



**National Society Statutory Inspection of Anglican and Methodist Schools Report**

**St Clement and St James CE Primary School**

Penzance Place  
London  
W11 4PG

**Previous SIAMS grade: Satisfactory**

**Current inspection grade: Good**

**Diocese: London**

Local authority: Kensington and Chelsea

Dates of inspection: 3 March 2016

Date of last inspection: June 2012

School's unique reference number: 100495

Headteacher: Sue Hussey

Inspector's name and number: Barbara Chevis NS 794

**School context**

St Clement and St James is a one form entry primary school with 227 children on roll. Over three quarters of pupils are from a large range of ethnic minority backgrounds with just under half of pupils speaking English as an additional language. The percentage of children eligible for free school meals is above the national average. Approximately 45% of pupils attend one of the 5 churches in the parish.

**The distinctiveness and effectiveness of St Clement and St James as a Church of England school are good**

- The strong Christian character of the school ensures the well-being of all members of the school community. As a result relationships are excellent and there is a caring and nurturing environment.
- The inclusive nature of the school contributes greatly to pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Consequently everyone feels welcome and valued.
- The prominence given to Christian values has resulted in a positive impact on the lives of all.
- The centrality of prayer supports the spiritual development of all groups of the school community.

**Areas to improve**

- To embed assessment procedures in Religious Education (RE) and make use of outcomes to ensure a positive impact upon standards, especially for more able pupils.
- To involve more members of the school community in the planning of worship to ensure consistency of approach.
- To formalise the monitoring and evaluation of worship so that it informs planning and leads to consistently high standards of delivery of worship.

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

The overtly Christian character of the school is the result of the highly developed vision of school leaders. Love is at the heart of the school's vision, defined from 1 Corinthians 13. From this, the school's values have been developed. The six Christian values of friendship, thankfulness, forgiveness, excellence, creativity and compassion are intrinsic to everything that happens in the school and are deeply embedded in the daily lives of pupils and staff. As parents state, the values are 'at the forefront' of everything that the school does. The vast majority of activities throughout the curriculum, including displays around the school, are related to the Christian values, showing their high importance in the life of the school. For example, a display of a Viking ship clearly illustrates a link to the values of creativity, through its design, and friendship because it is passed from one class to another. The value of excellence encourages pupils to do their very best and as a result standards are improving and are now in line with and above national averages. The strong Christian ethos, together with a focus on the values of forgiveness and compassion, has led to behaviour of a high standard. Strategies to encourage attendance are having a positive impact and this is due to the nurturing and caring nature of the school. The outstanding attention given to the well-being of pupils and parents ensures that all feel extremely welcome. The exceptional care and respect shown by all members of the community has ensured excellent relationships and as a result inclusion is a strength of the school. Consequently SMSC development is outstanding. Pupils have a good understanding of Christianity as a multi-cultural world faith and recognise that it may be difficult to live as a Christian in some countries.

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

Daily worship is engaging and thought provoking. Pupils enjoy these times of reflection and quietness, but also appreciate opportunities to engage in worship, by reading Bible passages, saying prayers and lighting candles. As one pupil said, 'I like worship because I like to praise God'. Worship is led by a wide range of people including youth workers, parent representatives from local churches, clergy and pupils themselves. This ensures that there is a variety of approaches to worship and that pupils are able to respond in a number of different ways, so maintaining their interest and excitement. Themes are based on the termly value and therefore provide good support for spiritual and moral development. The Bible is used frequently in worship and close links are made between stories and passages and pupils' lives. As a result, relationships and attitudes are positive and strong. No pupils are withdrawn from worship and this, together with the 'Bread of Friendship' services, ensures excellent inclusion. Through attendance at the local church for services such as Ash Wednesday and Harvest, and the termly Eucharist services in school, pupils understand different Christian traditions and Anglican practices. The use of responses and prayers in these services ensures that pupils have some understanding of God as Father, Son and Holy Spirit. Pupils enjoy the many opportunities given in school to pray and they make good use of the prayer and reflection tables in classrooms. Parents have an active prayer group and staff are invited to put forward requests for prayer. As a result, prayer contributes well to the spiritual development of all members of the school community. The importance of prayer is further evidenced through the implementation of the 'Prayer Space' which is set up twice a year. Pupils, parents, staff and governors are enthusiastic about this initiative and speak positively about the impact it has upon their spirituality. Worship is not yet outstanding because clergy are not involved in the strategic planning of worship, and the monitoring and evaluation of worship is not sufficiently formalised.

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

Attainment in RE is generally in line with national expectations, and pupils make good progress from their starting points. A new assessment system has recently been developed and whilst this appears to be working well, recent evidence of attainment and progress is unclear. The curriculum is well planned across the school, covering a range of topics and themes. These are closely linked to the school's Christian values and therefore RE makes a clear contribution to

pupils' spiritual, moral and cultural development. The well balanced curriculum supports a creative approach to teaching and learning with pupils having opportunities to learn about religion as well as from religion. Consequently pupils enjoy and are excited by RE. Teaching is generally good and expert questioning encourages learners to deepen their understanding. There is an excellent sense of trust within the classroom and as a result pupils are confident to speak about their own faith and offer ideas. Pupils particularly enjoy learning about a range of religions and teachers make good use of pupils' expertise and knowledge. For example, in a year 6 class, a Muslim pupil was asked to explain their approach to birthing ceremonies when these were being compared to Christian baptism. The RE leader has a clear vision for the subject and undertakes regular monitoring and evaluation. As a result of this, improvements have been seen in marking which is now helping pupils to improve their understanding and deepen their thinking. Governors have a good awareness of the strengths and areas for development of RE through involvement in monitoring. RE is not yet outstanding because the new assessment system is not fully embedded, and not enough teaching is outstanding as higher ability pupils are not always sufficiently challenged.

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

The Christian vision of the school is well developed and contributes strongly to the improving achievement of all pupils. Clear strategic planning has ensured this vision has a positive impact upon SMSC development within the broad and balanced curriculum. The well-being of pupils and parents is a high priority for the school who see it as an essential element in supporting pupils to do their best. Governors clearly hold the school to account for its effectiveness as a church school. Pupils benefit from good links with the local churches. Clergy from three of the five linked churches regularly deliver worship in the school, along with a youth worker and parent representatives. There is also a close link with Latymer Community Church. Links are mutually beneficial. For example one class each year supports the church by making Christingles, and clergy support RE by, for instance, talking to pupils about baptism. Good use is made of the Diocese to deliver professional development and to prepare staff for leadership of church schools. The leader for RE is well supported to fulfil her role and this has enabled her to ensure improvements and work with a consultant to create and implement the new assessment system. The four areas for development from the last inspection have been met. All stakeholders have been involved in a review of the school as a church school and as a result, the Christian character of the school is now outstanding, with the school development plan reflecting any areas for improvement. The RE scheme has been reviewed and is now fit for purpose. Assessment procedures are in place, although the impact upon standards are not known due to assessment procedures having been recently changed. Links with the church are now strong and mutually beneficial. Leadership and management is not yet outstanding because the leadership of worship and RE has not yet led to highly effective practice in these areas.

SIAMS report March 2016 St Clement and St James CE Primary School, London W11 4PG