

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church CE Primary School			
Address	45 Commerell Street, Greenwich, London SE10 0DZ		
Date of inspection	01/05/2019	Status of school	VA primary
Diocese	Southwark	URN	100165

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Christ Church is a primary school with 186 pupils on roll. The majority of pupils are of Black, Asian and minority ethnic descent and around a quarter are of White British background. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is also above national averages. A significant proportion of pupils attend a church. The school is federated with St Mary Magdalene All Through School and shares the co-headteachers. Ofsted judged the school to be good in 2017.

The school's Christian vision

"Do unto others, as you would have them do unto you" underpins all we do. We strive for excellence and high standards through three core values: Family, Faith, Fellowship. We want our pupils to go out into the world happy, courageous, resilient and motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Key findings

- The school's vision is rooted in Christian service and focused on the inclusion of all members of the school community. This belief holistically infuses every aspect of the school's work and shapes both policy and practice so that lives are transformed and adults and pupils flourish.
- This ambitious vision shapes the innovative curriculum, which successfully meets the needs of all pupils, from the highest attaining to the most vulnerable. It has resulted in a dramatic improvement in pupils' performance so that they make excellent progress, whatever their starting points, and achieve standards that exceed those expected nationally.
- Pupils' response to injustice or inequality is informed by a deep sense of compassion and a desire to bring about change. They live out the school's vision by actively seeking opportunities to demonstrate love in action.
- Collective worship is an expression of the school's vision. It is inclusive, inspirational and affirms both adults and pupils, regardless of faith or beliefs. It is joyful, reverent and places prayer at its centre.
- Through the excellent and well-balanced Religious Education (RE) curriculum, pupils learn from both Christianity and a broad range of world faiths. Although all aspects of RE are very strong, and pupils experience deep learning, there are a few times when lessons are not as accurately pitched as they could be.

Areas for development

- Through perceptive planned learning in RE, ensure an even better match between the work set and pupils' levels of cognitive development

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's motto, from Luke's Gospel, is 'do unto others, as you would have them do unto you'. This summarises its Christian vision of putting faith, family and friendship first in the school's mission. It is shared between the schools of the federation and so underpins every element of their work across the wider school community. This is an inclusive school, welcoming pupils from all faiths and none. Each member of the school community lives out its principles of love, service, care and respect so that, regardless of faith or background, adults and pupils know that they are valued individually because they are children of God. A deep commitment to this belief is shared by leaders, governors and clergy, united in the core purpose of creating happy pupils able to become the people God intends them to be. As a result, there are strong, deeply caring relationships between and among adults and pupils. Adults report that 'everyone is kind and considerate, always ready to help'. Pupils say, 'everyone is accepted. We stick together and work together'. All involved with the life of the school say that it is like belonging to an extended family where people look out for each other, both in school and beyond, in the community.

The school's commitment to its local community is remarkable, wholly reflecting its vision. Governors, recognising the high proportion of vulnerable families, have invested in a full-time chaplain to work with them and the church. The school's Community Garden, which began as a parent's suggestion, has grown into a place of quiet reflection, contrasting with the area's urban environment. It is tended by several local community groups, offering opportunities to vulnerable adults as well as enriching pupils' experiences.

While Christ Church maintains its own unique identity, leaders and governors work across the federation. This adds significant capacity to this small school, while shared events strengthen pupils' sense of belonging and nurture. Governors have robust systems of school self-evaluation and are sharply focused on its continual improvement. The federation's ambitious Christian vision has shaped the innovative thematic curriculum. It is designed to inspire pupils with a lifelong love of learning by meeting both their academic and spiritual needs. Great care is taken to ensure that all pupils are included and supported. This has resulted in a dramatic improvement in their performance so that they make excellent progress, whatever their starting points, consistently achieving standards that exceed those expected nationally. Disadvantaged pupils make as good, and sometimes better, progress than their peers. As a result, pupils delight in coming to school, behave well and work hard. Attendance rates have risen considerably and are now above national averages, exclusions do not occur and behaviour is excellent. A shared understanding of spirituality underpins the curriculum so that pupils recognise it as a normal and important aspect of their lives. Because of this they confidently ask deep questions and test out their ideas about meaning and purpose.

The shared reality of spirituality that pervades the school drives its practices and strategies. There is a culture of forgiveness and reconciliation which is a natural expression of the overarching vision. Its impact is seen in the conduct of pupils, the respect they show their teachers and each other, and in their ability to disagree well. It is seen in the mutual support among adults and in governors' commitment to promoting the professional and personal development of staff. Pupils develop a genuine appreciation of diversity and celebrate their own and others' cultures enthusiastically. As a result, the school is a harmonious community where pupils' mental health is protected and adults are nurtured. Parents say that the school's vision for their children transforms their lives and impacts positively in their homes.

Pupils live out the school's vision of service in Christian compassion. From their earliest school years they recognise inequality and injustice in a wide range of circumstances. Encouraged and guided by the adults, they become passionate advocates for change, keen to play an active role in the causes they champion. Working from curriculum themes, classes take responsibility for choosing one of many local and global charities to support. They are encouraged to use their initiative, leading to innovative campaigns in which pupils give of their own time and effort. In this, they draw in parents and members of the community to raise funds and build lasting relationships with the organisations they support.

Collective worship is the articulation of the school's vision. It is the heartbeat of the school, being a key aspect of each day. Adults and pupils say they are strengthened through their involvement in worship. Worship is invitational and often inspirational. It is biblical and trinitarian, rooted in the person of Jesus. Leaders work closely with clergy and the pupil's Faith Team to plan an engaging programme of worship, led by a wide variety of leaders from the school, church and wider Christian community. Pupils, staff and governors each contribute to its evaluation. All who attend worship are affirmed and challenged by it. Pupils learn the reality of worship and the nature and purpose

of prayer. Pupils of all faiths and beliefs welcome opportunities to pray and those of non-Christian traditions say that worship helps to nurture their own faith. One non-Christian pupil said, 'it doesn't matter what you believe; we're still going to pray with you.' This focus on prayer deepens pupils' spiritual experience and the clergy-led monthly pupil prayer group is very popular. School leaders and clergy work closely together to ensure that worship is engaging and Anglican. Parents enjoy attending worship, both in school and at church, saying what a privilege it is to be part of it and how it helps their own faith to grow.

The rich and innovative RE curriculum is carefully constructed to meet the expectations of the Church of England's Statement of Entitlement so that, by the time they leave the school, pupils have an excellent understanding of Christianity and of the key points of a broad range of world faiths. The subject leader is well-supported by a federation colleague and by Diocesan officers. Teachers are well-trained in the skills and knowledge they need. Leaders share their skills across the federation and in the local network of Anglican schools. Overall teaching is highly effective, although there are a few times when lessons are not sharply enough focused or pitched at levels suited to pupils' levels of cognitive development. Nevertheless, pupils are inspired by RE and say how much they enjoy their lessons and the opportunities to share their own faith.



The effectiveness of RE is Excellent

Leaders' regular and systematic monitoring of RE, which uses a range of effective measures to grade the quality of lessons, confirms that teaching and learning is consistently good and often outstanding. This was confirmed by observations during the inspection. Based on current data, the progress and attainment of all pupils is in line with the school's excellent performance in other core subjects. The school's leaders and those responsible for leading RE are deeply committed to ensuring that all pupils, including the most vulnerable, flourish. As a result, all pupils, except those few with complex special needs, make exceptional progress and even those who find learning difficult make significant improvements from their starting points.

Co-Headteachers

Claire Harrison
Victoria Wainwright

Inspector's name and number

John Viner NS144