

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

<b>St Mary's Bryanston Square Church of England School</b>			
<b>Address</b>	Enford Street, London, W1H 1DL		
<b>Date of inspection</b>	13 January 2020	<b>Status of school</b>	Voluntary Aided Primary
<b>Diocese</b>	London	<b>URN</b>	101136
<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Good</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>
<b>School context</b>			
<p>St Mary's Bryanston Square is a primary school with 189 pupils on roll. The school serves pupils from a wide range of ethnic groups. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with national averages and growing: within that group those with an education health and care plan (EHCP) is above the national average. The headteacher came into post in September 2019 following an academic year when there were two interim executive headteachers.</p>			
<b>The school's Christian vision</b>			
<p>'Excellence with Compassion'. 'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength. And love your neighbour as yourself.' Mark 12:30-31</p>			
<b>Key findings</b>			
<ul style="list-style-type: none"> <li>• Under the leadership of the new headteacher there is a refreshed emphasis on the school's Christian vision as it is increasingly setting priorities and driving developments. Its impact is well articulated by senior leaders and governors but less so by others across the school.</li> <li>• The associated values are well demonstrated in this welcoming school community, through positive relationships and in very good pupil engagement with learning and behaviour. Its inclusive nature is well expressed so that all are valued, and difference and diversity celebrated.</li> <li>• There are productive, mutually beneficial links between the school and the parish church, along with a positive working relationship with the Diocese of London and other outside agencies.</li> <li>• Collective worship and religious education (RE) effectively support the school's vision and associated values. However, subject leadership has not ensured continued refinement of RE during a period of instability.</li> </ul>			
<b>Areas for development</b>			
<ul style="list-style-type: none"> <li>• Deepen how the school's vision and associated values are used to drive improvements, so that all stakeholders understand and celebrate their impact on its life and work. To contribute to this, embed regular and rigorous monitoring and evaluation of the school's Christian underpinning, including of worship and RE, ensuring that findings are used to aid development.</li> <li>• Build on the new leadership of RE to refine curriculum content and enhance approaches to teaching and learning so that the progress made by pupils is a driving force for ongoing improvement.</li> <li>• In order to improve the planning for pupils' and adults' personal growth, come to and implement a shared understanding of spiritual development within the context of being a Church of England school.</li> </ul>			

**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**

Since the previous denominational inspection, there has been some instability including having two interim executive headteachers during the previous academic year and other staffing changes. The current substantive headteacher, has been in post since September 2019. He is confidently drawing on the school's vision and associated values to prioritise improvements as a church school serving its community. In this, he is ably supported by governors and his interim deputy. Self-evaluation is accurate with clear and focused steps in place for ongoing development. However, other staff and pupils can relate the values to the school's daily life but do not consistently link this with the school's vision.

Loving God and loving your neighbour is the vision, summarised as 'Excellence with Compassion' and expressed through six associated values. Each is well linked with a Bible passage or verse. Whilst this is clearly articulated by senior leaders and governors, the biblical underpinning of the vision and associated values is less well expressed by others. However, the values are well lived out and contribute positively to pupils' very good behaviour in classrooms and around the site. The health and wellbeing of pupils and staff is taken seriously leading to the school being a happy, caring and supportive place, despite the uncertainties caused by the recent instability. Pastoral support for pupils, including the most vulnerable and those who have SEND or an EHCP, is compassionate and helpful. Relationships are strong. Pupils are well engaged with their learning because of a renewed emphasis on ensuring consistency in expectations and approaches to teaching and learning and to behaviour. This is beginning to increase the progress pupils make, from their various starting points. In turn it is reflected in the academic standards reached which are broadly in line with national averages and in Key Stage 1 above national averages.

The curriculum is broad and balanced and complemented through a range of extra-curricular opportunities, including a Christian club led by staff from the parish church. In delivering the curriculum a renewed emphasis on an aspirational and inclusive view of education, focused on excellence with compassion, is central to ongoing developments. Displays for learning and celebrating pupils' attainment and achievement enhance the learning environment.

Opportunities for spiritual development are provided. Teachers asking questions to prompt pupils' reflection on issues of religious, moral and social concern and prayer spaces are provided through church links. However, there is no consistent appreciation of what is meant by spiritual development or how to facilitate it. Therefore, there are some missed opportunities. Pupils demonstrate respect for others, 'because it's one of our values and helps us be kind, like Jesus said'. The promotion of the Department for Education's (DFE's) British Values is well linked to the school's vision and associated values. This, along with the school's link with a school in Uganda reflect how difference and diversity are celebrated. The school effectively promotes respectful and loving relationships. Charitable giving shows love for God and for neighbours and is, 'a way of showing others love'. Through such, and through leadership opportunities within the school, pupils are developing their awareness of making a difference for the good.

Staff are suitably supported for working in this church school. Their professional development is given an appropriate priority. Links with the diocese enhance this support, including advice from diocesan staff being incorporated into development planning. Appropriate note has been taken of developments in Church of England education, including using the document, Valuing All God's Children, and relating it to planning for implementing the DFE's new Sex and Relationships Education policy from September 2020. The school draws well on other outside agencies such as those providing help for pupils who have SEND or an EHCP. Mutually supportive relationships with the parish church enriches school life. The curate is a governor and along with the community pastor and youth leader is a regular and welcomed visitor, including to lead worship. Film nights for pupils with social time for parents held at the church are well attended as are key Christian festivals such as at Christmas.

The importance of the daily worship programme is well recognised by leaders, other staff, pupils and parents. The significance of belief in God and caring for each other are central aspects of the programme. Biblical teaching is well applied which leads to a good appreciation of beliefs such as love and forgiveness and how these related to life in school and beyond. Pupils have a suitable understanding of the importance of festivals such as Christmas and Easter for Christians. Aspiration runs through the worship programme, reflecting the focus on excellence with compassion well. The programme is inclusive of the whole community. This means that pupils and adults from

various faith and non-faith backgrounds feel comfortable in joining in and benefit from it. Engagement in worship is consequently strong.

Governors ensure that RE has adequate time and resources, that it meets statutory requirements and positively reflects the Church of England Statement of Entitlement. This demonstrates its importance and celebrates its positive impact in expressing the school's Christian vision and associated values. However, ongoing improvement in RE has been slowed during a period of instability. The previous subject leader left at the end of December 2019 and the headteacher has currently taken over this responsibility. He has already identified key points for improvement. There is a clear plan in place for refining practice and raising attainment and progress.

The RE curriculum is shaped by the diocesan scheme of work, supplemented by approaches from a resource called Understanding Christianity. There is a balance in content across faiths including a fitting majority focus on Christianity with some work exploring, for example, Islam, Judaism and Hinduism. A focus on Islam takes place predominantly in Year 6. The need has rightly been identified to reshape the RE curriculum slightly to include an additional focus on Islam possibly in Key Stage 1 or in lower Key Stage 2. This is particularly to take fuller account of the religious background of a significant number of pupils within school. However, plans are not well advanced for this. Key Christian concepts such as incarnation for Christians are addressed sensitively and in age-appropriate ways. This leads to pupils having a good understanding of Christian beliefs and practices.

Pupils engage well, enjoy RE which supports their learning. The depth of responses and understanding of some of the topics covered evidenced in written work and through discussion and other activities is good. Assessment follows school protocols and provides pupils with some opportunity to reflect on their learning and begin to think about what they could do to improve their work.



**The effectiveness of RE is Good**

Senior leaders and governors have positive insights about RE through recent monitoring and evaluation. This has informed development planning although plans for ongoing focused monitoring are not currently in place. Attainment and progress in RE are comparable with other core subjects which in turn are broadly in line with national averages. Pupils are growing in knowledge and understanding because, 'RE is good. We learn about Christians and what others believe. It helps us be respectful'.

Headteacher	Lee Duffy
Inspector's name and number	Pamela Draycott (161)