

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hampden Gurney Church of England Primary School			
Address	13 Nutford Place, Marylebone, London, W1H 5HA		
Date of inspection	26 November 2019	Status of school	Voluntary aided primary
Diocese	London	URN	101123

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 effectiveness of religious education (RE)	Grade	Excellent

School context

Hampden Gurney is a primary school with 234 pupils on roll. The majority of pupils are of White, but not British heritage. 12 nationalities are represented in the school. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The headteacher has been in post for 21 years. There is an onsite nursery.

The school's Christian vision

Our vision reflects a commitment to prayer and worship, providing children with a thirst for knowledge, wisdom, challenge and deep understanding that we are all equal and made in the image of God. Our relationships with each other, local and global communities inspire us to care and serve others.

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." Matthew 7:7.

Key findings

- This is a strong church school, with a clear vision underpinned by biblical narrative and where faith is valued. Partnerships with the local church and community are extremely strong.
- The vision is well understood and lived out by staff and governors. However, the pupils refer more widely to the values. The impact of the vision is not monitored tightly enough by the governors.
- The quality of planning teaching and learning in religious education (RE) is excellent, covering an appropriate range of religions. Pupils clearly enjoy their learning.
- The school raises substantial sums of money for local charities, but pupils do not have enough opportunities to initiate social action projects of their own.
- Collective worship is at the heart of the school, but pupils are not involved enough in planning and leading it.

Areas for development

- Ensure that the governing body monitors and evaluates the impact of the Christian vision more fully to make it more central to the school's strategic direction.
- Allow pupils to engage more fully and practically with social action so that they develop a better understanding of the needs of others.
- Enable pupils to plan, lead and evaluate collective worship so they develop skills that will deepen their spiritual lives within the school and wider community.

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

Inspired by the school's Christian vision to seek knowledge and ask questions, pupils and adults flourish at Hampden Gurney. The intention that "no child is left behind" is met fully and the vision for challenge leads to high expectations and attainment. Children whose first language is not English are well integrated into the school family and perform very well.

The outworking of the vision deepens the understanding that all are equal before God. This ensures that the many nationalities represented in the school behave as a family. People share their needs and pupils freely respond to difficult situations with prayer. As a result, the commitment to prayer promoted by the vision is lived out in the school through the effective use of the prayer corners and the prayer tree. Teachers create opportunities for their use where appropriate. Teachers, teaching assistants and parents flourish because of support that they receive when faced with personal challenges. Because of the vision relationships have been strengthened between people as they have responded to each other's needs. Pastoral support from the local church plays an important role.

The vision of providing children with a thirst for knowledge develops the curiosity of the pupils and this drives their learning. Training in questioning techniques enables teachers to take pupils deeper into their learning. This is evident in the work in religious education (RE). However, the wider impact of the vision is not sufficiently monitored or evaluated by governors. The governors hold regular and supportive developmental meetings with curriculum area leaders. They identify the Christian ethos as influencing strategic decisions. The very experienced headteacher takes a strong lead in the strategic and operational direction of the school. She herself lives out the vision treating all members of the community with equal respect. Governors support the headteacher fully as they recognise her expertise and value her knowledge of the school.

Curiosity about the world contributes to the spiritual development of pupils. Pupils have opportunities to ask probing questions and many of these are recorded in large books. There is some engagement with ethical issues. The response to issues of disadvantage and inequality is to raise money and the funds raised are substantial. However, the curriculum does not always give pupils sufficient opportunity to actively challenge injustice for themselves. Charities are identified by the school and pupils participate with enthusiasm but do not as routine put forward their own ideas.

The vision drives extensive engagement with the local community. Events, such as performing at an old people's home are initiated by staff. The community often reciprocates, building strong links with the school, for example a local hotel uses produce from the school garden in its kitchen. The generosity of the community ensures that the school is well resourced. Living out the vision, the dedicated headteacher and other staff serve the community, supporting local schools in difficulty.

The vision of prayer and worship at the heart of the community leads to collective worship that is highly valued. The weekly Mass is a popular feature and pupils are keen to be servers. This role, at pupil request, is now open to boys and girls alike. Most pupils see Mass as an opportunity to draw close to God. They believe that learning about God is one of the most important things that they do in school. At home, pupils enjoy singing the songs they have learned in collective worship. Songs from different traditions are sometimes used in worship, often at the request of pupils. The worship ambassadors assist with surveys but are not frequently involved in planning, leading and evaluating. They enjoy opportunities to read Bible stories to the children in the onsite nursery and view this as preparation for them joining reception. Pupils are aware that Christians live in many parts of the world and that there may be differences in the forms of worship. This helps them to understand that all are made in the image of God.

The school values lead pupils to behave well and be respectful in their dealings with one another. They value the friendships they make and know how to handle disagreements. They refer to working together and give examples of how they help others to do well. They know that it is right to stand up for someone being bullied, understanding that all people are equal before God. Teachers refer to the school vision when dealing with behaviour issues in class, but pupils talk about the values, rather than the vision.

The leaders of RE have responded extremely well to the development points from the previous SIAMS inspection. The revised curriculum gives pupils the opportunity to learn about a wide range of religions and is influenced by the vision. In line with the vision, year group now has a visit to a place of worship or a trip to develop their appreciation of creation. Pupils make links between their trips and the Christian values of the school. They are aware that there are places in the world where it may be difficult to be a Christian. The introduction of a new resource for the teaching of Christianity has raised the level of challenge in RE, in line with the vision. Feedback

is incisive, posing questions to deepen pupils understanding and they have opportunities to respond. This ensures that pupils and teachers alike know how well they are doing. All staff have received training on the new resource and the dedicated RE governor is often on hand to provide subject support when required. There is a clear succession plan for the role of RE leader, who is leaving the school, indicating the priority placed on RE by the school. Regular joint monitoring with the diocesan adviser and annual moderation with local schools ensures that standards are maintained when there are changes of staff.



The effectiveness of RE is Excellent

Teaching and learning in RE are effectively monitored by the RE leader and the quality of teaching has risen as a result of the vision to deepen pupils' thirst for knowledge. Standards for all pupils including the vulnerable and those with special needs are high. All pupils make very good progress, flourishing as a result of the challenging curriculum. Living out the vision, pupils challenge teachers with questions, prompting further research.

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