



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

### St Paul's Church of England Primary School

School Lane  
Addlestone  
Surrey KT15 1TD

**Previous SIAS grade: Not previously inspected**

**Current SIAMS grade: Good**

**Diocese: Guildford**

Local authority: Surrey

Dates of inspection: 1 December 2015

Date of last inspection: Not applicable

School's unique reference number: 125136

Headteacher: Louise Johnson

Inspector's name and number: Andrew Rickett 201

### School context

St Paul's is a larger than average size primary school with 387 pupils on roll. The number of pupils with learning difficulties and/or disabilities is above the national average as are the numbers who receive the pupil premium. The majority of pupils are from a white British heritage. They come from diverse socio economic backgrounds. Children enter the school with skills slightly below national expectations. Attendance has improved and is broadly in line with national averages. The school became part of the diocesan multi academy trust in April 2014 when the acting headteacher became the substantive headteacher. The governing body has been reconstituted since becoming an academy. There have been significant changes to staffing.

### The distinctiveness and effectiveness of St Paul's as a Church of England school are good

- Pupils speak with confidence and maturity of how the school's Christian ethos makes a difference to their lives.
- The school's Christian values enhance opportunities to promote spiritual, moral, social and cultural (SMSC) development.
- School leaders are committed to continual development as a church school.

### Areas to improve

- Develop the pupil's understanding of how the quality of time given for reflection can support the growth of their personal spirituality.
- Improve opportunities for pupils to take greater ownership of how class reflection areas can support their learning across all areas of the curriculum.
- Ensure that creative and innovative ways to record pupil achievement in religious education (RE) are used to celebrate success and contribute to effective assessment of their progress.

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

The introduction of five core values in September 2013 has strengthened the school's Christian ethos. All members of the school community articulate the ethos with greater clarity because core values provide an excellent framework through which the ethos makes an impact on the wellbeing and academic progress of pupils. Friendship, achievement, integrity, trust and health form the mnemonic 'FAITH' which pupils say 'runs through everything we do at school'. These values are securely embedded in the life of the school and pupils clearly articulate their meaning and describe the contribution they make to moral choices and relationships they have with others. An excellent development has been the growing link between core values and the promotion of spiritual, moral, social and cultural (SMSC) awareness and opportunities throughout the curriculum. These links are making an increasing contribution to pupils' learning through connections with attributes which the school calls 'learning muscles'. Although pupils understand these and refer to them, the link between the learning muscles and the values has yet to be fully explored in depth so that pupils understand how they work together to support them in their learning. Pupils are reflective and confidently share their views on matters of faith and belief. They listen to each other with respect and have a good appreciation of the need to show tolerance of the diverse range of cultures and faiths that make up British society. Religious education makes a good contribution to this and pupils and their parents feel that this aspect of their SMSC is important to their future. Opportunities to reflect on their learning are an integral part of the daily experience. The school has not fully explored how best to use quality reflection time to support pupils in the development of their personal spirituality. Relationships are a particular strength with pupils and adults throughout the school showing exemplary respect towards each other.

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

The identification of core values, delivered through 'FAITH', has made a good impact on the quality of acts of worship. Worship themes now have a clearer focus on messages that explore core values through Bible stories and other aspects of Christian teaching. The profile of collective worship has consequently been raised. Pupils appreciate that worship is an important part of being a church school because they focus on prayer and 'come together to worship God'. They understand that acts of worship have distinct elements that make them special times in the school day and that these are linked to their own school values. In particular, pupils are developing their understanding that by living these values they are 'being faithful to God'. Older pupils have the maturity to explain that 'being faithful' is also inclusive because 'if you do all of the values, you can be faithful to yourself and be a better person'. The introduction of reflection areas in each classroom has provided the opportunity for pupils to think about worship messages outside of worship itself. At present, these areas, particularly in the upper part of the school, are not being used by pupils in an interactive way to link worship messages to the rest of school life. There are opportunities for prayer both in worship and at other times in the school day. Pupils have a good understanding of the purpose of prayer and how it can help in times of trouble. They are developing their understanding of the nature of the Trinity and the relationship between God as Father, Son and Holy Spirit. Some evaluation of collective worship has taken place including the views of pupils. They make a contribution to the planning of special services held in the church and regularly write prayers as part of the weekly newsletter to parents.

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

The introduction of new diocesan RE units of work in September 2015 is providing greater challenge to both staff and pupils because they are adding depth at which the subject is explored. Pupils are responding positively to them because they are encouraged to think more deeply about their learning in RE. The school has yet to consider how best to gather high quality evidence of pupil progress that captures, and celebrates, their achievement and contributes towards assessment. The work by the RE leader to identify specific RE skills, and how pupils make progress in developing them, is a very timely and commendable piece of work

that is proving valuable to help teachers track pupil progress. Standards in RE have improved over the last three years. Evidence in pupil's' work, whether written or through a range of media, shows a positive impact of the units of work on their achievement. Outcomes for pupils in RE are broadly in line with national expectations although this varies for some groups. Attainment at the end of Year 6 is broadly similar to other core subjects in the curriculum. The number of pupils achieving at higher levels is improving. The school has moved away from assessment using national levels and is adopting a system in line with other subjects in the curriculum. This is at an early stage. Regular assessments are carried out and data on achievement is recorded. Full analysis to identify trends has yet to be carried out. Pupils respond well in lessons. They are engaged and focused on their learning. Because they are enthused by their learning, they want to ask questions and talk about their ideas, but don't always have the opportunity to share and explore these as much as they could. Teaching is confident and ensures that lesson outcomes are achieved. The RE leader is committed and has a good grasp of the latest developments in the subject. She ensures that it has a high profile in the overall curriculum and that it is continually developing.

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

The headteacher has ensured that areas for development from the previous report have been addressed. She has also successfully put in place initiatives that have strengthened the school's Christian ethos and has achieved this at a time when the school has had other significant priorities. The progress made in improving the Christian ethos is therefore a reflection of the strong commitment by the headteacher and her leadership team to ensure that Christian values are central to the life of the school. The contribution of the Christian Distinctiveness Leaders is an essential element to the success of this process. The headteacher has a good understanding of the school's strengths and areas for improvement as a church school and self-evaluation is accurate. In particular, senior leaders articulate future development with a clarity that reflects their good capacity to continue to improve. The headteacher is well supported by governors who share the commitment to developing the church school ethos. Areas for improvement form an integral part of overall school development planning and governors have carried out some monitoring of the progress made in achieving them. Parents say that 'FAITH' enables their children to explore matters of faith and belief and that the school doesn't shy away from discussing difficult topics that their children want to know about. The school has a beneficial relationship with the local church whose vicar makes a valued contribution to the life of the school. Children and their parents agree that services held in the church to celebrate Christmas and Easter enables them to come together as a community to learn about these special times. The school meets the statutory requirements for RE and collective worship.

SIAMS report December 2015 St Paul's CE Primary School Addlestone KT15 1TD