

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School, Hook	
Address	Orchard Road, Chessington, KT9 1AJ
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)	Excellent

School's vision
At St Paul's, we aim to provide a safe and nurturing environment, based on our school's Christian values, where all feel confident to learn, face challenges and take risks. We ensure that all are motivated, engaged and supported in becoming the best possible version of themselves - 'Enabling all to Flourish'.
Key findings
<ul style="list-style-type: none"> • Leaders are courageous, passionate and inspirational in driving the school's vision. Pupils and adults (including parents) flourish because they are the heart of all decisions that leaders make. This excellent practice is shared with other local and diocesan schools. • Pupils, including those with additional needs, exceed expectations due to exceptional care and individualised support from the school. Extra-curricular and enrichment activities support the taught curriculum to enable pupils to flourish further. • Relationships between pupils and adults are harmonious, joyous and mutually enriching. • Prayer and reflection are central to the life of the school. Pupils and adults develop spiritually in a deep and meaningful way across the whole curriculum. This is reflected in the physical environment of the school. Through collective worship, pupils and adults are grounded and experience connection and wholeness. • Religious education powerfully fosters pupils' knowledge of other views and world faiths including Christianity. Pupils think freely, develop their own views and take risks in their learning.
Areas for development
<ul style="list-style-type: none"> • Continue to widen the range of extra-curricular and enrichment activities for pupils, so that they live out the school's vision in new ways. • Continue to develop and share the school's excellent practice of working with parents with other schools, so that the impact of these relationships is further strengthened.



Inspection findings

This excellent school is founded on a Christian vision that is life-affirming for its community. Leaders lead by example and are unrelenting in their commitment to serving the school community, enabling all to flourish. They have created a dynamic culture for academic excellence and deep spiritual development. High expectations, insatiable curiosity, independent learning and unfailing care are the 'routinely normal' yet distinctive features of this transformational learning environment.

Leaders at all levels, including pupils, are empowered by the vision. Staff are nurtured and developed and all feel part of a professional 'family' at the school. Pupil voice truly matters: what pupils think, say and believe drives what the school does. As a result of pupil leadership and feedback, adults ensure that the provision is tailored to their needs so that they progress exceptionally well. Pupil leaders such as the Faith Group help to write the RE subject action plan. They are supported to become confident Christian leaders who (along with staff and a group of parents) monitor the Christian vision and the school's effectiveness. Amongst their responsibilities, these pupils engage in learning walks and evaluate classroom displays so that they reflect a learning experience that is 'lived not stored'. One of their decisions that has had high impact was the implementation of prayer and reflection after lunchtime play. They feel it is important to start afternoon lessons with the same calm and purposeful atmosphere that is created by collective worship prayers at the beginning of the day. This feature is now valued by the whole school community.

Prayer is a spontaneous yet inclusive, intentional and invitational discipline at the school; it fuels a rich culture of deep reflection for pupils and adults. A testament to this is that pupils independently visit the reflection area in their classrooms during lessons. In addition, when they feel the need, pupils ask if they can pray and are encouraged to do so freely. As one pupil confidently shares regarding the opportunity to pray at any time: 'I always know I have that'. Parents also pray for the school community and are keen to share their own faith. Collective worship is a bold and unapologetic expression of the inclusive Christian vision. Themes such as the Lord's Prayer (covered in extensive detail over a term), the Apostle's Creed and Fruit of the Spirit reflect the breadth and depth of the Anglican tradition and Christian theology that pupils are immersed in. The school's relationship with the church is exceptionally strong. The parish church from which the school takes its name serves the school with goodness and generosity. The vicar is extremely effective in building biblical literacy and a love of scripture amongst pupils. They are taking pupils on a two-year journey through the Bible. Pupils of all faiths and none value the Bible and their worship experiences in school. Singing is inspirational and passionate. It is enjoyed by all and spans a variety of genres. The oldest and youngest pupils are partnered during collective worship, with the older pupils serving as mentors and role models to younger pupils. Pupils have the opportunity to lead worship at the church on Sundays or attend diocesan celebrations. Many choose to do so.

The school's central belief that all pupils should feel safe and cared for is powerfully lived out. Pupils are treasured as gifts to be nurtured, respected and appreciated. Their spiritual and character development has status and priority. Pupils are given valuable, rich and frequent opportunities to reflect on 'Big Questions'. They impressively reflect, debate and discuss at an age-appropriate level questions such as 'do people with faith and no faith love




the same?’ Pupils learn from the teachings of and about Jesus and see his characteristics as aspirational qualities to strive for in their lives, saying ‘if he can do, we can do’. They thoroughly enjoy learning and experience transformational relationships which support their flourishing. These relationships hinge on the school’s Christian values of commitment, courage and love. Pupils see adults as role models and are encouraged to ‘run towards them’ rather than ‘away from’ them when challenges or difficulties arise. As a result, behaviour is exemplary.

The way in which the school partners with parents, supports the holistic wellbeing of families and enables them to flourish is exceptional. For example, once each week, the entire school community is engaged in ‘Wake and Shake’ high-intensity interval training (HIIT). Pupils, parents and teachers actively engage with this in the school playground. This has a profound impact on emotional, mental and physical wellbeing, as well as cultivating a deep sense of togetherness. St Paul’s is a community where participation from parents is dynamic but unforced. The school listens and responds to the voice of parents. For example, parent voice was instrumental in a review which led to the decolonisation of the curriculum. St Paul’s is now a beacon of excellence in the Royal Borough of Kingston Upon Thames, celebrating difference and diversity. They use curriculum time and collective worship as strategic vehicles to challenge racial injustice. The school prides itself on being ‘comfortable in the uncomfortable’ and will do whatever it takes to ensure all pupil groups are represented and celebrated. Barriers to learning are eradicated as much as possible. In response to work on the Global Citizen Award, more racially diverse texts and role models have been provided as part of the curriculum. The incorporation of black history and female scientists ensures that under-represented groups find positive identification. Pupils develop a strong sense of empathy and justice and develop their courageous advocacy. For example, pupils are stirred to action in the community by working with their local MP to implement positive change in the local area.

Pupils flourish across all curriculum areas and are trained to become highly independent learners. In particular, pupils’ achievement and engagement in RE is exemplary. Pupils learn from and about religion through innovative and creative ways. This is facilitated by excellent teaching. Pupils’ knowledge of world religions, faiths and world views is demonstrably strong. Skilful questioning from adults deepens pupils’ learning and a rich culture of curiosity is celebrated and nurtured.



	The effectiveness of RE is		Excellent	
	<p>Pupils of all abilities, including those with SEND, make excellent progress in RE. Robust assessment and monitoring ensures the quality of teaching and learning is consistently high. Pupils engage particularly well with religious texts and theological concepts at an age-appropriate level. They demonstrate a rich understanding of world religions and world views. It is the exceptional teaching and learning practice in RE at the school that sets the trend for other curriculum areas.</p>			
Information				
School	St Paul's Church of England Primary School, Hook	Inspection date	9 November 2022	
URN	102590	VC/VA/Academy	Voluntary aided	
Diocese/District	Southwark	Pupils on roll	205	
Headteacher	Emily Evans			
Chair of Governors	Luke Wickings			
Inspector	Andrew Wignal	No.	2118	