

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Christ Church Primary School

Vision

Within a nurturing, Christian community we inspire lifelong learning and prepare them for a successful future.

Christ Church Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- The strong, united school community champions wellbeing. Through vision led decisions and actions, leaders ensure that pupils and adults flourish.
- Compassionate leaders have fostered a strong culture of care and inclusion, where pupils and adults are known and nurtured. Provision is carefully tailored so that pupils, especially the most vulnerable, feel safe and happy to learn.
- Shaped by the Christian values, leaders have created a rich and experiential curriculum that is diverse and aspirational. As a result, pupils are prepared for the future and demonstrate a deep respect for and understanding of one another.
- The strong partnership with the local Anglican and Baptist churches provides valuable pastoral and practical support for the school. Proactive governors further enhance the effective leadership of the school through their frequent and impactful presence.

Development Points

- Ensure that the biblical roots of the vision are clearly understood and articulated by school leaders. This is to enable them to regularly monitor and evaluate the school's effectiveness as a Church of England school.
- Develop a greater understanding of spirituality that is shared by all. This is in order that moments of spirituality are fully recognised and celebrated in collective worship and across the curriculum.
- Revise collective worship planning to allow the biblical message to be explored more deeply throughout the week. This is to enable the message of worship to become more explicit and have a greater impact on pupils and adults.



Inspection Findings

Christ Church Primary School is a strong united community which supports and nurtures pupils and adults exceptionally well. This is especially true during times of challenge and change. The Christian vision and values are well known and can be recalled by pupils and staff. However, they are less clear on the biblical roots of the vision, how they connect with the values and are rooted in Christian teaching. Committed adults bring joy and harmony to the school environment. This ensures that pupils and adults feel safe and know they belong to the Christ Church family. Proactive governors work closely with leaders offering challenge and wisdom. Their high visibility and regular visits bring strength and encouragement to the school team. Governors draw upon the school's Christian vision and values, which they understand, to bring clarity and direction to decision making. Professional development opportunities in and out of school enhance staff expertise and confidence. As a result, staff flourish as they are empowered and equipped within their role.

The school's Christian values shape the culture of the school. The exploration and celebration of the values has deepened pupils' awareness of how they could live them out. As a result, behaviour is good and there is a deep sense of mutual respect which is conveyed through words and actions. Pupils explain that they can be themselves in school, as they feel safe and respected. Investment in key front-line staff ensures pupils and their families have access to psychological and nurture support. A thorough understanding of behaviour and the impact of trauma enables staff to address the needs of pupils effectively. This expertise shapes how provision is tailored for pupils. Regular staff training helps to deepen their understanding of those they are teaching. Therefore, pupils with special educational needs and or disabilities thrive. The compassionate school team provide practical assistance and guidance for families when needed. Consequently, lives are positively transformed and enhanced.

Leaders have created a bespoke curriculum that reflects the diverse community of Christ Church. It seeks to celebrate and explore the local history and geography of the area. Pupils also experience communities and cultures different from their own. Topics such as 'Our Rights' provide a safe space for pupils to explore complex themes, ask questions of systems and reflect on their own viewpoint. Opportunities to develop practical skills are woven across the school day. Staff with expertise in music and the arts further enrich the curriculum offer. This enhances pupils' language and knowledge of the world. The school grounds are an oasis of nature. As a result, pupils spend large amounts of time learning outdoors on the playground, in forest school and growing produce on the roof garden. Moments of awe and wonder occur each day through lessons and planned trips and experiences. However, as there is little clarity as to how spirituality is articulated, many of these moments go unrecognised and not celebrated. Through regular monitoring, leaders and governors ensure the curriculum offer is robust and aspirational. Dedicated and proactive teachers have created an environment that promotes curiosity and positive mental wellbeing.

Collective worship draws the school family together each day. It offers a peaceful and reflective space to reset and be reminded of the school's values. Pupils and adults are invited to be part of the worship in a way that reflects their own beliefs and practices. Worship is enhanced by the local vicar, who enthusiastically leads worship each week. Pupils describe with passion how the Bible passage is brought to life creatively. Together with leaders, the vicar creates the termly worship plan. This provides those who lead worship with a theme to base their act of worship around. Currently, however, these plans do not provide a structure as to how the Bible passage should be developed across the week. As a result, pupils' understanding of the Bible is limited and opportunities to consider the messages for themselves are missed. Therefore, the spiritual development of pupils and adults through



worship is underdeveloped. Reflective classroom areas provide pupils of all faiths with prayer scaffolds and space to be quiet and still. Class books capture these thoughtful prayers which are then used in class-based worship. Members of the pupil faith group play an active role in the worshipping and prayerful life of the school. Their leadership of worship has helped them grow in confidence and ability in sharing their views and thoughts with others.

To prepare pupils for a successful future they learn the importance of being an 'upstander' not a 'bystander'. As a result, they understand their responsibility in taking action and not just standing by. This flows from the deep respect pupils have for one another and those they live amongst. Working with the parental community, the school generously contributes to charities and the local food bank. Curriculum topics and charities they support help pupils understand the needs of others. Justice is explored in some units of work where pupils learn about those who stood up against unjust systems. Senior leaders collaborate and work with local schools and community groups. This has enabled them to share best practice and be outward looking and supportive of others.

The school uses the diocesan religious education (RE) syllabus which offers pupils a good understanding of the major world faiths. Interfaith week develops pupils' awareness of religious worldviews in a deeper and creative way. This week also celebrates the diversity of the Christ Church community. The leader of RE works closely with the staff team by providing planning and subject knowledge guidance. This has led to increased teacher confidence and strength in teaching. Actions following diocesan and governor monitoring are addressed by leaders and contribute to the subject improvement plan. Pupils enjoy RE. Lessons provide a respectful space where pupils can share their views and opinions openly.

Assessment data and monitoring of pupil's work enables the RE leader to track progress and inform the training needs of staff. Collaborative discussions with teachers explore the progress of individual pupils. Strategies are then put in place to fill gaps in knowledge and understanding. 'I wonder' questions provide regular opportunities for pupils to consider their own personal worldview. The quality of teaching in RE is variable. In some classrooms, tasks do not allow pupils to develop specific RE skills or challenge them to think and work with independence. As a result, some pupils cannot talk with confidence about the lives of believers or the significance of religious practices. In other classes, tasks offer greater challenge of pupils and development of RE vocabulary. Images are effectively used to support pupils' understanding and recall of knowledge.

Information

Address	Cancell Road, London, SW9 6HN		
Date	7 March 2025	URN	100610
Type of school	Primary	No. of pupils	153
Diocese	Southwark		
Headteacher	Jayne Mitchell		
Chair of Governors	Zoe Smith		
Inspector	Rebecca Swansbury		