



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Christ the Saviour CE Primary School

Springbridge Road,
New Broadway,
Ealing W5 2XA

Previous SIAMS grade: Not previously inspected

Diocese: London

Local authority: Ealing

Date of inspection: 07 May 2015

Date of last inspection: N/A

School's unique reference number: 136445

Executive Head Teacher: Raymond Prentice

Head of School: Katie Trameni

Inspector's name and number: Gladys Vendy (299)

School context

Christ the Saviour Church of England School was opened in September 2011 following the amalgamation of St Saviour's Infants School and Christ Church Junior School. It is a large, heavily over-subscribed school with three forms of entry in Key Stage 2 but expanding to four forms in all years. It is situated on the original two sites. The school has a diverse intake with 64% of children from minority ethnic backgrounds, the others being of white British heritage. The majority of pupils are from Christian backgrounds. The Ofsted inspection in 2012 judged the school to be outstanding.

The distinctiveness and effectiveness of Christ the Saviour as a Church of England school are outstanding.

- The clear Christian vision of the school, which is firmly grounded in the shared understanding of Christian values, unequivocally permeates every aspect of school life and underpins the ethos and culture of the school.
- The strong Christian leadership of the head teacher forges links between the school and the church which are seamless and contribute to an exceptionally strong community.
- The outstanding teaching of Religious Education (RE) and the importance given to the provision for collective worship and prayer has a strong impact upon the spiritual development of the school community.

Areas to improve

- There are no significant areas for development

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

The promotion and identical display of Christian values in the reception areas on both sites give a uniformity which binds children and adults together. The well-articulated vision and values statement that embraces pupils, curriculum, staff, parents, ethos and culture, strongly underpins the school's Christian identity. Social justice features prominently and pupils make explicit their own sense of mission as a response to the gospel challenge. Their care for each other, well modelled by their teachers, is demonstrated through their understanding of the meaning of a Rights Respecting School. This is permeated by the Christian values of compassion, humility, endurance and thankfulness - 'we wouldn't do anything to hurt each other'. Children support charities and show their awareness of the needs of others by initiating fund raising. The school has links with several Christian projects in Africa. The poster in the nursery 'every child is a gift from God' heralds the school's approach to the uniqueness of each child. Children start school with attainment broadly in line with the levels expected nationally. By the end of Key Stage 2 pupils' academic achievement is significantly above the national average. Gaps between different groups are diminished because systems are in place to meet individual needs. The richly creative and coherent curriculum makes learning stimulating and meaningful so that children enjoy coming to school. As a result attendance is very high. In addition, the wide range of extra-curricular activities, including breakfast club and wrap around child care, means that the spiritual, moral, social and cultural development of children is outstanding. In particular, the Christian value of koinonia (communion) shapes relationships so that school is a place of harmony and laughter between all groups, 'teachers are proper friends, not just colleagues' observed one child. Children's clear understanding of the Christian values 'which help us to be better Christians' has a profound effect on their behaviour which is exemplary. They are also able to link Christian values to Biblical teaching. One child said that the story of the ten bridesmaids has helped him to be more prepared. RE is regarded as a core subject and impacts positively on the distinctive Christian character of the school. Children show great respect and tolerance for the diverse community in which they live and are fully aware that Christianity is a multi-cultural world faith.

The impact of collective worship on the school community is outstanding

Collective worship, in the Anglo Catholic tradition, is the heartbeat of the school. Prayer and liturgy, which are distinctively Christian, are integral to its daily life. The carefully planned worship calendar incorporates Christian values and, together with the church liturgical year and Biblical references, embeds the school vision. Mass is celebrated weekly at both sites and in church. It is attended by many parents, carers, toddlers and governors. In the Mass at the infant site 'a reverent quiet and prayerfulness' was kept before the service began. The adaptation of the Mass to the age of the children and their active involvement meant that even the youngest were fully engaged. A few of the junior choir came to lead the singing which was uplifting. Some adults have returned to Sunday worship because of the impact of worship in school. Children explained that they raise their hands during the Lord's prayer to show that they 'fully surrender to God'. Children are exposed to and have an understanding of the distinctive features of different Christian traditions in worship. They experience a range of worship styles through the people who lead worship. Children say they enjoy worship and it increases their understanding of prayer, meditation and the importance of reading the Bible. A response to surveys of children and adults has raised the quality of worship by increasing the activities they enjoy, such as choosing hymns and using more vibrant music. Children show a good understanding about Christian theological concepts such as the Trinity which they described as 'all parts becoming whole like the ingredients of a cake'. When the clock struck midday in the atrium, children readily paused and said the Angelus. The use of prayer trees on both sites encourage pupils to reflect and create their own prayers of thankfulness or repentance. This strong focus on prayer contributes to the spiritual development of the school community.

The effectiveness of the religious education is outstanding

RE is treated as a core subject, given a high status and led by the Head Teacher. The school works within the aims of the National Society of Entitlement for RE. The scheme of work reflects the Anglo Catholic tradition of the school and effectively scaffolds support for both children and teachers. It is enfolded within the school curriculum map so that children's learning is enhanced through work in other subject areas. Teaching is predominantly Christian in the early years with Judaism being introduced in Key Stage 2 as the second world religion. Thus children are able to have a strong dialogue about the Christian faith and are well prepared for learning about other world faiths in Year 5. School assessment systems are rigorous and effective. Attainment shows that standards of achievement in RE correspond with or are higher than in other core subjects. Assessment descriptors are kept at the front of each child's RE book, which move with them through the school, so that they can provide the next steps for learning. Peer assessment and self-assessment is well established. Children are challenged to respond to teacher's marking which they do well. RE is rigorously monitored through planning evaluations, work scrutiny and lesson observations. The impact of effective feedback ensures that high standards are maintained. RE books show strong evidence of varied activities through a range of recording. A shared planning format ensures consistency of approach and a very good balance of the two attainment targets, learning about and learning from RE. This has impacted upon other areas of the curriculum at a practical level. A learning walk through the school confirmed that the quality of teaching and learning in RE was outstanding and inspirational. This ranged from teaching about how to pray and write prayers in the early years to using Chrome book technology in Year 6 to investigate and research a job description for Jesus' disciples. The RE action plan, drawn up by the RE shadow leader, accurately identifies areas for development.

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

All members of the school community have a strong commitment to the vision of the school which is rooted in Christian belief and practice. It is ably led by the head teacher, a strong leadership team, active clergy as well as a governing body whose evaluation of the school is accurate and insightful. Governors offer both challenge and total support. The school is strategically driven and this is reflected by the way the Christian values are put into practice. This sometimes has financial implications which the governors monitor prudently, impacting positively upon the distinctive Christian character of the school. RE and collective worship is monitored and evaluated through regular reports at governing body meetings and as a result the high quality delivery of both aspects is maintained. Carefully managed professional development has led to the promotion of members of staff into leadership roles so that teacher mobility is low. This includes training a new leader to take over responsibility for RE. The head teacher and members of staff also support a range of community and church schools. The school has very good links with the diocese and supports its teacher training programme. Links between the school and parish church are seamless which contributes to an exceptionally strong community. Clergy play a key role through contributing to RE lessons and leading the worship. Children are encouraged to accept responsibilities in many ways. Their suggestions are listened to and they make a difference to school life such as the provision of a library for each year group and improved playground equipment. Communication with parents is close and beneficial. As well as the school running workshops for them, the energetic PTA gives the school considerable support. The school has very good partnerships with local businesses. During the last four years the school has been successfully amalgamated, expanded and re-built so that it is highly regarded as a distinctive and effective church school.

SIAMS report [May 2015] [Christ the Saviour CE Primary School, Ealing] [W5 2XA]