

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Richard's Church of England Primary School

Address	Ashburnham Rd, Richmond TW10 7NL		
Date of inspection	24 May 2019	Status of school	VA primary inspected as VA
Diocese	Southwark	URN	102907

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

St Richard's Ham is a primary school with 232 pupils on roll. The majority of pupils are of White British heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the last denominational inspection, the senior leadership remains stable with a significant change in teaching staff.

The school's Christian vision

We aim to provide an education that nurtures and inspires our children to achieve without limits; develop and grow in all aspects of our Faith ID and courageously embrace the world we live in. As a community made in God's image we choose to be Bold, Bright and Beautiful. (based on Genesis 1:26)

Key findings

- The school's Christian foundation can be seen in the unconditional love all staff have for the community, modelled highly effectively by the headteacher. This in turn has a profound impact on parents who delight in belonging to a harmonious team. However, not all staff and leaders are confident in expressing the specific theological roots of the vision.
- Staff respond to the individual needs of each pupil with generosity and bespoke care, enabling more vulnerable pupils to flourish.
- There is a sense of renewal in the relationship with the church which enhances the worship experience.
- Religious education (RE) contributes to pupils' sense of their place in our multi-cultural world. The school has developed systems so that progress is tracked. This demonstrates how the subject contributes to overall flourishing.

Areas for development

- Review the school vision to reflect the diverse community the school serves, whilst retaining the Christian authenticity, so that the theological roots which support the vision are more readily expressed.
- Explore ways in which teachers may capture non-written work in RE, thereby providing a wider evidence base for pupil progress.
- Increase pupil enjoyment and engagement in collective worship by providing more opportunities for pupils to have input.

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

St Richard's, at the core of its provision, nurtures and inspires all pupils to 'achieve without limits'. The individualised care given to the most vulnerable is a reflection of the unconditional love all staff have for the community, modelled highly effectively by the headteacher. As the school enters a new season, the change team is well placed to review the vision so there is a greater understanding of the theological underpinning, ownership by stakeholders and reflection in school's policies. The many partnerships St Richard's initiates and sustains complements a rich curriculum through which all pupils know they can 'achieve without limits'. The resilience PATHS programme and the Rejoice! assemblies have been a highlight for the community. Staff undertake the same wellbeing activities as pupils, finding the vulnerability and boldness required to see their own 'beauty'. A challenge they rise to. From school sleepovers to forest school, pupils have opportunities to think beyond the classroom. A drop in last year's Key Stage 1 and 2 results is being addressed through well placed intervention, reflecting the belief that each individual is created in God's image with 'bright' potential.

An emerging strength for the school is that of the relationship with St Richard's church. This has been nobly supported by Kingsgate Church, having supported the school on its ongoing spiritual journey. The renewed energy brought by the recently appointed vicar has been joyously welcomed by the school community. The vicar valuably supports the headteacher in leading collective worship and providing sensitive pastoral care for staff as well as children. The parish church welcomes pupils to worship on a weekly basis, a highlight for staff and pupils alike. Decisions made by all leaders to reach this point in relationship have embodied the school's vision of boldness.

Governors continue to lead with conviction as they undertake learning walks, books checks, talk with staff and are unabashed about holding the headteacher to account. Leaders are single-minded as they work for the greater good of the local community. They recognise their responsibility is to be a 'shining light of Christ's love' in the local area.

Whatever length of service, all staff acknowledge how deeply caring the environment is, one of true nurture and support. Adults credit this care to the Christian ethos, with one staff member saying that the school lives out the vision, 'showing rather than telling'. Parents and pupils speak movingly of the difference transferring to St Richard's from other schools has made in their lives. The provision of Maple Group, increased numbers of teaching assistants and priority given financially to bespoke care has led St Richard's to become an extremely desirable school for many families. St Richard's view this with pride, encouraging proactive intervention through providing free nursery places to 2 year olds. This enables sensitive and supportive work to begin before the child starts school.

Pupils recognise the need and opportunity for spiritual development as they say they 'reflect and take teachings into the real world' teachings of 'how God loves you no matter what'. The children's faith group leads the way, presenting their reflections on the spiritual development of the pupils. Collective worship and class reflection journals support pupils' exploration as they think carefully about themed Christian teachings such as the Lord's Prayer. Pupils of different faiths and beliefs coherently use examples of what being 'bold, bright and beautiful' looks like, whilst first explaining that these are qualities are 'inside us'. One pupil spoke of how 'St Richard's has really brought out 'me' because the individual is recognised. St Richard's explore different faiths, cultures and backgrounds, with love being the driving force in uniting all members of the community.

Pupils use the Faith ID to explain how they might behave, forgive and help others. They say it is possible for those of all faiths and beliefs to make use of the values. The red and green triangles which form part of the behaviour policy give pupils the language of positive and negative consequences. Indeed, all policies, including that for relationships and sex education, speak of inclusion and valuing every individual. However, the vision and its Bible roots are not consistently referenced in policies. Owing to the vision of the school, pupils feel they would be able to manage conflict on their own. One pupil shared that he had initiated care for a vulnerable person outside school because the school has taught to 'always help'.

The school sustains a strong connection with a number of local and international charities such the Richmond Foodbank and Lilomi in Sierra Leone. Although need is found within the St Richard's school, the community is

outward-looking. Such activities as ‘play street’, an event to raise awareness of the environmental impact of car use, means that pupils are able to look beyond themselves and ‘courageously embrace’ the world they are in.

Collective worship provides pupils with a quiet space to reflect and learn. Prayer is a valued aspect of the gatherings by staff and pupils, as is the input from St Richard’s vicar. The yearly plan, developed by the headteacher in collaboration with the vicar, gives collective worship prominence and reflects the denominational character of the school. The weekly topics lead pupils and adults to gain greater understanding of biblical and Christian teaching, most recently on sacrifice and forgiveness. Pupils see the value of meeting together, however not all pupils enjoy worship and there is scope to increase their role in planning and leading aspects. The children’s faith group is well placed to develop the collective worship provision and thereby ‘nurture and inspire’ the minds of all present to a greater extent, leading both adults and pupils to flourish.

The RE curriculum reflects the school’s vision to ‘nurture and inspire’, enabling pupils to recognise their place in a multi-cultural world. Parents report the positive impact learning outside the classroom has on their children’s understanding of world faiths. The curriculum, adapted from that provided by Southwark Diocesan Board of Education, meets the Church of England Statement of Entitlement. The lead for RE is rightly proud of the progress made in developing RE teacher’s subject knowledge through the use of professional development and external partnerships. Recommendations from the last SIAMS inspection concerning assessment, feedback, tracking and data have been met. The school does not yet have systems to capture work in RE when it is not written in books. This limits assessment of wider pupil progress. There is also work to do on developing teachers’ confidence in the subject. The reflection journals support the ongoing impact of RE and foster skills required to tackle deep questioning and reflective learning.

Through its distinctive Christian vision, St Richard’s actively enables staff and pupils to flourish in this ‘friendly and happy environment’.



The effectiveness of RE is Good

Teaching and learning is good across the school largely owing to the emphasis the school places on the precise learning needs of pupils. This enables pupils to flourish in the subject, including the vulnerable and those with learning difficulties. The RE lead is aware of the need to increase consistency of subject knowledge and evaluate the use of inclusive language. Teachers use thoughtful questioning which supports the learning of all abilities.

Headteacher	Carmen Palmer
Inspector’s name and number	Fiona Foreman
QA assessor	Allyson Taylor 768