

## National Society Statutory Inspection of Anglican Schools Report

### **Immanuel and St Andrew's Church of England Voluntary Aided Primary School**

Buckleigh Road,  
Streatham,  
SW16 5SL

#### **Diocese of Southwark**

School's Unique reference number: 100633

Dates of inspection: 15 January 2006

Dates of last inspection: October 2000

Name of Headteacher: James Robinson

Inspector's name with National Society inspector's number : Hilary Ferries 276

#### **School Context**

Immanuel and St Andrew's CE Primary School is a one form entry, socially and ethnically diverse primary school in the London Borough of Lambeth. Approximately one third of the pupils attend local churches and there is a growing Muslim population. The school has recently undergone a period of uncertainty and change. The headteacher has been in post since January 2006 after a period of interim headship, and the deputy headteacher since September 2006. The incumbent has been in post for approximately 18 months.

#### **The distinctiveness and effectiveness of Immanuel and St Andrew's as a Church of England school are satisfactory**

Immanuel and St Andrew's CE Primary School is a satisfactory school that reflects its Christian nature well. In the short time that they have worked together, the Vicar, headteacher and deputy headteacher have strengthened the distinctive Christian ethos by putting Christ centred values and attitudes at the heart of what they do. Achievement and standards are improving rapidly.

#### **Established Strengths**

- Maintaining and developing the distinctively Christian ethos whilst showing respect for members of all faith communities
- Strong Christian leadership and management at all levels with a clear vision that is shared with learners and staff
- The wide range of effective pastoral support systems, based on Christian values, available to all members of the school community and good links with the local churches that have strengthened the Christian nature of the school.

#### **Focus for Development**

- Review the key elements of worship to secure an atmosphere of reverence and 'specialness'
- Introduce the new syllabus for Religious Education throughout the school and monitor the quality of teaching and learning
- As a staff, agree the purpose, method and practice of marking and assessment of Religious Education to raise standards
- Establish the work of the Pupil Parent and Community Committee and use their findings to monitor and evaluate the school as a church school.

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

The school has a very diverse population, but all learners interviewed were aware of its Christian character and feel that they are valued and respected 'We learn that everyone is important'. They like the mosaic in the hall, made by pupils illustrating stories of Jesus, which is a strong Christian symbol. Learners are proud of their school and talk enthusiastically of the wide range of after-school clubs, the exciting and interesting curriculum, the many different support systems and their teachers. Raising achievement and standards has been the focus of the school's work and learners feel well supported in their learning by teachers and teaching assistants.

Learners show care and concern for each other, both on an everyday level in the classroom and playground and with initiatives such as playground buddies and peer mediators. Several mentioned antibullying week and its importance and all learners said that there are people to talk to if they have any concerns or worries.

The Positive Behaviour Policy is based on Christian values and is understood by all learners. Traffic light symbols are displayed in classrooms and pupils are aware of the system and how it works. They value the many opportunities to get rewards, using methods as pebbles in a jar and golden tickets. The system for golden tickets has been developed by the committed school council.

There are good opportunities for social and cultural development. The school raises money for a range of charities and learners talk about the importance of supporting people in need. There are opportunities to celebrate the multicultural nature of the school and society, such as Black History Month. Opportunities for spiritual development vary across the school. Some classrooms and the school grounds have areas for reflection which the learners appreciate, but this is not consistent.

Staff interviewed spoke of the supportive staff team that get on well together and support each other. There is a school chaplain who comes into school on a regular basis to offer pastoral care and her work as 'an extra pair of ears' and prayer support contributes to the strong Christian ethos.

### **The impact of collective worship on the school community is satisfactory.**

Worship has a secure place in the life of the school. There is a clear pattern for worship, which all staff attend. Themes are displayed in the hall outlining both the biblical base and the application to school and the world and learners referred to these as helpful. These have been drawn up by the deputy headteacher and discussed with the vicar to ensure that they are recognisably Christian yet sensitive to all faiths. There is as yet no formal consultation with learners about Worship although. Year 6 have had an input into the summer term themes and this a clear indication of the school's commitment to raising its status.

Worship observed was well planned and followed the theme, but lacked an atmosphere of reverence and calm. There was no clear start to worship in KS1. In KS2 worship, pupils responded positively and were keen to participate. The head and deputy are aware that the pupils would welcome more opportunities to sing and they have introduced some contemporary worship songs which the pupils enjoy: 'I wish we sang songs like this at church'. However on the day of the inspection no singing was observed.

Learners from all faiths speak positively about worship. They 'like to learn about Jesus,' 'explore different ways to talk to God' and 'be able to pray to our God' and they particularly enjoy worship led by a local youth leader because it is 'fun and we get to do acting'.

Learners speak positively of all the different styles of worship. The vicar from the parish church leads worship once a month and other Christian leaders and community representatives, such as Lewin Baptist Church, lead worship on a regular basis which raises pupils' awareness of faith communities. The office team also lead worship once a term which gives a positive message to learners. There are regular church services that celebrate major festivals. There are no withdrawals from school worship and one withdrawal from worship held at church. The school has open discussions about other faiths including links with the Imam. The vicar sometimes suggests learners ask the Imam about issues that have been discussed in collective worship. This strengthens respect between the communities.

Prayer plays an important part in the life of the school, with daily prayers during the day, a staff prayer group, an opportunity for pupils to put their prayers in a prayer box. The church prays regularly for the school.

### **Religious Education is satisfactory .**

Religious Education (RE) is a key focus on the School Improvement Plan for next year. The effective RE coordinator (deputy headteacher) has ensured weekly lessons, written recording and consistency in presentation across the school. She has mapped out the curriculum and is developing a curriculum, based on the diocese scheme of work, which is being trialled in several classes. This will be introduced throughout the school in September 2007. The transition is planned carefully to support progression and continuity and provide the relevance and stimulation that the present RE curriculum largely lacks.

The school has not formally monitored the quality of teaching and learning in RE and this lack of formal systems prevents a clear view of standards achieved. However, scrutiny of work carried out during the inspection indicates that standards are in line with those in other foundation subjects and national expectations.

Interviews showed very positive attitudes amongst pupils for the subject. They were able to talk about their work in RE with understanding. Pupils of all faiths spoke enthusiastically about RE. Year 6 particularly enjoyed the unit on Islam where learners led parts of the lesson. Pupils believe it is important to learn about RE to 'understand each other and the world'.

The quality of teaching across the school varies. Lessons observed showed a range of activities with good teaching and learning and challenge for the more able learners. Work is generally marked, but not all learners receive feedback about how well they have achieved and how to improve and so it has little impact on standards. Much of the written work is differentiated by outcome rather than by task and this does not enable all learners to show their understanding. However, informal discussion in class showed that pupils are clear about what they were learning. Lessons observed had a good balance of learning about and learning from religion and contributed well to spiritual and moral development.

### **The leadership and management of the school, as a church school, are good.**

In the short time that they have been in the school, the headteacher and deputy headteacher have made a significant difference to the school. Using the curriculum, worship and meetings with parents, they are promoting the message that they are a Christian school and this is welcomed by the local community. Together with the governors they have a shared, clear vision for the school and they communicate this well to staff and learners.

The leadership team has already developed good relationships with the local vicar, herself only in post for 2 years, and the other governors. The governing body has just undergone a restructuring to make it more effective. They ask questions and provide support, but do not yet formally monitor and evaluate the work of the school. The recently formed Pupils, Parents and Community Committee has a clear remit and shared purpose and is poised to carry this out. There is an effective school chaplain who comes into school regularly. She provides pastoral and spiritual support for staff both as 'an extra pair of ears' and by leading a staff prayer group and her work contributes significantly to the Christian ethos.

The RE coordinator (the deputy headteacher) has made improvements to the curriculum. She has worked with staff to create a curriculum map and is trialling the diocesan RE syllabus. The work from the classes trialling the new syllabus shows higher standards in the subject. The RE governor meets regularly with her to discuss issues. This values RE and sends a clear message to the school community that RE is believed to be important.

Parents and pupils are positive about their school and there is a sense of purpose. The number of parents attending events such as the Nativity, curriculum evenings and class assemblies shows their support for the work of the school.