



National Society Statutory Inspection of Anglican and Methodist Schools Report

Archdeacon Cambridge's CE Primary School

The Green
Hampton Road
Twickenham, TW2 5TU

Previous SIAMS grade: Outstanding

Diocese: London

Local authority: Richmond

Date of inspection: 11 November 2014

Date of last inspection: 18 March 2009

School's unique reference number: 102920

Head Teacher: Janet Foster

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

School context

Archdeacon Cambridge's Church of England School is an oversubscribed two form entry school with a nursery and an extra class in Year Two. It is situated in the parish of Holy Trinity, Twickenham. A below average number of pupils speak English as an additional language, have special educational needs or disabilities or are eligible for the pupil premium. An average number of pupils are from minority ethnic backgrounds. A large majority of pupils are from practising Christian families although other faiths, mainly Hindu and Sikh are represented.

The distinctiveness and effectiveness of Archdeacon Cambridge's as a Church of England school are outstanding.

- The Head Teacher's shared Christian vision of the school supported by an active governing body promotes Christian values which permeate all aspects of school life.
- Carefully planned collective worship and religious education (RE) and increased opportunities for reflection impact positively upon the spiritual development of the school community.
- The Christian ethos of the school is secured through the close links between the school and the church so that every child is valued and strong relationships are built.

Areas to improve

- Develop opportunities outside of the school teaching day for learning more about the Christian faith.

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

Children start school with attainment broadly in line with the levels expected nationally. The Inclusion Manager works closely with the church and the achievement and standards committee

of the governing body to ensure that the needs of every child are met. Play therapists, a self-esteem group and the creation of a peace garden, encourage vulnerable children to build resilience. Gaps between groups of pupils, particularly those who attract the pupil premium, are successfully narrowed. By the end of Key Stage Two pupils' attainment is well above the national average. The Christian values of service and trust mean that attendance and punctuality are above average because children feel confident and safe. The creative and diverse curriculum with its emphasis on spiritual, social, moral and cultural development meets the needs of all children. Children are supported by a wide range of extra-curricular activities although these do not include opportunities to learn more about the Christian faith. The school's vision was recently reviewed by the staff and governors. It defines the aims and ethos of the school to promote a love of learning in a caring Christian environment rooted in Biblical teaching. For example, children explained why forgiveness is important. They spoke about the ten commandments and the school as a 'forgiving school' where 'people put things behind them'. As a result relationships between all groups are harmonious – 'there's lots of laughter and teachers get on really well together and help each other and us' said one child. This modelling has a positive effect on children's attitudes and behaviour. Children have a clear understanding of the Christian values which are manifested in collective worship, discussed in RE and promoted in visual displays. A memorial garden created by the school entrance was ablaze with poppies made by the children during their half term holiday. This was testimony to the respect shown beyond the school community. RE makes a distinct contribution to the Christian character of the school. By supporting a variety of charities children begin to understand the needs of others. The school is currently sharing a joint venture with the church to support a project in Africa through a Christian organisation. This further develops children's global awareness.

The impact of collective worship on the school community is outstanding

Worship is at the heart of school life and is celebrated and valued. It is distinctively Christian. The Head Teacher liaises with the Vicar to plan the themes. Following the liturgical year the detailed termly plans embed the school vision and incorporate Christian values through the use of Biblical references. The Bible is seen as the gateway to developing spiritual understanding. An annual Founder's Day has been introduced at the start of the school year centred on the parish church of Holy Trinity. Explicit teaching from the vicar has helped children to visualise and understand the concept and importance to Christians of the Trinity. A teacher said that children are 'enthralled' when the vicar leads school worship. Children confidently take an active part in worship in many ways - 'it draws us closer to God'. This was evident in the collective worship that focussed on Remembrance, which was conducted with reverence and sensitivity. Children made links with the commandment 'Honour your father and mother' and were given prayerful guidance for the silence to be kept later. Singing was sweet and sincere and one child said 'when we sing we pray twice'. Parents and governors regularly attend worship both in school and in church. Worship is led by a range of leaders which enable children to experience different worship styles. Evaluation is undertaken by staff, children and governors and changes made that improve the quality. Pupils' personal response to prayer was a focus for development in the previous denominational inspection. Prayer and reflection are now a part of each child's own spiritual journey. Nursery children are introduced to the five finger prayer hand which gives a structure for reflection. This is developed as they move through the school and augmented by meaningful prayer areas in each classroom. Prayers written by children are used during the weekly 'Pupil Voice' act of worship and are then displayed on the Prayer Hand in the corridor. A well-established ecumenical parents' prayer group also strengthens the prayer life of the school and supports the spiritual development of the community.

The effectiveness of the religious education is outstanding

RE is regarded as a core subject and given a high status. The school works within the aims of the National Society of Entitlement for RE and 80% of the scheme is based on Christianity. The RE action plan accurately identifies areas for development. The two subject leaders are passionate about RE and continuously review and develop the scheme of work. This has been re-organised

in line with the new national curriculum so that topics link appropriately with other subjects. The shared leadership brings an exciting strength and enjoyment to the teaching and learning of RE. Children of other faiths are encouraged to make an 'expert' contribution to teaching about their own faith which develops pupils' respect for others beliefs. For example when learning about the Hindu faith one child talked confidently about her visit to the mandir. Data Capture is used to analyse children's achievement and inform future planning. Children's work is levelled three times a year and assessment shows that achievement is in line with, or above, the standards in writing. Class reflection books record and celebrate creative learning such as drama, art and debate. A shared resource file on the computer means that effective use is made of artefacts and videos. RE is rigorously monitored and feedback ensures that high standards are maintained. An RE day held each December approaches the Nativity story from aspects such as stained glass pictures, poetry or paintings. This then forms a basis for the last act of collective worship in church before Christmas. Children say this helps Christmas to be more meaningful to them. A learning walk through the school confirmed that the quality of learning and teaching of RE, particularly of Christianity, was outstanding. Children were clearly enjoying RE lessons of which reflection is an integral part. There is a good balance of the two attainment targets, learning about and learning from RE. This is also developed through the use of Godly play which encourages children to engage with their emotions. Teachers have very good subject knowledge and confidently generate focussed discussions.

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

The Head Teacher's shared Christian vision of the school is supported by a strong senior leadership team and an active governing body who meet regularly together. Shared Christian values permeate and underpin all aspects of school life which contribute to the distinctively Christian character of the school. Leaders ensure that all children reach their full potential by addressing their social well-being and needs which might impact upon their learning. Distributive leadership means that there is strength in the depth of responsibility. The re-structuring of committees has developed its capacity. The decision by two of the key committees to attend collective worship before their meeting has given them the opportunity to evaluate worship and the impact it has upon the children. This typifies the conscientiousness which the governing body bring to their role and leads to accuracy in the evaluation of the school's performance as a church school. Governors described the intake of extra pupils as a 'bonus' class rather than a 'bulge' class. The promotion of members of staff into leadership roles through carefully chosen professional development leads to low teacher mobility. It also ensures the continuing stability of the school as a church school. Teachers new to the school feel they are well inducted into the Christian ethos of the school and speak of moral and Christian values 'growing' the person. Children are encouraged to accept responsibilities as prefects, worship monitors and librarians. Regular surveys of all groups about the Christian character of the school, RE and collective worship has led to children becoming more actively involved. The school has a very energetic PTA which gives a high level of support. The school benefits from strong and supportive links with the diocese. The school is highly regarded as a distinctive and effective church school.

SIAMS report November 2014 Archdeacon Cambridge's Primary School TW2 5TU