

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

### St Mary's Hampton CE Primary School

Oldfield Road, Hampton, Middlesex TW12 2HP

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	N/A
Local authority	London Borough of Richmond
Date of inspection	7 March 2017
Date of last inspection	N/A
Type of school and unique reference number	Free school with academy status 139421
Acting Headteacher	Lucia Freeman
Inspector's name and number	Gladys Vendy NS 299

#### School context

St Mary's, Hampton opened in September 2013 in response to the need for school places for local children. It was founded by members of St Mary's Church, Hampton. The London Diocesan Board for Schools is a member of the trust. The school started with one full-time class of Reception children and has since increased by one class each year. The proportion of pupils from minority ethnic backgrounds, who are disadvantaged or who have special educational needs or disabilities is below the national average. The school has had an acting headteacher since April 2016. The church of St Mary's has been without a parish priest since October 2016.

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

- The clear Christian leadership provided by the governors and acting headteacher has secured the Christian ethos in this inclusive school in which every child is valued and excellent relationships with families flourish.
- The sound and close partnership with St Mary's church has a significant impact on the distinctiveness of the school as a church school.
- The quality of pastoral care to all who belong to the school family is underpinned by the Christian vision and values so that there is a continuous outworking of the school's mission to serve the community.
- The strong leadership of religious education (RE) and collective worship contributes effectively to the spiritual, moral, social and cultural development of the whole school community.

#### Areas to improve

- Embed assessment strategies to ensure that the information feeds effectively into the planning of lessons.
- Strengthen and develop the creative approach to teaching in RE to maximise the opportunities to challenge all pupils.

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

The school's commitment to an Anglican expression of Christianity threads through all aspects of school life and firmly shapes its distinctive Christian character. The Christian ethos, which is framed in the Trinitarian prayer of 'The Grace', guides everything from the behaviour policy to attitudes for life and learning. Pupils start school with skills that meet national expectations and by the end of Key Stage 1 a significant number of pupils are working at a greater depth. Clear guidance from the special needs leader ensures that there is a provision map for each pupil so that every child's need is met. As a result, there are few gaps in the attainment of different groups. The school firmly

believes that every child and their family are important. Highly skilled pastoral care, which includes drawing and talking therapy, significantly impacts upon the personal development and emotional well-being of everyone. Parents frequently speak about their sense of belonging to the school family and the safe and welcoming environment which results in their children being secure and happy. One parent said 'there's special warmth here that you can't buy'. The curriculum, based on the principles of enquiry, possibility, spirituality and diversity, offers exciting opportunities for all pupils. For example, adults are encouraged to share in their child's learning by discussing with them key big questions such as 'why is Good Friday good'? This zest for learning is reflected in the higher than average figures for attendance and punctuality. The weekly enrichment programme, which includes all members of the school community, makes a strong contribution to the pupils' spiritual, moral, social and cultural development. The school's Christian values are intrinsic to the life of the school and pupils understand the importance of kindness, perseverance, forgiveness and care. Relationships are strong, highly respectful and mutually supportive between all parts of the school community including church members. Pupils have a well-developed sense of Christianity as a world-wide faith. They speak knowledgeably about their links with a school in Mozambique and about Christians in other parts of the world. RE which is distinctively Christian makes a strong contribution to the Christian character of the school. It also develops pupils' understanding of and respect for those of other faiths and none who are equally nurtured and cherished.

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

Daily collective worship which is distinctively Christian is an integral part of school life and makes a strong contribution to the school ethos. It is carefully planned by the acting headteacher who uses the diocesan scheme as a framework. This forward planning has meant that since the absence of a parish priest there has been a smooth transition to support from a range of visitors. These include regular visits from the minister of a neighbouring parish. His inspirational act of worship about God's kingdom linked with the school's Christian values, excited the children and concluded with very good opportunities for reflection. The children's singing, with actions, was both joyful and enthusiastic. There was a real sense of the school drawn together as a family under God's guidance. The weekly pattern of worship is varied, but with well-established routines, so that pupils have a wide and rich experience. Responses which open and close worship are led by the children. With a strong focus on Jesus as a person and God as Father, Son and Holy Spirit, pupils build up a sound understanding of biblical stories. Collective worship is attended by teaching staff and additional adults who join in discussions. This helps children to recognise its' importance and contribution to lifelong spiritual development. Classroom worship is well-supported and monitored. It enables teachers to build their confidence in leading worship and to develop pupils' personal spirituality in a more intimate setting. Systems to evaluate worship are well-embedded and lead to review and improvement. Parents regularly attend school worship in both school and church. Sunday worship is held annually in the school, followed by a picnic. As a result of their children attending the school, some families have developed a commitment to the Christian faith. Members of other faiths openly acknowledge they have gained a greater understanding of Christian symbolism through their children. Prayer is a fundamental part of school life and there are very good opportunities for pupils to deepen their spirituality. Prayer tables in classrooms, prayer boxes and a prayer space in the hall give pupils the opportunity to reflect, be quiet and have their own space. Pupils learn that prayer is about praying for other people as well as giving thanks and asking for forgiveness.

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

RE is led by the acting headteacher who has adopted and implemented the new diocesan scheme of work to include a bespoke unit about St Mary. An RE action plan, which is part of the school development plan, gives the subject a high priority. As a result of strong leadership there are clear links between worship, RE, the Christian values of the school and spiritual and moral development. Attractive displays of RE work reflect the centrality of teaching and learning about Christianity. Standards of attainment in RE are good and in line with other core subjects. Assessment strategies in RE are not yet fully embedded and do not always effectively inform planning. Children take pride in their special hard-backed RE work books which move with them through the school. Meaningful links are made with subjects such as science, literacy, art and music which extend learning in RE into other areas of the curriculum. Teaching is good and sometimes outstanding, which was confirmed during the learning walk. All pupils were engaged and excited by RE. A child said 'RE is as much fun as messy church'. Children have developed the skill of enquiry and are encouraged to ask insightful questions such as 'why is the star of David a Jewish symbol?' Lesson plans include opportunities for pupils to relate learning to their own lives. There is good evidence of a creative approach to RE but this could be strengthened and developed to maximise the opportunities to challenge all pupils. The teaching of other world faiths is enhanced by visits to other places of worship such as the mosque. Visitors to the school and parents and children of other faiths also make a strong contribution to learning by talking about their faith. Thorough monitoring by the link governor and acting headteacher have ensured that standards of teaching in RE have been sustained and improved through a period of considerable transition.

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

The vision of members of St Mary's church, Hampton, who were the driving force behind the establishment of the school four years ago is encapsulated in the motto 'learning, growing and belonging – together, with Jesus at our side'. This is clearly understood and passionately embraced by the whole school community. The open admission policy welcomes members of all faiths and none. Parents say that this has opened their curiosity to faith and the role of the church. The determination to serve and feed the community with something that was needed is strategically driven through the governors five year development plan. This is underpinned by Christian values which permeate every aspect of the life of the school. The use of the school self-evaluation form, for inspecting Anglican schools, as a working document enables the governors to continually and effectively monitor and review the Christian distinctiveness of the school. As a result self-evaluation is accurate, strengths are identified and there is a consistent focus on raising standards that lead to improvement. Because the governors are committed to preparing future leaders of church schools they were able to confidently entrust the leadership of the school to the newly appointed deputy headteacher at short notice. She has worked with integrity and resilience. This has ensured that the original vision of the school has a significant impact on the distinctiveness and effectiveness of the school as a church school. Through the diocesan programme of professional training, the leadership skills of other teachers have also been developed so that they offer very good support to the acting headteacher. Induction programmes, based on the values of inclusivity, compassion and understanding, means that all newcomers are quickly welcomed into the school community. As a result everyone is supportive and empathetic and morale is high. Children are encouraged to be independent, act responsibly and to use their initiative. A thriving parents-teachers-friends association further binds the school together as a family. The governors regularly survey the views of pupils, parents and staff. The school's open door policy means that any issues are swiftly addressed. Partnership with St Mary's church is strong and mutually supportive and members of the church are pro-active in the life of the school. Very good relationships with local church schools, including a private school, have supported the school in collective worship and RE. Collective worship and RE meet statutory requirements.

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