

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School, Walworth			
Address	Penrose Street, Walworth, London SE17 3DT		
Date of inspection	Mornings of 20/01/2020 21/01/2020	Status of school	Voluntary aided primary Member of Southwark Diocesan Board of Education MAT
Diocese	Southwark	URN	146669

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	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

St Paul's is a primary school with 236 pupils on roll. The majority of pupils are of Black or Black British heritage. 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 (SEND) is above national averages. Ofsted judged St Paul's to require special measures in February 2018; the school joined the Southwark Diocesan Multi-Academy Trust (MAT) in January 2019 and an executive headteacher is now in post.

The school's Christian vision

Our vision stems from the thinking behind the Church of England's 'Vision for Education'. Our vision is based on St Paul's journey. The vision and values are biblically rooted and celebrate our school Saint - St Paul

We arise, shine and become who God wants us to be
FAITH-HOPE-LOVE

Key findings

- The newly introduced Christian vision and values permeate the life of the school, have given hope and belief in times of difficulty and increasingly challenge the whole community to become who God wants them to be.
- Outstanding, confident leadership has faith in the God-given talents of the individual and provides practical and appropriate support resulting in all-round improvement and growing professional expertise.
- Collective worship strongly underpins the school's vision and values, has inspired pupils to believe they can change their behaviour and make a difference, and is continuing to transform the ethos of the school.
- Religious diversity is celebrated affirming St Paul's vision and values and, with developing confidence and knowledge, is promoted positively in the delivery of Religious Education (RE).

Areas for development

- Refine assessment in RE in line with whole school procedures so that accurate comparative data can inform future planning.
- Working in collaboration with the faith team, build on pupils' understanding of the Christian belief in the Trinitarian nature of God.
- Explore opportunities to develop a multi-faith dialogue beyond the school gates as part of the school's core vision and values.

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

Vision and values, rooted in Christian narrative and clear theology, sustain and foster growth and belief. Encouraged and promoted by leadership at all levels, they enable pupils and adults to flourish. They are highlighted in documentation and clearly visible in practice. For example, staff artwork, reflecting personal interpretations of the vision and values, is displayed with pride around the school. 'The areas to improve' from the last inspection have taken on a different perspective due to significant challenges and the re-launching of the school as a member of the diocesan MAT. A 'review and renewal of the school's core Christian values' has certainly taken place with impressive results.

The outstanding senior leadership team has employed 'tough love' to drive improvement. Clear and intelligent strategies are in place. Initiatives are minutely documented, timetabled and monitored. The whole school community are empowered to be part of the process and become who God wants them to be. Their God-given talents are promoted. Practical and appropriate support is provided including targeted and relevant continued professional development. There is clarity of roles and responsibilities. Staff are being 'pushed' in a nice way. They want to be challenged. Future Church school leaders are being developed. Governors recognise that the 'incredible' transparency now in place, and continual repetition of expectations, has enabled them to become more robust in their monitoring and evaluation duties. The chair of governors now holds regular 'St Paul's Journey' meetings with parents seeking their views and ideas and addressing their concerns. As a result, two parents have become governors. Parents feel they are welcomed, listened to and kept informed by the caring leadership. They receive regular newsletters celebrating achievement, communicating improvement and explaining Christian practice.

Strong, respectful and reciprocal partnerships with the diocese, the MAT and partner school have enabled St Paul's to affirm its Christian distinctiveness and have hope 'for our future dreams'. The church and school work closely together to offer stability to pupils and the wider community.

Data shows standards are rising. Termly tracking and assessment indicate pupils are now making good progress. Rigorous and robust monitoring ensures that pupils with SEND are identified quickly. Education plans are shared with parents thus impacting on learning both at home and at school. Parents enthusiastically acknowledge the positive influence the school has had on the lives of their children - 'in this day and age St Paul's is the perfect setting'. St Paul's offers a broad and balanced learning experience. They are in the first phase of developing a new curriculum with the school's vision and values at the heart of the process. As with other improvement initiatives, firm informed foundations have been laid and been built upon as and when appropriate. The senior leadership team acknowledge there are no 'quick fixes'.

Pupils are proud to be members of the united school team. They know 'there are no outcasts; there is no discrimination'. They 'take their faith seriously and respect all people', 'loving others as they want to be loved'. The introduction of the school's new relevant and accessible vision and values has led to improved behaviour, the acquisition of resilience and the raising of aspirations. Pupils are encouraged to have faith and believe they 'can do it with God's help'. The school supports all pupils in their spiritual development enabling them to flourish. The distinctive, inclusive Christian ethos now established has allowed both staff and pupils to actively participate in discussion and willingly share their spirituality with others around them. Forgiveness and reconciliation are practised. All-embracing mental health, immersed in the new curriculum, is a priority. Behaviour is no longer the first concern allowing the school to look more deeply at individual needs.

The celebration of religious diversity and the promotion of its multi-cultural community are real strengths of the school and flow from the affirmation of the vision and values of Saint Paul himself. All are considered special in the eyes of God. This belief is positively promoted through the delivery of RE. The pupils talk enthusiastically about learning about different religions and of 'teaching their teachers' about their own particular faith. They feel they have become more understanding and less judgemental. Despite their own challenges, pupils show compassion for those in need. They have raised money for the Manna Centre, a local homeless charity. They have participated in the Bishop's Lent Appeal by raising money to support the building of a hospital for St Patrick's Mission centre in Zimbabwe with whom they already have strong links.

Collective worship unashamedly reinforces the school's vision and values. They are loudly proclaimed at the beginning and the end of each session. They underpin relevant, accessible content and biblical teaching. Pupils assist in the delivery of collective worship. They display knowledge of biblical references but their understanding of the Christian belief in the Trinitarian nature of God is limited. Pupils see collective worship as a safe time to be together as a family - 'you are not alone; everybody is there for you'. Prayer allows pupils the

opportunity to be still and peaceful and ready for learning through self-reflection. They have been inspired to believe they can change their behaviour and make a difference.

Again RE is strongly linked to St. Paul's vision and values. A warm, relaxed and inviting atmosphere encourages pupils to express their views and thoughts without fear of contradiction. Theological language is used and explained. Bigger and deeper questions are posed, challenging pupils to think more profoundly and question their own standards and value systems. The sympathetic teaching of other faiths and British values develops pupils' knowledge and understanding and prepares them to take their place in a multi-cultural society. The enthusiastic SIAMS lead, who supports the delivery of RE, has shared the new Statement of Entitlement with staff to promote understanding of statutory requirements and expectations. The Southwark Diocesan Board of Education syllabus is used and adapted to ensure pupils of all abilities are able to respond personally to what they have learnt and compare it to their own lives.



The effectiveness of RE is Good

Lessons are delivered with confidence and enthusiasm by class teachers and demonstrate secure subject knowledge. Over 60% are good. Pupils of all abilities are supported in order to reach their potential. Through monitoring across the school, standards in RE are confirmed to be in line with standards in other core subjects and show progression. However a rigorous up-to-date RE assessment process is not in place.

Executive headteacher

Imogen Woods

Inspector's name and number

Daphne Gibbs 210