

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Eaton Square Church of England Primary School

Lower Belgrave Street, London SW1W 0NL	
Current SIAMS inspection grade	Outstanding
Diocese	London
Previous SIAMS inspection grade	Outstanding
Local authority	City of Westminster
Date of inspection	6 March 2018
Date of last inspection	13 February 2013
Type of school and unique reference number	Voluntary Aided 101140
Headteacher	Miles Ridley
Inspector's name and number	Gladys Vendy NS 299

School context

St Peter's is an over-subscribed primary school serving families across a wide area of central London. Since the previous denominational inspection, imaginative building work has enabled the school to expand to two forms of entry on a very restricted site. There have been significant changes in leadership, including the appointment of a new headteacher and a new incumbent. About half the pupils are from minority ethnic backgrounds or speak English as an additional language. The number of pupils with special educational needs and/or disabilities is in line with the national average. The number of pupils for whom extra funding is received due to social or economic disadvantage is below the national average.

The distinctiveness and effectiveness of St Peter's as a Church of England school is outstanding

- The school's Christian character, which is deeply rooted in its six chosen Christian values, has a positive impact upon sustaining the high academic achievement, wellbeing and personal development of all groups of learners.
- The extremely close links between the school and St Peter's church promotes a strong Christian ethos which makes an important contribution to the development of a united community.
- The clear Christian leadership of the governors and headteacher ensure the Christian distinctiveness of the school is maintained through inspiring worship and creative religious education (RE) which make an effective contribution to the spiritual, moral, social and cultural development of all pupils.
- The vibrant learning environment reflects the Christian tradition of the school.

Areas to improve

- Keep the evaluation of collective worship under regular review to ensure that worship fully reflects the needs of those represented in the school community.

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

Parents liken the school's Christian ethos to the parable in which the wise man builds his house upon the rock. The strong foundations are underpinned by the clear focus on the Christian values of hope, service, love, faith, wisdom and forgiveness. These are recognisably steeped into every aspect of school life and make a significant impact upon the learning, wellbeing and personal development of all pupils. The school's Christian tradition is visibly celebrated through the vibrant displays, sculptures and mosaics, made by the pupils, who talk confidently about the links

between the values and biblical teaching. The strong leadership team know the pupils well and care for the needs of each individual so that they feel safe and valued. Highly aspirational targets are achieved by robust tracking and the provision of support strategies and pastoral care so that pupils make very good progress from below average starting points. Performance data shows that by the end of Key Stage 2 pupils are achieving well above the national average. The broad and balanced curriculum, with a focus on enrichment in all areas, means that learning is exciting and relevant. Pupils' spiritual, moral, social and cultural development springs from the school's Christian character. Pupils and their families readily engage with the behaviour model known as the 'St Peter's Way'. The positive simplicity of this, in which the Christian values are expressed, helps pupils to easily link the values with all aspects of their lives. Pupils love coming to school and this is reflected in the above national average attendance figures. Behaviour is exceptionally good because pupils try to help everyone and are kind and polite. As a result of positive relationships between all groups everyone is welcomed and a strong community is built. One very young child said 'everyone shows respect'. A parent from another world faith said 'there is no discrimination here – the family of church and school are firmly integrated'. RE has an important impact upon the school's Christian character through its teaching of Christianity and Bible stories. Whilst being fully aware that Christianity is a world-wide faith, pupils show understanding and respect for the differences and diversity of faiths they encounter. The key value of service is worked out in the many charitable causes they support, ranging from the homeless in the local area to links with a school in India.

The impact of collective worship on the school community is outstanding

Collective worship, which is planned in detail with the clergy, is at the heart of the school. It is distinctively Christian, rooted in biblical teaching that links with the school values and is based on the church year. The school attends church for the major Christian festivals including Petertide. Because of this, pupils develop a very good understanding of the life of Jesus Christ, the traditions of Anglicanism and a Christian understanding of God as Father, Son and Holy Spirit. It clearly makes a difference to the lives of members of the whole school community. As one adult said 'it is a privilege to have time to reflect and pray at work'. The weekly pattern of worship culminates in the celebration of the Mass in which pupils take an active part through serving, reading and leading prayers. This affirmation of the school as a worshipping community is also attended by parents and governors. Music and reflection are an integral part of worship making a strong contribution to spiritual growth. Pupils confidently plan and lead an act of worship each half term based on their understanding of the term's Christian value. The clergy team are frequent participants in school life and the links with St Peter's church are extremely close. Confirmation classes are held for older pupils and as a result some parents have also been confirmed. A significant number of children and families attend St Peter's or other churches on a Sunday. Pupils speak enthusiastically about worship and one pupil said 'it's one of the best times of the day'. Pupils gain a rich experience of worship styles as it is led by different members of the school community. Pupils write evaluations about worship and place these in a 'house for thought' box so that leaders can assess and act upon pupils' responses. Although records and a self-reflection of acts of worship are kept, teachers do not currently evaluate worship. Governors give written feedback following visits. They report on worship and RE to the full governing body. As a result the quality of worship and RE has improved. Daily prayer is woven into the routine life of the school and has a strong impact on the community's spiritual development. Each class creates their own special prayer book which pupils use regularly. Reflection areas in classrooms are consistent in content but imaginative in their presentation and have a strong impact on pupils' spiritual development. As a result, one pupil has started a prayer club in her class's prayer garden whilst another has created an area for reflection in their bedroom.

The effectiveness of the religious education is outstanding

RE has a very high profile in the school and is considered as a core subject. It is effectively led by a subject leader whose enthusiasm for RE is infectious. Teaching about Christianity and the life of Jesus Christ is at the heart of the syllabus making a strong contribution to the Christian character of the school. It also includes a unit on the life of St Peter about whom pupils show a very good understanding. Pupils develop a good knowledge of other world religions and proudly share their experiences. For example, when learning about pilgrimage, pupils who had been to Mecca were able to talk confidently about Haj. The support of the clergy team helps the teaching staff to develop their knowledge and skills in the teaching of RE. Pupils are inspired by the creative approach through drama, discussions and art work and say 'RE is fun'. It is also inclusive and means that the needs of all pupils can be fully met. The church is often used as a resource. Younger children enjoyed acting out a wedding in church whilst learning about the importance of promises. Extended pieces of writing about 'big questions' enables pupils to develop their deep thinking. For example, writing about the differences between miracle and magic one child concluded by saying 'magic is fake, miracle is truth'. RE is assessed each half term. Mind maps completed by pupils before the start of a topic and at the end of a unit mean that their progress is accurately judged. Outcomes are recorded and used to inform future planning so that the pitch of RE lessons matches pupils' understanding. As a

result, pupils make good progress and standards in RE are in line with or above those in English and other subjects. Teaching and learning is effectively monitored by the senior leadership team together with the RE leader. The quality of teaching in RE is outstanding and never less than consistently good. This was confirmed during the learning walk, lesson observations and scrutiny of work.

In addition to the RE lessons, time is set aside at the end of the week for the telling of Bible stories. These enrich pupils' understanding as they discuss how the stories link to the school values and relate to their own lives. Together this makes a significant contribution to pupils' spiritual, moral, social and cultural development.

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

The headteacher, senior leaders and governors share and clearly articulate the challenging Christian vision 'together we will realise the potential God has given us' which is understood by everyone. The Christian values have recently been reviewed by the whole school community. Their implementation means that although there have been major changes to school leadership and considerable building work, the deeply embedded vision has been sustained.

By placing pupils' needs at the centre of decision making the strategic leadership of the school is driven by this Christian vision. Careful evaluation and understanding of the school's performance by the senior leaders and governors mean that processes are in place whereby all teachers meet the needs of all pupils. This provides a nurturing environment where academic achievement is high and pupils with special educational needs make very good progress. The distinctively Christian character of the school has a direct impact upon the wellbeing of everyone through its pastoral care for the individual. Members of staff work as a tightly knit team and morale is high. The appointment of an assistant headteacher with responsibility for spiritual leadership means that pupils' spiritual, moral, social and cultural development, collective worship and RE are consistently monitored. Collective worship and RE effectively meet statutory requirements. The provision of inspiring worship and the creative teaching of RE make a strong contribution to pupils' spiritual growth. There were no areas for development in the previous denominational inspection but the governors closely monitor the school's Christian distinctiveness. As a result they actively support the RE leader's action plan for improvement. Parents feel the school is approachable. Their views as well as those of the pupils are important. Their suggestions and support make a strong contribution to the school community. The spiritual, social, physical and cultural links with the church are reflected through the way parents and pupils support each other in difficult times. As one parent said 'we are a united community'. The school has close links with the diocese. It accesses its professional development courses to prepare potential church school leaders. It has also agreed to become a lead school for its teacher training course. Partnerships with other local Anglican schools mean that good practice is shared. St Peter's school meets the challenge of fulfilling its vision outstandingly well as an effective church school.

SIAMS report March 2018 St Peter's Eaton Square CE School SW1W 0NL