



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Mary's Bryanston Square C of E Primary School

Enford Street
London
W1H 1DL

Previous SIAMS grade: Outstanding

Diocese: London

Local authority: Westminster

Dates of inspection: 15 December 2014

Date of last inspection: May 2009

School's unique reference number: 101136

Headteacher: Miss Emily Norman

Inspector's name and number: Gill Walley (NS 644)

School context

This is a one form entry school in Marylebone with 224 pupils on roll, most of whom live locally. The number with special educational needs and the number who are disadvantaged are both above average. Approximately 75% of pupils speak English as an additional language. The main groups of pupils are White British and African and almost half of the families are of Muslim faith. The headteacher has been in post since January 2014 and the Chair of Governors was appointed in September 2014. In February 2014 the school was judged by Ofsted to Require Improvement. A small minority of the families worship at the parish church and approximately 25% of the pupils are from Christian backgrounds.

The distinctiveness and effectiveness of St Mary's as a Church of England school are good.

- Pupils can explain what it means 'to love your neighbour as yourself' and they know that this is what Jesus commanded them to do.
- The school can now show that pupils are making better progress in Religious Education (RE) because teaching has improved and teachers are now giving pupils feedback to help them improve.
- Parents appreciate the school's Christian ethos because it gives their children good values to live their lives by. They feel that the school supports all children and their families extremely well, whether or not they are Christians.
- Governors know what the school is doing well and how it can be improved further because they are now monitoring all aspects of the school's Christian distinctiveness with increasing rigor.
- Pupils develop their spirituality and understanding of the Christian faith through well planned collective worship (CW) in school and at the parish church.
- The school is working more closely with the incumbent and the parish church so that pupils have a deeper sense of belonging in their community.

Areas to improve

- Continue to raise standards in RE so that all children make good progress through robust monitoring of teaching and learning and accurate assessment.
- Ensure that all children fully understand and can explain the link between their behaviour and the school's Christian ethos.
- Develop links with other local churches and churches abroad so that children have a wider understanding of the Christian church.

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

The school bases its work on Jesus' teaching that we should 'love your neighbour as yourself'. This is evident in the school's drive to ensure that all pupils make consistently good progress in all aspects of their learning as well as in their spiritual, moral, social and cultural development. Pupils can explain what this Bible quotation means in terms of helping and caring about one another, although some younger pupils are unable to explain how it influences the way they manage their friendships. The environment reflects the Christian character well with displays celebrating pupils' learning in RE, which now has a higher priority in the curriculum, and books of prayers which pupils have written and use, for example before lunch. There are symbols to remind pupils of the Christian distinctiveness, together with a display which pupils have made and can refer to, showing the many ways in which they act out Christian values at school. The school logo of the parish church on pupils' sweatshirts is a daily reminder to pupils of the Christian faith. There are displays showing pupils' visits to places of worship such as the mosque and practical activities such as making Jewish tefillin. These celebrate pupils' learning about different faiths, customs and beliefs. Pupils say how much this learning helps them to respect one another's beliefs and to respect one another as equals so that 'we all feel equal and together as a community'. Staff praise pupils frequently so that they behave well and develop good attitudes. Attendance and behaviour are good because pupils enjoy coming to school and feel respected and valued. School rules are based on children remembering to treat one another as they would want others to treat them and most can explain this Christian link. They are now making better progress in all areas of the curriculum because the school's Christian ethos encourages them to be confident and ambitious learners. Pupils are keen to help those less fortunate than themselves through fundraising for various charities both locally and abroad, for example by collecting money after the Nativity play to help victims of the Ebola Crisis in Sierra Leone.

The impact of collective worship on the school community is good.

Worship is linked to themes based on Bible stories and festivals so that pupils can understand them easily. Pupils often contribute to collective worship through writing prayers, answering questions and through role play. They look forward to worship as a special part of their day. They can retell many Bible stories and can explain what we can learn about living our own lives through them because worship is relevant and planned well to engage and inspire pupils. Pupils of different faiths and of no faith background thoroughly enjoy worship and contribute to it so that they always feel fully involved. They understand the importance of times in the Church year such as Lent and Advent, and concepts such as the Trinity, because teachers explain them in ways pupils can understand. Pupils enjoy singing uplifting Christian songs and praying together. They say how much they enjoy worship because 'we know we are getting closer to God', 'we can share ideas and thoughts' and 'it reminds us that God is with us and He will help us when times are tough'. Governors and senior leaders are now beginning to monitor and evaluate worship regularly to ensure that it develops pupils' understanding of the Christian faith well. They talk to pupils so that they can be sure worship is always meaningful and enjoyable for them. Worship is led by various staff members so that pupils experience different styles, and they particularly look forward to weekly worship led by church staff, including the children's worker and clergy. Worship is held in the parish church at special festivals such as Harvest and Christmas and there is a Eucharist every term so that children begin to learn more about Christian liturgy and worship. These are well attended by parents and some families have started to attend church services as a result of the closer links between the parish and the school. Pupils often plan and lead worship themselves, celebrating what they have learnt and the good behaviour they have shown. They do not yet have enough opportunities to learn about different styles of Christian worship

through links with other church leaders.

The effectiveness of the religious education is satisfactory.

Pupils look forward to religious education (RE) lessons and are now making better progress. This is because teaching has improved so that more pupils now reach the expected levels for their age and some pupils exceed these levels. Teachers plan and deliver interesting activities which help pupils understand Christianity and other faiths and to make connections between what they are learning and living their own lives. For example, when they learnt about Advent they thought about the gifts they would choose to give people at important times in their lives. Pupils can retell Bible stories including Jesus' parables and miracles which they have talked about in lessons because lessons are now more engaging and memorable. Teachers now assess pupils' progress in RE and make better use of this information to plan suitable and engaging activities for pupils of all abilities so that they continue to make good progress. Pupils say they like RE lessons because 'we learn a lot about God and other religions' and 'we can understand the difference between right and wrong through stories from the Old Testament'. The RE leader supports teachers well in knowing how to deliver lessons with activities which children enjoy and remember, and she has developed their confidence in the teaching of Christianity and other faiths. RE supports pupils' moral and spiritual development well because they talk about how they can apply their learning to their own lives and experiences and how this learning helps them make the right choices. For example they talk about the link between needing to care for their environment and valuing God's Creation. They talk about how learning about different faiths and respecting people who have no faith helps them to be tolerant and inclusive. Pupils particularly enjoy visits to places of worship in the locality such as the Mosque. These help them to understand the beliefs of people of different faiths and to see the similarities between them. Learning in RE is now monitored by senior leaders to evaluate teaching and ensure that standards continue to rise. Teachers' marking and feedback is now helping pupils know precisely how they can improve their work. Teachers make good links between RE and other areas of the curriculum, including writing, art and design. This reinforces what pupils have learnt in RE and indicates that RE now has a higher profile in the school's curriculum.

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

Senior leaders and Governors now monitor the Christian distinctiveness of the school well to identify ways to strengthen it, involving parents and pupils in evaluating this as much as other aspects of the school's work. The school has continued to strengthen the distinctiveness since the last inspection, for example by establishing much closer links with the parish church. The new headteacher has further strengthened the school's Christian ethos and has developed new ways of evaluating its impact on pupils, staff and parents. Staff talk about how well the school is 'preparing children to live in a multicultural environment' and 'promoting Christian values whilst fully respecting the values of others'. They also talk of the way pupils' behaviour, relationships and attitudes to learning are rooted in the school's strong Christian ethos. The school's focus on valuing and nurturing every child as an individual is helping pupils to make more rapid progress in their learning and personal development. Governors and senior leaders have given thought to succession planning because maintaining the Christian character of the school is of great importance to everyone in the community. Staff say they are well supported in understanding how to teach RE, to lead worship and to promote the distinctive Christian character of the school. There is good induction for new staff in these areas when they are appointed. The school works in partnership with the Diocese to evaluate its work and to ensure that standards continue to rise. Arrangements for collective worship and RE meet statutory requirements. Parents, staff and pupils are proud of the school's Christian character and parents particularly like how inclusive and welcoming the school is. They talk about the way in which the new headteacher has strengthened the Christian ethos. The headteacher and staff are very good role models for pupils and help them to understand what it means to part of a Christian family. They promote a strong Christian vision which is understood well by all groups within the school community. Pupils say 'everyone helps us as much as they can' and 'everyone is equal'. The incumbent, his curate and children's worker have a strong presence in the school's community which helps to consolidate the links between the school and its parish.

SIAMS report December 2014 St Mary's Bryanston Square CE Primary School, WITH IDL