

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Macaulay Church of England Primary School

<b>Address</b>	Victoria Rise Clapham London SW4 ONU		
<b>Date of inspection</b>	Mornings of 3/7/2019 4/7/2019	<b>Status of school</b>	Voluntary Aided Primary
<b>Diocese</b>	Southwark	<b>URN</b>	100612

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

#### School context

Macaulay is a primary school with 213 pupils on roll. The school has a low level of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs (SEND) and/or disabilities is above national averages. Eight per cent of pupils have education, health and care plans. There is an unusually high number of children who have been looked after or are being looked after. There has been a significant change of staff since the last SIAMS inspection.

#### The school's Christian vision

Create a nurturing community in the belief that every individual is uniquely and wonderfully created by God. Celebrate and adapt to the holistic needs of each child, inspiring them to fulfil their God-given potential. Join with families and church to guide and equip our children with the attitudes, skills and beliefs to participate thoughtfully in their wider communities.

#### Key findings

- The inspirational and realistic leadership that welcomes all and strives to enable those with opposing views to co-exist as everyone is seen as precious in the eyes of God.
- The creative, ingenious and individualised care, underpinned by Christian values, that enables pupils and adults to truly flourish.
- The challenging, unique and varied curricular and extracurricular activities that embolden pupils to aspire to be the best they can be; to be the person God created them to be.
- Collective worship that strongly promotes and brings to life the school's Christian values; that is relevant in today's world and inspires pupils to believe in themselves and know they are special.
- Relevant religious education (RE) which addresses the 'big questions' and equips pupils to face the future with confidence, empathy and resilience.

#### Areas for development

- Plan opportunities for pupils to participate in collective worship at a deeper level promoting spiritual growth and affirmation of faith.
- Support other church schools in their development by sharing Macaulay's excellent practice and expertise more widely.

## **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**

Macaulay is deeply proud and inclusive. The inspirational, realistic leadership demonstrate that pupils and adults alike are precious in the eyes of God. They humbly empower all to flourish. They enable those with opposing views to co-exist whilst holding fast to their vision and values. For example, when discussing relationships and sex education with parents. The parents talk of the vision and values as being 'really enforced, fluid, natural and authentic'. Their influence is everywhere – in documentation, displays and daily interaction.

The emphasis is on the individual. The school's vision, and also the motto inspired by the pupils - I KNOW WHO I AM 'Before I formed you I knew you, before you were born I set you apart' (Jeremiah 1 verse 5) - confirms this. Creative and individualised care is put in place for those who have special, and often challenging, needs. The inclusion manager goes out of their way to resource funding and expertise that make positive differences and improve life chances for vulnerable pupils. This is exemplified by the charity Free to Be who offer residential trips where safe risks can be taken and adventures experienced. The mental health and wellbeing of adults is sympathetically considered. Teaching assistants (TAs) are able to express their concerns in meetings and drop in sessions. The educational psychologist and the Christian Fegans Counselling Service also support. A TA who showed a talent for cooking now runs an after school club and cooks for school based training days. School succession planning has led to internal promotion and the development of future Church school leaders. Both the headteacher and the assistant head advanced their careers from within the school. As a result, God-given skills, gifts and talents are recognised and individuals empowered.

Respectful relationships and partnerships are a key factor in the successful promotion of Macaulay's vision and values. The school joins with families, governors and the church to guide and equip pupils with the attitudes, skills and beliefs to participate thoughtfully in school and their wider communities. Pupils make sandwiches for the homeless and place pots of flowers outside the homes in their street. Holy Trinity Church has shared their vision with current school staff. Their resources are regularly used by families and pupils. For example, Family Fridays is where homework can be completed in an encouraging and welcoming environment. Governors are fiercely proud and caring of their school seeing it as a 'beacon'. The parents, pupils and community committee, formed in response to an 'area to improve' from the last SIAMS inspection, gives strong support and oversight of the school as a faith school. Parents of children with SEND and those of adopted children feel they are 'very protected' by the school. They say negative situations have been turned to positive and in supporting them they are able to support their children. The inclusion manager provides a regular drop-in session and informative newsletters specifically for them. Pupils are proud of their interactions as lunch and playground buddies and as members of the school council. The relationships between staff and pupils are exemplary. All feel they belong. Diversity and difference are truly celebrated.

Academic results are high. Data shows that disadvantaged pupils achieve in line with national averages for reading, writing and maths combined. More able pupils thrive. Results at greater depth are above local and national levels. Attendance is high. Every opportunity is taken to enrich, challenge and inspire from the multi-faceted outdoor environment to the extraordinary range of curriculum and extra curricular activities that meet the academic and spiritual needs of all learners. A calm atmosphere and a clear framework for behaviour set the tone and this complements learning. High expectations are set. Pupils love the challenge of learning and are resilient to failure. Pupils appreciate that their achievements are made possible by their teachers who they say are 'amongst the nicest people they know' and whose 'main interest is in the children' and 'who will not stop until they (the pupils) succeed'. Pupils are articulate advocates of change, injustice and inequality. A group of Year 6 children independently organised themselves to peacefully return unnecessary plastic to a supermarket explaining their reasons why. Years 5 and 6 protested with Citizens UK about the cost of children's applications for citizenship. Parents report that this proactive attitude has permeated the home. One said their child 'was learning about the type of person they wanted to be and was proud to stand up for the things they believed in'.

Inspirational collective worship is most definitely an expression of the school's Christian vision. Values form the themes on a weekly basis. They spill out into the school day influencing behaviour, attitudes and relationships. Collective worship is made relevant and real. For example courage is considered with reference to transition to secondary school and acknowledgement of faith and belief. Pupils demonstrate their biblical knowledge and understanding of the Trinitarian nature of God. Spontaneous prayers are shared. There is reverence and respect. Pupils express the feeling that collective worship is 'a time of silence - to relax and be at peace'. They very much enjoy being invited to contribute. They say 'if you are chosen you have to grab the opportunity and speak out'. However, they do not plan and deliver collective worship independently. Christian worship is presented to the pupils in various different forms. Particularly inventive and powerful are the prayer spaces constructed by parents

which inspire spiritual and emotional growth through prayer, stillness and reflection. Termly collective worship is held at Holy Trinity. The rector and youth minister also lead worship at Macaulay so strengthening the already close bond between church and school.

Pupils are inspired and galvanised by RE and its underpinning confirmation of the school's vision and values. Through the resourceful teaching of the subject, pupils develop a spiritual and moral approach to life. There is natural and warm, yet challenging, interaction. As a result, pupils are stimulated and receptive, confidently expressing their religious and spiritual views and engaging in critical analysis. The articulation of the older pupils is particularly impressive. Throughout the school the 'big questions' are considered and insight and maturity is shown. World faiths are taught together in the summer term. They are enthusiastically embraced by pupils who talk of similarities and differences. Two terms of embedded Christianity has enabled these connections to be made and encouraged a strongly empathetic understanding of different beliefs and cultures. The Holy Trinity youth ministry team provide insightful support for teachers in their delivery of a vibrant RE curriculum.



**The effectiveness of RE is Excellent**

Impressive accelerated progress and progression is shown from Reception to Year 6. RE is closely monitored and assessed by the dedicated, caring and highly effective subject leader. Each cohort and specific groups are considered in depth and appropriate action plans implemented in response (assessment was an 'area to improve' from the last SIAMS inspection). Planning for RE reflects the differing abilities and beliefs of pupils so that the needs of all are met and all groups integrated. Standards at expected level is in line or above those of other core subjects. The number of pupils working at greater depth increases as they move through the school. Recent monitoring has shown that teaching is at least good with 50% graded as outstanding.

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