

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

<b>St Mary's and St Peter's Church of England Primary School</b>	
Somerset Road, Teddington TW11 8RX	
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Outstanding
Local authority	Richmond upon Thames
Date/s of inspection	19 June 2018
Date of last inspection	26 March 2013
Type of school and unique reference number	Voluntary Aided 102917
Headteachers	John Logan/ Justine Bateman
Inspector's name and number	Emily Norman 912

### School context

St Mary's and St Peter's is an above average-sized high-performing primary school in Teddington, which has recently expanded. The number of pupils from disadvantaged backgrounds is lower than average, as is the number of pupils from ethnic minority backgrounds or whose first language is not English. The number of pupils with Special Educational Needs and/or disabilities has risen in the last few years, but is still below the national average. The school is linked to two parish churches, St Mary's with St Alban's and St Peter and St Paul. The long-serving headteacher now shares the headship with the deputy headteacher.

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

- The school's Christian vision of 'life in all its fullness' is lived out across the whole school, and results in pupils who achieve highly and treat each other with compassion.
- Inclusive and varied collective worship helps every member of the school community reflect on their lives and deepen their spirituality.
- The pupils engage in a range of social action projects, which develop them personally and also make a difference to people in need around the world.
- Creative and interesting approaches to religious education (RE) enable pupils to understand different faiths and ways of life, as well as acquiring a deep understanding of Christianity.
- Passionate leaders who care deeply make sure that everyone in this school is able to flourish.

### Areas to improve

- Review the way that the current values and vision relate to each other, so it is even clearer how the values that are chosen meet the specific needs of the pupils at St Mary's and St Peter's School.
- Gather examples of the standards pupils achieve in RE to fully demonstrate the progress pupils make and support teachers in assessing the subject.
- Develop the systems that leaders use to evaluate how well the school's recently-revised mission statement is impacting on the life of the school.

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

St Mary's and St Peter's is a school which is Christian to its very core. The vision of 'life in all its fullness' is evident in the school's approach to its pupils, both in their academic achievement and personal well-being. Pupils talked about the 'compassion' with which the adults and other children in the school treat people. The school has 15 Christian values, which, while difficult to remember, are well-understood by the school community. Pupils can link their behaviour and attitudes to learning with many different values and can, when prompted, give thoughtful biblical examples of them. For example, pupils cited Jesus washing his disciples' feet as an example of 'humility' and gave an in-depth explanation of how Peter struggled with 'friendship' and found both 'hope' and 'forgiveness' after he betrayed Jesus. It is evident that through these values pupils learn significant lessons which help them in their own lives, and parents agree that this is the case. The school now needs to look at how all its values relate to its vision to ensure that everyone is completely clear about how their chosen values meet the specific needs of the pupils at St Mary's and St Peter's School. The school's attendance is high, and the Christian character clearly shapes the way this is achieved, with the clear aim of each individual child and family flourishing. Academic standards are also high, and the school pays careful attention to its vulnerable pupils and nurtures them so that, as far as possible, they can also achieve well. Behaviour is extremely good, and exclusions are rare. Where pupils are struggling with behaviour, the school utilises its strong pastoral resources to support them. The pupils also talk about how they try and help their peers to do their very best, and feel rightfully proud of this. This is one of the ways in which their spiritual, moral, social and cultural (SMSC) development is attended to by this school. Pupils speak eloquently about how they learn to appreciate different cultures and how collective worship and RE teach them how to act 'morally'. They engage in a wide range of social action, and have a very global perspective on life. A particularly successful project saw Year 6 pupils take £1 and grow the money through enterprising businesses such as car washing, to support a community in India. Pupils use attractive willow-branch prayer stations around the school building independently to deepen their spiritual lives, and creative displays all around the school show the sorts of imaginative responses pupils provide. The two parish churches, as well as other denominational churches and local Christian development organisations help the pupils to understand the diversity that exists within the church, both locally and around the world. They enjoy learning about the Christian faith, and also about different religions and points of view in RE lessons, and this helps the school to be a very cohesive, respectful and caring community.

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

Collective worship is central to life at St Mary's and St Peter's and is held in high regard by all members of the school community. It makes a significant difference to the lives of the pupils, both in and out of school, and helps them to develop a depth of spirituality as well as learn about moral ways of living. Older pupils speak about how what they have learnt in collective worship will help them for their transition to secondary school, for example in knowing how to resolve problems they might face. Other pupils talk about how they have learnt through worship the importance of looking after and serving others. Worship encourages pupils to engage with different charitable activities and social justice campaigns, for example, raising awareness of the environmental impact of the way we use plastic, and donating items to support the victims of the Grenfell Tower disaster. They can link what they have learnt to different school values, such as 'humility', 'service' and 'koinonia'. Everyone is included in worship, including the most vulnerable pupils, and pupils really enjoy being involved. They take part regularly, both in key stage worship where they light candles, lead prayers and act out different stories or scenarios, and in class worship where they help plan and lead the worship itself. There is very comprehensive planning provided by the capable collective worship leader, which skilfully weaves together the school's Christian values, biblical stories and the seasons of the church's year. Pupils know and understand the liturgical prayers they have been taught and various Anglican sacraments, as well as some more modern elements of Christian worship. They experience a real breadth of worship styles which enriches their lives and inspires them to think deeply about their own beliefs. Pupils learn to pray both through set prayers, such as the Lord's Prayer and their own school prayer, and also through prayers which they compose themselves. Parents say that the children are inspired to pray and sing worship songs out of school as well. Pupils have a secure understanding of God as 'Father, Son and Holy Spirit' and they learn a large range of stories about Jesus from the Bible, which deepen their understanding of the Christian faith. Collective worship is monitored by leaders, including governors, and is developed in light of feedback, including feedback from pupils. For example, when the pupils asked for more reflection time in worship, the ritual of lighting the 3 candles was introduced, which the children are now familiar with and are able to utilise to help them focus and be still. The widely-used prayer stations around the school were also developed with the pupils, ensuring their ideas and needs were the driving force behind them.

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

Pupils at St Mary's and St Peter's learn extremely well in RE because it is a creatively taught subject, which stimulates and challenges them. Standards in RE are high across every year group and at least as good as those in other core subjects. The lessons are interesting and pupils assess themselves using a 'skills ladder' that the school introduced this year. They say this gives them a target to work towards and motivates them to aim for the higher skills such as analysis and justifying views. Pupils in Year 6 were preparing for a debate in one of the lessons seen, weighing up the pros and cons of modern approaches being used to encourage people to come to church, such as skateboarding in an abbey, or using the new 'Alexa skill' to say prayers. They were highly engaged in this and said that they were really excited about the up-coming debate. Teaching is at least good with some examples of outstanding practice. For example, pupils in Year 4 interpreted complex passages from the Bible and grappled with the meaning of them, whilst Year 2 pupils re-enacted a baptism service, led by one of the parish priests. In all lessons seen pupils were keen to explain what they were learning, from Reception upwards. They learn about a wide range of different faiths as well as Christianity in depth. As a result, pupils are very reflective and talk about how 'it's what's on the inside that counts' rather than the differences we might appear to have on the outside. A well-organised programme of visits to places of worship strengthens their understanding of their RE topics, such as the Richmond Synagogue and a varied range of different churches which contrast with their own parish churches. RE lessons are also supplemented by regular 'Pause Days' and RE-themed curriculum weeks, which give pupils the opportunity to explore topics in greater depth. For example, one such day focused on the Christian Aid 'Global Neighbours' scheme, developing pupils' understanding and respect of others around the world. These activities make a strong contribution to pupils' SMSC development and to their understanding of the school values. Pupils say that everyone is included, which demonstrates the value of 'justice' and that they learn about 'service' of others. The school has developed its own system for assessing pupils, based on the skills ladders they use in class. This ladder is well-understood by the pupils who say it helps them to learn very well. However, the school does not yet have a bank of examples of the standards achieved, which would demonstrate the full range of progress made by pupils across the school and support teachers in their assessments. Action planning is clear and staff know how to implement changes to the subject. They feel supported by the knowledgeable RE leader, who provides them with a wealth of ideas and resources to teach the subject. The new diocesan scheme has been fully implemented, with elements of best practice from the school's exiting scheme woven in to ensure high quality provision for their pupils.

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

The leaders of St Mary's and St Peter's are passionate about every member of their school community having 'life in all its fullness' and flourishing as much as possible. They have ensured that this vision for the school, reviewed quite recently, is fully understood by everyone including the pupils, who can explain what this means to them. Leaders fiercely defend the large number of values the school has, explaining their reasoning behind this and their aim of pupils having a very deep and varied understanding of the Christian faith. The Church of England's new vision for education has already been explored in detail by school leaders and governors, and they have encapsulated it in a new mission statement which supports the vision. They are aware that they will need to find a way to measure its impact on the school, and now need to develop suitable systems for doing so. Governors are very aware of the school's performance and areas for improvement; they hold the school to account effectively to make sure that 'life in all its fullness' applies to every single child. They engage with this practically, too, for example the chair of governors raises the aspirations of pupils by interviewing them for special jobs within the school. Governors monitor RE, worship and the school's Christian character through regular meetings with school staff and learning walks through the school. Self-evaluation also takes account of the views of pupils and their parents, and action planning has their best interests at heart. School leaders have developed curriculum opportunities which support pupils' SMSC development and impact very positively on pupils' behaviour. Parents are actively involved in this school, attending events enthusiastically and supporting the school through fund-raising activities. They also support each other in this caring community. The school works very successfully with both its own parish churches, and other churches and organisations in the area, bringing a richness of experience into the school and also benefitting the local community. They support other church schools locally, and have worked with the diocese to develop staff as leaders of a church school and implement an effective RE curriculum. RE and worship are highly valued by leaders at all levels and the conscientious subject leader is revered by staff and governors alike. Staff in this school feel very well supported and valued, and are being developed at every stage of their career. Flexible leadership structures enable them to try their hand at different roles and discover their own gifts and strengths. This is actively planned for by the co-headteachers and the governors, who have created an environment where all can thrive and understand what it means to work in a church school.