



St Paul's with St Michael's Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	57a Brougham Road, London E8 4PB
Headteacher	Tom Panagiotopoulos
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100269
Diocese	London
Local Authority	Hackney
Date of last inspection	18 th November 2009

Inspection date	14 th March 2013
National Society Inspector	Alan Thornsby (NS 137)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

This is a smaller than average sized primary school with the majority of pupils from minority ethnic backgrounds, mainly Black African. Many speak English as a second language. The proportions of pupils eligible for the pupil premium and those with special educational needs are above average.

The distinctiveness and effectiveness of St Pauls' with St Michael's as a Church of England school are outstanding.

The powerful ethos based on Christian values in action and the sense of community created by these is fully reflected in the practice and policy of the school. This enables all pupils to achieve their academic and personal potential.

Established strengths

- The vision and drive of the headteacher, staff and governors in creating a distinctive and inclusive Christian learning environment
- The impact of the ethos and curriculum on the academic and personal development of each child
- The quality and inclusivity of worship that develops the spiritual awareness and informs the decision making of adults and children

Focus for development

- Explore and communicate the powerful and tangible Christian ethos in terms of specific Christian values

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

The school has a loving and caring Christian ethos that is evident on entering the building. Christian love in action underpins the practice and policy of the school. Pupils know they are safe and secure and enjoy school, describing their teachers as 'outstanding because they want us to learn.' They have a secure understanding of belonging to a church school that 'teaches us in RE and worship about things that are in real life.' Pupils confidently articulate respect and tolerance because their actions and attitudes constantly reflect the two core commandments of Jesus. They recognise the links between religious education (RE) and worship and the impact made on their own lives. Pupils are very aware of the religious and cultural diversity of their school and community but are adamant of respect for other faiths stating 'we are not racist, but all care for each other like the good Samaritan.' Teachers have high expectations for all pupils who are nurtured to achieve their academic and personal potential. Pupils are confident and have positive attitudes to work. Love, care and respect underpin relationships. High quality pastoral care is a strength of the school. Although there are few instances of falling out, pupils generally resolve conflicts themselves through walking away and calming down. The school council provides a pupil voice and opportunities for pupil involvement in developing the school facilities. Spiritual, moral, social and cultural development is another strength of the school, enhanced by curricular opportunities, the teaching of French, after school clubs and Black history month that includes an 'international evening' sharing ethnic food and costume. Pupils also recognise the need to help others less fortunate through supporting a number of charities. Although signs and symbols, such as a Byzantine icon project and church page in the school prospectus, acknowledge its Christian character, the school does not reflect through displays the quality or depth of Christian values that pervade its daily life.

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

Worship is central to the life of the school in sharing and celebrating its Christian foundation while recognising the faith background of other members of the school. Themes from the liturgical year and social emotional aspects of learning (SEAL) explore Christian values throughout the week. Major festivals of other faiths are shared in discussion giving pupils opportunities to share their own faith. Children readily relate their learning in worship to their daily life and often use a Bible story to explain their actions. Children experience a range of worship that includes an annual school blessing at the beginning of the school year and a half termly Eucharist service, in which pupils act as servers. They understand the Anglican tradition because of the use of ritual that includes

liturgical colours and prayer. They enjoy reflection and prayer as 'a time for each of us to be quiet and talk to our own God.' Everyone is engaged in acts of worship regardless of background and the faith of adults and children is affirmed. For example, during a moving annual memorial service, children and adults lit memorial candles in a respectful silence. The love, care and respect for each other in school was evident in the shared emotional experience. This clearly illustrated the powerful impact and significance of faith and spiritual awareness in this school community. The vicar is a regular visitor in school leading worship each week and leading confirmation classes. The impact of these is reflected in the comment from a child 'when I was baptised I knew I was a part of God's family, but I felt nearer to God after being confirmed.' The worship group was developed as a result of previous inspection and provides a means to evaluate, explore and develop worship.

The effectiveness of the religious education is outstanding.

Religious education has a high profile in the life of the school and is regarded as a core subject. It is jointly lead by the senior leadership team. The school has successfully addressed the development points from the previous inspection and is consistently reviewing provision. For example the school has identified the need to develop greater achievement through exploring and fully developing a differentiated RE curriculum. Teaching is never less than good because of the enthusiasm and knowledge of staff who deliver well planned lessons. Children know what is expected of them because of shared learning objectives, the use of 'you are successful if' (YASI) and green pen marking. Children respond to these comments to extend their thinking and also comment on the learning of their peers. Work in books reflects a range of activities learning about and from religion. There are learning objectives and references to other types of learning not recorded in written form. Although pupil achievement generally is good, termly assessments indicate that pupils achieve better in RE than other areas because of the greater opportunities for reflection, discussion and self-expression. Lessons observed have a lively pace and good teacher-pupil rapport that engages all children. Effective questioning and opportunities for reflection challenged the thinking of pupils. Good classroom management ensures that a number of children are able to make contributions. Teachers constantly make informal assessments to either revisit a learning point or extend challenge. They also refer to their own experiences to illustrations. For example, in a lesson on the Last Supper, the teacher explained her role in the preparation of a special meal at home. The children discussed a video of a mealtime in school, before reflecting and empathising with characters in the Last Supper. Religious art is very effectively used in RE. Pictures of the Emperor Constantine in battle using the inspirational symbol of the Cross challenged Year 2 children before creating their own crosses. Pupils have a greater insight into another Christian denomination and symbolism through the cross-curricular Icons project. The unit of work on Confirmation led by the vicar gives all children an understanding of Christianity and allows some the opportunity to become full members of the church.

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

The headteacher has a clear vision shared by all and expressed in the statement 'through God's love we value, nurture and challenge everyone to achieve their best aspiring to a promising future.' The whole community of staff, governors and parents share Christian values in the school context. This Christian love creates a uniting sense of village within the community and enables learning because it ensures that the needs of every child can be met. The high expectations of staff, underpinned by Christian principles, supports children to learn 'even from mistakes' in a loving caring way. The very active and knowledgeable governing body, very aware of how to use data, challenge and support the on going development of the best provision for all. Foundation governors are regular visitors in school enabling positive links with the church and maintaining the Christian character of the school by ensuring "God's love is carried forwards.' They are well informed and involved in self-evaluation. Policy documents are described as being 'works in action' because of climate of on-going review that informs 'development through discussion assessment and challenge.' The school development plan includes developments in RE and worship. Parents praise the work of the school and the continuation of values shared at home. They acknowledge the commitment of staff, the size of the school and the academic and spiritual growth that give a good understanding of different faiths and cultures. As one parent stated 'We may be a poor community but we are rich in love, care and education.'



Judgement Recording Form (NSJRF)



Name of School: St Paul's with St Michael's Church of England Primary School
57a Brougham Road, London, E8 4PB

Date of inspection: 14th March 2013

Type of Church school: Voluntary Aided

Phase of education: Primary

Number of pupils: 204

URN Number: 100269

NS Inspector's Number: 137

Rating 1-4*

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Ratings: 1 Outstanding; 2 Good; 3 Satisfactory; 4 Inadequate