

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

## St Mary's Kilburn Church of England VA Primary School

**Address** 24-30 Quex Road, Kilburn, London, United Kingdom, NW6 4PG

How effective is the school's distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

**Overall grade**

**Excellent**

**The impact of collective worship**

**Excellent**

**The effectiveness of religious education (RE)**

**Good**

### School's vision

Go, shine in the world and live as Jesus lived. (Matthew 5: 14-16) The vision is for all in the school community to flourish academically, socially and spiritually so that they can 'shine in the world' now and in the future, where they can be economically independent adults who have all of life's opportunities and can make a contribution to society.

### Key findings

- St Mary's Kilburn Church of England Primary School is a community of transformation. Through the inspirational leadership of the Executive Headteacher and the Head of School, the vision is deeply embedded and allows every member of the school's diverse community to flourish. All pupils and adults are accepted, celebrated and experience a profound sense of wholeness. None are excluded: they all 'go and shine in the world and live as Jesus lived.'
- Regardless of their starting points, all students, including pupils who have special educational needs and/or disabilities (SEND), flourish through the school's excellent curriculum provision and support interventions. Pupils thrive academically, socially, spiritually and emotionally, often surpassing expectations.
- Collective worship is a life-giving expression of the Christian vision; it is the 'heartbeat of the school.' It is rich, uniquely varied and invitational. All pupils and adults, of all faiths and none, are given highly meaningful opportunities to develop spiritually. A deep sense of awe and wonder is created and appreciated by all.
- Pupils' character development is exemplary. Their strong understanding of equality and justice drives their desire to bring change in the world, especially for other children globally. Adults choose effective charitable causes for the pupils that are linked contextually to the rich cultures and international connections of their pupil community. As a result, pupils become courageous advocates with marked passion and conviction.
- Religious Education (RE) is well-led, taught and monitored at the school, allowing pupils to flourish. Pupils make at least good, and some excellent progress. They are challenged to think deeply and independently, with respect for all world faiths studies. Pupils are given appropriate feedback on their progress.

## Areas for development

- Building on the outstanding work the school does to develop pupils' oracy and vocabulary acquisition, increase extra-curricular opportunities for pupils to be ambassadors for the school's vision.
- Foster pupil leaders' independence in choosing their own social action and charitable causes.
- So that more able pupils achieve their full potential in RE, develop methods to help them deepen their written responses.

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

The courageous and inspirational vision serves each member of this excellent school community. St Mary's Kilburn Church of England Primary School is a sanctuary of peace, joy and celebration where all truly flourish. Pupils and adults are unconditionally loved and know that they have a God-given purpose to shine and impact their world. School leaders have ensured that the vision underpins every action, policy and strategy. High expectations, academic success, character excellence and wholeness characterise the exceptional practice of the school. It is, without reservation, a beacon of hope and aspiration.

As a leading collaborator in the partnership of local Anglican schools, St Mary's is furnished with outstanding curriculum planning, tailored to the needs of every pupil. The curriculum is diverse, broad and balanced and builds on pupils' background knowledge and closes any gaps. Pupils are encouraged to think deeply. Those who study English as an additional language (EAL) or have SEND make particularly impressive progress. This is due to the school's relentless focus on direct vocabulary instruction, written and oral communication. The school's personal, social, health and citizenship education (PSHCE) curriculum is extensive and not only raises awareness but gives pupils essential life skills, raising their hope and aspirations. Topics include safety out and about (including knife crime and gangs) and money skills. Pupils in Early Years are presented with a diverse range of characters in stories which specifically challenge traditional employment gender stereotypes. Pupils also enjoy visits to galleries, museums, theatres and outdoor spaces for enrichment, thus increasing their cultural awareness.

As a result of the vision, pupils are strong courageous advocates with a deep sense of justice. Frequent weeks promoting Christian social justice stir pupils to action on themes such as equality, black history and human rights. Their social conscience is developed in a nuanced way. Pupils have a significant understanding of current affairs and show great levels of empathy and compassion. Pupils regularly donate to the foodbank. Monthly non-uniform days led by the pupils raise money for charities such as the Children's Society. They understand that in them flourishing, they have a role to help others less fortunate thrive and succeed too. An example of this in action is the school's active involvement in a child sponsorship programme through the charity Plan International. The pupils speak passionately about them wanting Janet, the Ugandan child they sponsor, 'to shine in the world', by contributing to help remove the barriers of poverty and hardship.


All members of the school community belong, are affirmed and are celebrated. The school is a loving family and all members are known personally. A strikingly beautiful display on the school's walls is that of a large world map with each pupil's name labelled by the countries they originate from. This visual celebration of the pupils' different nationalities and cultures embeds the acceptance that all pupils feel. Pupils from Ukraine who have recently arrived in the country have already been given pupil leadership opportunities. For the pupils, to flourish and shine in the world is not just a motto: as they say 'it represents us. Jesus did miracles and we can do great things too.'

Pupils' ownership of the Christian vision translates into exceptional behaviour and character. One of the school's 'Golden Rules' – 'it's ok to make mistakes' – gives adults and pupils the overwhelming confidence to take risks in their teaching and learning. Their flourishing and ability to shine is therefore even more successful as an ethic of improvement is regularly instilled. At the heart of the school's behaviour policy is the

Christian virtue of forgiveness. Pupils understand that everyone makes mistakes but they should 'love one another as Christ loves them'. Pupils speak about the support that teachers give to restore friendships and learning relationships when they break down. An impressive part of the school's provision is the fact that all adults and pupils have been trained in Zones of Regulation. This framework is effectively supporting pupils to articulate and self-regulate their behaviour through naming and scaling their emotions. It means that they see the bigger picture, eliminating significant overreactions and inappropriate responses. As a result, pupils who are more vulnerable behave extremely well. All adults are trained in mental health first aid and so their developed understanding in this area helps remove barriers to pupils' learning. All are free to live and flourish in peace without fear of judgment or danger.

Collective worship is life-affirming. It is a time of spiritual renewal for the entire school community. Each assembly begins with the enriching message that God wants each pupil to be whole; pupils have a chance to reflect on this. Prayer and Christian meditation are powerful vehicles for spiritual development at the school. Children write heartfelt, sincere prayers each week, on personal, national and international current affairs. The entire school community understand and invite God into their time of stillness with the phrase 'Maranatha'- meaning 'come Lord'. Anglican liturgy is firmly embedded and respected within the inspiring worship experience. Weekly Gospel assemblies explore Biblical passages from the Lectionary and are led by clergy from the parish church St Mary's, Kilburn. This relationship with the parish church is very supportive and transcends into the wider community. Many families have gone on to participate in various church based activities. Pupils are fully engaged and participative in worship. They sing vibrantly and take a leading role. Each week, pupils lead worship in their classes and, on many occasions, parents are invited to join. This is a testament to the inclusivity of worship times. For example, a parent of another faith joined in with the Lord's prayer and was able to say it with integrity. A parent governor also spoke joyfully about hearing their children pray and meditate daily during the lockdown period.

Pupils flourish in Religious Education (RE). It effectively develops pupils' religious literacy and is sequenced in an age-appropriate way. Reflecting the spectrum of faiths and denominations represented by families at the school, terms such as 'most' or 'some' are used when teaching about belief and practice. Diverse images of religious figures are used throughout the curriculum. Guest speakers including parents contribute to RE lessons.

	<b>The effectiveness of RE is</b>	<b>Good</b>
	Teaching and learning are strong in RE. Pupils of all abilities make good progress. Teaching is interactive. Creative mediums such as poetry and structured debate are used for pupils to express what they learn in RE. All learners grow in curiosity regarding religion and their questions are welcomed. Although many pupils make very good progress, more able pupils are not always clear about how to deepen their written responses in RE.	

### Contextual information about the school

Date of inspection	22 June 2022	URN	100042
Date of previous inspection	30 September 2015		
School status	VA	NOR	230
Name of Multi Academy Trust or Federation			
Diocese or Methodist Circuit	London		
Headteacher	Harvey Webb (Executive Headteacher) Chloe Mitchell (Head of School)		
Proportion of pupils deemed to be disadvantaged	Above National Average		
Proportion of pupils with special educational needs and/or disabilities	Above National Average		

Additional significant information (if needed)			
Inspector's name	Andrew Wignal	No.	2118