

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church C of E Primary School			
Address	Pine Gardens, Surbiton, Surrey, KT5 8LJ		
Date of inspection	11 December 2019	Status of school	Voluntary aided primary
Diocese	Southwark	URN	102586
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 525 pupils on roll. The majority of pupils are of white British heritage, although many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The overall proportion of pupils who have special educational needs and/or disabilities is below national averages. However, the proportion with Education and Health Care Plans is well above average. Pupils make good progress and attain higher than average standards. The school was recently judged to be good by Ofsted.

The school's Christian vision

Our distinctive Christian vision, which is rooted in our mission statement: "I can do all things through Christ who strengthens me" (Philippians 4:13) underpins our aspiration to provide the highest educational standards possible. This inspires us to live out our Christian values and to follow Christ's example and to strive for excellence in all that we do whilst celebrating life in all its fullness.

Key findings

- The school's vision underpins every aspect of its life and work. It empowers the school's drive to be a place of inclusion and welcome, where people matter and where any pursuit of excellence is in response to the love of Christ.
- Because pupils know that they matter, they are excited to come to school. They behave impeccably, work hard and make exceptional progress from their starting points, attaining standards that are much higher than those expected nationally.
- The school's curriculum is innovative and interesting, uniting academic subject knowledge with personal development. It enables pupils to thrive academically, flourish personally and grow spiritually.
- As a result of living the vision, pupils grow in compassion and develop a sense of responsibility to others and to the world. Excellent links with local and global humanitarian projects enable them to put into practice their desire for justice and equality and so become fierce advocates of change.
- Collective worship is a powerful expression of the school's vision. It is a daily affirmation of Christian values, inspiring and challenging all who attend, whether adult or pupil, whatever their faith or belief.
- Religious Education (RE) is a strength of the school. Because it is generally well-planned and taught pupils make outstanding progress and attain standards that exceed those expected locally.

Areas for development

- Review the school's public documentation to remove confusion and clarify the relative simplicity of the school's vision.
- Ensure that the questions that teachers ask in RE, and the work that they set, is always matched to pupils' developing thinking skills.

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

Since the last inspection, leaders, governors and clergy have undertaken a review of the school's Christian vision. This vision, rooted in the biblical declaration that 'I can do anything through Christ who strengthens me' (Philippians 4:13) shines through every aspect of the school's life and work. The expressed vision is not always clear from the school's public documentation, where it is overlaid by references to many other values and scriptures. Nevertheless, staff and pupils are extremely clear. They say how it inspires them, while parents talk about its transforming impact on their children's lives. Pupils proudly explain how, by striving to be the best they can be, they live out the school's mission to 'Have Faith, Take Responsibility, Show Respect and Achieve.' This is seen in their positivity and acceptance of the whole school family, from the oldest to the youngest. Governors have excellent systems to monitor the implementation and impact of the vision and keep it under review.

The vision is lived out in the warm, compassionate relationships between and among adults and learners. Pupils develop an unusually strong sense of appreciation for others so that they celebrate the successes of their peers and are not challenged by them. Their parents say that this is the real strength of the school that outweighs its strong academic performance. Because pupils know that they are safe, valued and special, they develop remarkably high levels of self-confidence, establish strong friendships and celebrate the diversity of their school community. They know that, whenever they have questions or concerns, there is always a trusted adult they can turn to and that their voice matters.

Leaders and governors have developed an exciting and innovative curriculum that puts the vision into action by enabling pupils to strive to be the best they can be. The curriculum unites both a drive for academic excellence with outstanding opportunities for personal growth and spiritual development. As a result, all pupils, including those who find learning difficult, make excellent progress from their starting points. By the time they leave the school, most pupils attain standards that are significantly higher than those expected nationally.

The innovative curriculum provides some excellent opportunities for pupils to ask and answer deep questions. In this context, they are introduced to important local, national and global issues. Through high quality dialogue they develop a sense of responsibility to others and to the world, which enriches their learning experience. Excellent links with local and global humanitarian projects enable them to put into practice their desire for justice and equality and so they become fierce advocates of change. They are keen to explore ways to make a difference that goes beyond mere fundraising. For example, pupils are working with the church to make material contributions to the support of homeless people. There is a well-established link with a village in Malawi for which pupils assemble and send resources that will improve the life chances of children in that community.

The provision for autistic pupils and those who struggle with learning is outstanding. It underlines the leaders' and governors' commitment to inclusion by living out the school's mission in demonstrating responsibility for all pupils, whatever challenges they face. This is further demonstrated through the exceptional provision for safeguarding and promoting pupils' and adults' mental health and wellbeing. As a result, all are helped to flourish and equipped to face personal challenges when they arise. The close relationship with the parish church makes it a partner in this work so that adults and pupils can all find the help they need. This is a place of forgiveness and reconciliation where pupils know that looking out for the needs of others is the right way to behave.

The school places prayer at its heart and there are many opportunities for all pupils to practise what they know about the nature and purpose of prayer. The outdoor prayer garden is a lovely resource, which pupils of all faiths and beliefs use for personal reflection. A parents' prayer group meets to support the school. Because prayer becomes part of the rhythm of life, daily collective worship becomes a natural response. The weekly pattern of worship ensures that pupils experience a range of styles and arrangements, which helps to maintain interest and variety. Planning is detailed and thoughtful, set around a range of themes, rooted in one of the school's Christian values. Pupils play a major role in contributing to the planning and evaluation of worship. Regardless of their own faith or background, they pay close attention, behave reverently and sing enthusiastically. Many enjoy leading aspects of worship and there are regular high-quality opportunities for pupils to read, write and lead their own prayers. Worship is biblical, rooted in the person of Jesus and in the Christian understanding that God is Father, Son and Holy Spirit. It is also an extremely valuable introduction to Anglican tradition and practice. The very significant contribution of parish clergy and staff add great value and the services that take place in the parish church are an extension of the partnership with the school. Parents of all faiths and beliefs say how much they enjoy the opportunities to share in worship and confirm that, for all who attend, it is an inspirational and affirming occasion.

Religious Education is well taught and the programme of study meets the expectations of the CE Statement of Entitlement. Pupils are excited and inspired by RE, knowing that this is an opportunity to explore their developing beliefs in a context where their views are valued. Teachers make RE interesting and engaging so that pupils learn a lot. There is a highly effective team that leads and supports the subject across the school and, as a result they share expertise to the benefit of all. They are working with diocesan officers and parish clergy to develop and extend teachers' subject knowledge. Teachers are generally skilled at extending their pupils' thinking, although sometimes the questions that they ask and the work that they set are not always accurately pitched to pupils' thinking skills. RE plays a key role in supporting the school's inclusive vision. As a result, pupils understanding is often at greater than expected depth. By the time they leave the school they have a strong understanding of Christianity and a very good knowledge of the key points of the other faiths they study.



The effectiveness of RE is Excellent

Leaders and those that are responsible for monitoring RE have accurately judged that teaching is at least good and often outstanding. They have ensured that there is a developing assessment system that helps teachers to track their pupils' progress and identify their next steps. As a consequence, all pupils, including those who find learning hard, make exceptional progress, make connections between the faiths they learn, and attain standards significantly higher than those expected locally.

Headteacher

Tracey Coton

Inspector's name and number

John Viner NS144