

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Archdeacon Cambridge's Church of England Voluntary Aided Primary School					
Address	The Green, Hampton Road, Twickenham TW2 5TU				
Date of inspection	26 September 2019	Status of school	Voluntary Aided Primary		
Diocese	London	URN	102920		
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			Grade	Good
Additional Judgements	The impact of collective worship			Grade	Good
	The impact of religious education			Grade	Good

School context

Archdeacon Cambridge's is a primary school with 460 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities is in line with the national average. Since the last inspection, a new headteacher was appointed in September 2017.

The school's Christian vision

Be happy and love learning, confident in our faith. Do everything in love.

1 Corinthians 16:13-14 'Be on your guard; stand firm in the faith; be courageous; be strong. Do everything in love.'

Key findings

- The school's Christian vision underpins the entirety of school life and allows pupils and adults, including the most vulnerable, to be happy and to experience the love of learning.
- Collective worship reflects the Christian vision and is enriched by the strong partnership with Holy Trinity Church. There are some opportunities to lead acts of worship, but pupils would like there to be more of these.
- Pastoral care is good for both pupils and adults, exemplifying the vision of 'do everything in love'. As a result, individuals are uniquely valued and supported to reach their God given potential within a loving and nurturing environment.
- A partnership with the charity, Brighter Futures Zambia, enables pupils to understand deprivation, leading to pupils showing the school vision in action through their love and compassion.
- Pupils are inspired by the good quality of teaching and learning in religious education, (RE) to think deeply and explore Christianity and other faiths effectively.

Areas for development

- Develop more structured and robust monitoring systems to enable governors to have a more succinct analysis of the impact of the Christian vision on different aspects of church school provision in order to sustain improvement.
- Drive the recent developments in RE further by embedding the new assessment system so that progress and attainment can be tracked more securely.
- Extend the opportunities for pupils to plan, lead and evaluate collective worship in order to increase their enjoyment and participation in worship.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's distinctive Christian vision is influential in shaping an inclusive, loving community. Leaders talk confidently of the biblical teaching in 1 Corinthians, which underpins and roots the school's vision. As a consequence, policies have been renewed in the light of the recently amended vision. Pupils develop a love of learning through the vision and core values of endurance, compassion, thankfulness and forgiveness. The governing body monitors school improvement well, but does not adopt the same level of rigour when evaluating the school's effectiveness as a Church school. The school lives out its Christian vision in relationships. This can be seen in the way play leaders take pride in their roles in helping other pupils at break times, showing compassion and empathy towards them. Similarly, parents feel a valued and integral part of the school. They speak wholeheartedly of the unstinting support they receive from staff, especially appreciating the 'open door' aspect of school.

The school's creative curriculum is infused by the vision and values, so that the academic and spiritual needs of all pupils are met. Themed activities such as frequent RE days and global weeks allow pupils to cultivate a deep love of learning. A wide range of clubs, including an exceptional choir, offers pupils the experience of an exciting curriculum that enables them to flourish. Pupils achieve well academically and all progress well. Because the school has systems in place that recognise the needs of individual pupils, early interventions are undertaken effectively. Initiatives such as booster groups, dog therapy and Quality First Teaching mean that vulnerable pupils all flourish academically. The Mustard Seed Club supports the spiritual development of pupils well. It provides a safe place for them to be happy and learn about Christianity.

The introduction of the Building Learning Power initiative has had a positive impact on developing the character of all pupils. They are able to use 'resourcefulness, resilience and reflectiveness' in their learning, which fosters aspiration and confidence. Through this enterprise, pupils are able to recognise and use the value of endurance. 'Doing everything in love' motivates the whole school community to take part in social action projects such as supporting the local homeless. The value of compassion led the school to undertake extensive fundraising to help build a pre-school for needy Zambian children through the charity, Brighter Futures Zambia. Pupils have a deep sense of responsibility when challenging injustice and inequality. As a Year 6 pupil remarked, 'I feel guilty that not enough people help poorer people'. Events such as a recent Plastic Art Exhibition highlight how pupils are developing an understanding of environmental problems world-wide.

Pupils say they are thankful for their teachers because they are 'the best role models' for them, always guiding them to make the best choices. When they make mistakes, staff treat pupils with kindness in an atmosphere of forgiveness and reconciliation. The pupils are awarded golden and blue tickets on a weekly basis for behaviour and achievement. This encourages pupils to behave well and when conflicts arise are reminded to 'be on your guard and stand firm in the faith'. The school encourages good mental health by employing a play therapist, by running the Thursday afternoon club and by showing love to anyone experiencing difficulties. Staff say they are supported well in their roles by leadership. They offer numerous examples of how they have been shown love and compassion, especially in times of need and bereavement.

The behaviour, inclusion and anti-bullying policy demonstrates that the school expects all pupils to be treated with dignity and respect. The school emphasises God's love for each individual and as a result every pupil is known, loved and supported. Pupils are able to express their opinions freely and are listened to respectfully by adults. Events such as Black History Month and Christian Aid Week provide opportunities for pupils to understand and celebrate difference and diversity.

Collective worship is a much-valued part of the school day. Using a biblical approach, it has a focus on the teaching and person of Jesus Christ. Worship is well-planned and led by senior leaders, clergy and teachers. This enables pupils and adults to experience worship in different ways, as well as through prayer, stillness and reflection. Pupils enter the hall with respect in an atmosphere of calm and expectation, expressing the vision of being 'confident in faith'. The school held a special Trinity service at the church, as well as a Trinity RE day. Because of this focus, pupils have a good understanding of the trinitarian nature of God. A strong link with the local church brings valuable practical support and inspiration for everyone at the school. The vicar leads worship weekly and this allows pupils to develop an appreciation of Anglican responses and traditions. Prayer corners in every classroom offer pupils

regular opportunities to pray. They say they can 'talk to God about how they feel'. Pupils currently have limited opportunities to engage in planning, leading and evaluating collective worship.

RE is well led by an experienced subject leader, who undertakes regular training. Consequently, she has effectively supported staff in implementing a new RE programme of study. Pupils are inspired by the creative learning opportunities they experience in RE, which are systematically planned by staff. A new assessment system has recently been put in place in line with the new syllabus, but is not fully embedded. The vision and values are woven throughout the RE curriculum, reflecting the Church of England Statement of Entitlement well. For instance, pupils have an obvious love of learning when it comes to RE. There are examples of excellent practice, which other schools are drawing upon to develop their own work in RE. Termly RE days provide valuable opportunities for pupils to gain a deeper understanding of major religions and their impact on society and culture. This is particularly valuable in a school that has little diversity.

The school aspires to be excellent as a church school. With an increased focus on innovative outreach as a church school, it is making very positive steps towards that goal.



The effectiveness of RE is Good

The quality of teaching and learning is good. Teachers plan work for different needs well, helping pupils to be challenged in their learning and to enjoy the subject. As a result, standards of attainment for all pupils, including those who are vulnerable, reflect those of other curriculum subjects. Work in books shows progress over time and children engaging with challenging concepts in their learning. Pupils have a good understanding of the value of RE and they mostly learn well.

Headteacher

Fiona Lambe

Inspector's name and number

Jenny Earp 288