and regular meetings with the RE leader. The impact of monitoring is evident in improvements to the quality of work in pupils' books. Reports on changes to the syllabus in RE have been presented to governors. Clear guidance through inset training has been given to staff in order to direct them towards high quality RE. The impact of this can be seen through the consistency of approaches to marking and presentation in books. Expectations for teaching in RE have also been explicitly linked to teacher appraisal targets, giving the subject a high status.

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

The headteacher has ensured that the school vision, excellence and compassion, is underpinned by the outworking of the school's distinctively Christian values, creating a nurturing and supportive learning environment in which pupils and all members of the community flourish. As a result all members of the school community speak positively about belonging to this church school and readily give examples of how they benefit, regardless of any personal belief. School leaders have plans in place to further strengthen the school community's knowledge and understanding of the values by sharing them with even deeper understanding and clarity to make them fully known. Senior leaders have a sound understanding of all aspects of the school, ensuring extremely high standards of achievement have been built on progressively each year. They have provided wide-ranging and meaningful cross curriculum links with RE to ensure pupils wellbeing and spiritual development is considered. Through the planning and implementation of the new syllabus leaders have ensured that children have an opportunity to visit several places of worship in order to enhance their understanding of beliefs and practices of many religions.

Governors regularly visit the school and are involved in thorough self-evaluation of the Christian character and distinctiveness of this Church of England School. They have an accurate view of the schools strengths, attending inset days to review the vision and values and receiving regular reports and updates on the development of RE at curriculum meetings. They scrutinise and monitor the school development plan and recognise the importance of including RE and the Christian character of the school as a key element within this plan. The headteacher places importance on equipping leaders to work successfully in a church school. Consequently the RE leader has accessed relevant training and support from the diocese. The statutory requirements for RE and collective worship are fully met and together they make a positive contribution to pupils' SMSC development.

Parents are extremely positive about the school and particularly the care and relationships that have been fostered through the Christian ethos which has been well established over time. Strong and effective partnerships are enjoyed between the school and the parish church of St Gabriel's. The support provided by the parish priest makes a significant contribution to the Christian character within the school.

SIAMS report September 2017, St Gabriel's CE VA Primary School, Churchill Gardens Road, London, SW1V 3AG