

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

### Princess Frederica Church of England Voluntary Aided Primary School

College Road, London, NW10 5TP	
<b>Current SIAMS inspection grade</b>	<b>Good</b>
<b>Diocese</b>	<b>London</b>
Previous SIAS inspection grade	Good
Local Authority	Brent
Date/s of inspection	23 March 2017
Date of last inspection	February 2012
Type of school and unique reference number	Voluntary Aided Primary 101535
Headteacher	Beatrix Simpson
Inspector's name and number	Jayne Pavlou 628

#### School context

Princess Frederica is a two form entry church school located in Kensal Rise, serving the parishes of St Mark's and St Martin. Its 432 pupils reflect the rich diversity of the area. Approximately 50% of pupils are White British and the remaining 50% of the school population are from minority groups. The proportion of pupils for whom the school receives extra funding due to social disadvantage is below the national average, as is the number of pupils with special educational needs. There have been significant changes in leadership since the last SIAS inspection. The school was recently judged by Ofsted to be good.

#### The distinctiveness and effectiveness of Princess Frederica as a Church of England school are good

- Great importance is placed upon nurturing and developing the 'whole' child, enabling pupils to flourish and learn well within a Christian environment.
- The Christian values of love, peace and service are reflected in the positive and caring relationships enjoyed across the whole school community.
- Prayer and reflection is woven naturally throughout the life of this church school, nurturing the spiritual development of both pupils and staff.
- The school enjoys strong partnerships with St Mark's, St Martin's and the diocese, which together make a significant contribution to the Christian character of the school.

#### Areas to improve

- Ensure that the planning of collective worship provides a more detailed programme of Christian worship across the whole week in order to support leaders with the planning and delivery of worship.
- Establish stronger systems to ensure that outcomes from self evaluation and review feed directly into strategic planning so that leaders and governors have a clear understanding of the priorities for the further development of this church school.
- Review the current provision for religious education (RE) in order that pupils have access to a more enquiry based curriculum which encourages them to ask deep questions and respond more creatively.

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

The school's Christian ethos makes a significant contribution in supporting the learning, progress, personal growth and wellbeing of all pupils. The leadership team place great importance upon nurturing and developing the 'whole child'. As a result, pupils flourish and enjoy coming to this church school. This is reflected both in attendance figures which are above national, and in performance data. This shows that pupils attain above national expectations and generally make good progress from their starting points. Ofsted recently judged the school to be good.

The school has selected nine Christian values which all have an important place in school life: thankfulness, wisdom, love, hope, endurance, peace, trust, forgiveness and service. Through a carefully planned programme of collective worship, pupils are able to focus on each value in turn and learn how the values are rooted in biblical teaching. As a result, they are able to confidently give examples of specific Bible stories which illustrate their school values. For example, one child explained how the parable of 'The Lost Son' was an illustration of God's love, compassion and forgiveness. Parents comment that the school's values are 'alight in the community' and that they are particularly evident in the way that the children behave towards each other. Positive relationships are enjoyed by all members of the school community and children are taught to 'love thy neighbour', just as Jesus did. Each half term children who have 'lived out' this strap line are invited to attend a celebratory tea party where they are 'served' and waited upon by the leadership team who model the Christian value of 'service'.

RE and collective worship both play a key role in the promotion of children's spiritual, moral, social and cultural (SMSC) development. Pupils clearly value and respect the diversity of faiths around them both in their school and wider community. They enjoy learning about special days and festivals celebrated by other faith groups represented within the school and this makes a valuable contribution to RE. They have some understanding of Christianity as a multi-cultural world faith, but leaders rightly recognise the need to develop this further.

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

Worship is an important part of the school day for all members of the school community. Staff and pupils appreciate the time and space to be still, to listen, reflect and to celebrate. This was evident in the act of worship observed during the inspection when pupils re-enacted Palm Sunday and later considered how Jesus came into the world to bring peace, one of the school's Christian values. All members of the school community recognise that worship plays a significant part within the life of the school. One member of staff described how worship brings them 'an inner calm' and helps them to 're-centre' during a busy day. Parents too, comment on how much they benefit from attending special services in church. Music has an important role in collective worship and beyond. Each day begins with a song in the playground. One parent described the school as a 'singing community' and explained that for many, singing is 'a celebration of faith'. Pupils particularly enjoy the opportunities they have to lead the singing, during both school and church worship.

The worship programme supports pupils' SMSC development through the teaching of the school's Christian values and Christian festivals. Although this programme is varied, it does not include a detailed plan for every act of worship across the week. Consequently, those leading worship do not always have access to sufficient guidance and support when planning worship.

Prayer is a central part of school life and is naturally woven throughout the school day. Prayer and reflection effectively supports and contributes to the spiritual development of both staff and pupils. For example, regular occasions for both personal and collective prayer are given. Pupils enjoy the opportunity to write their own prayers and place them in the prayer boxes which are then read out during collective worship. A weekly prayer meeting is well attended by staff, providing prayer support for each another and the wider community. The school is very well supported by clergy from both churches they are linked with. As a result, pupils develop a secure knowledge and understanding of the Christian faith, including an age appropriate understanding of more complex Christian beliefs, such as that of God as Father, Son and Holy Spirit. Leaders informally evaluate and review collective worship, but this does not always feed directly into strategic planning.

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

RE is given a high priority throughout the school and pupils appreciate that it makes an important contribution to the school's Christian distinctiveness. Teaching of the subject is good and sometimes better. Consequently the standards achieved and progress made in RE are generally in line with, and sometimes higher than national

expectations. Overall, most pupils enjoy RE and in particular like learning about the other faiths represented within their own community. The current RE syllabus ensures an appropriate balance between teaching which focuses on Christianity and that which focuses on other world faiths. It makes a good contribution to both the school's Christian values and pupils' SMSC development. However, the curriculum does not always encourage pupils to ask deep questions or allow them the space to respond creatively. The school has rightly identified the need to review the RE provision to ensure a more engaging and enquiry based approach. Nevertheless, pupils develop a secure understanding of the key aspects of Christianity and a broad appreciation of other world faiths.

Teachers adopt an effective approach to marking which clearly provides pupils with 'next steps' to show them how they can improve their learning further. Assessment procedures are in place, although they are not consistently used to inform planning, teaching and learning. RE is managed and led by a member of the middle leadership team who is passionate about the subject. He is well supported by the headship team and clergy, who also contribute to the monitoring process through learning walks, book scrutiny and regular meetings with the RE leader. The impact of monitoring is evident in improvements to the quality of work in pupils' books. The Christian character, which was cited as an area to improve in the previous report, is now clearly visible throughout the learning environment.

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

This church school is ably led by a headteacher whose vision of service to its pupils and their families clearly expresses the school's Christian foundation. The headteacher, well supported by staff and governors ensure that all members of the school community know and understand the Christian character of the school. One member of the clergy described how this Christian character is 'embraced and encouraged' and 'is not a bolt on'. The school's strap line 'love thy neighbour' is known and understood by most members of the school community who recognise that it is based on the teachings of Jesus. This statement, underpinned by the outworking of the school's Christian values, creates a nurturing and supportive learning environment in which pupils are able to flourish and achieve. To summarise, one person described how 'the Christian faith is threaded throughout all they do'.

Governors regularly visit the school and are involved in aspects of self evaluation, although their feedback is not always fed directly into strategic planning. As a result, priorities for the further development of this church school are not always as sharp and defined as they could be. The headteacher and governors recognise the importance of equipping senior leaders to work successfully in a church school. Consequently they have accessed relevant training and support from the diocese. They recognise further support for the RE leader would be beneficial in keeping him abreast of the current local and national 'picture' in RE. The statutory requirements for RE and collective worship are met and together they make a positive contribution to SMSC development.

The significant changes in leadership are making a difference to the Christian character of the school and this has raised the profile of the school as a church school. Partnerships with both the diocese and the clergy have been strengthened and this has actively contributed to the school's Christian distinctiveness. The school recognises the benefits of belonging to the family of church schools and is building links with other church schools nearby. Strong partnerships are also enjoyed between the school and the two parish churches, St Martin's and St Mark's. The clergy representing these churches make a significant contribution to the Christian character of the school. Relationships with parents are strong and they are appropriately informed about and engaged in their children's education.

SIAMS report March 2017, Princess Frederica CE VA Primary School, College Road, London, NW10 5TP