



St Mary and St Pancras Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address	81 Werrington Street London NW1 1QP
Executive Headteacher Head of School	Sheila McCalla Gordon Alice Aharon
Type of School	Primary
Status	Voluntary Aided
Unique Reference Number	100043
Diocese	London
Local Authority	Camden
Date of last inspection	5th July 2007

Inspection date	5th January 2012
National Society Inspector	Patrick Regan (NS 68)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

St Mary and St Pancras is an average size, one-form entry school with a full time nursery for 26 pupils. Most pupils are from minority ethnic groups, with a high proportion who speak English as a second language. The number of pupils eligible for free school meals is higher than the national average. A higher proportion than average has a statement of special educational needs, but the overall proportion with special educational needs and/or disabilities is below the national average. There is a collaboration with another school within the local authority and the headteacher of St Mary and St. Pancras is executive headteacher of both schools.

The distinctiveness and effectiveness of St Mary and St Pancras as a Church of England school are outstanding.

St Mary and St Pancras is an outstanding Church of England school. There is a purposeful and clear Christian educational vision shared by all stakeholders that expresses itself in all areas of school life. The Christian character is outstanding; there is strong purposeful leadership and an absolute commitment to the continuing development of RE, worship and pupils' spiritual, moral, social and cultural development. There are very good and productive relationships with the local parishes.

Established strengths

- The way the Christian ethos and environment supports the spiritual, moral, social and cultural development of all pupils.
- The strong and effective links with the local churches.
- The exemplary behaviour of pupils and the warm relationships within the family of the school.
- The importance given to RE in the life of the school and the excellent teaching and learning of it.
- Outstanding leadership and management of a Church school.

Focus for development

There are no significant areas for development.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

All stakeholders at St Mary and St Pancras see the school's Christian ethos as fundamental to school life. Christian values and the school motto 'together everyone achieves more' permeate the life of the school and underpin every decision made. The school has a caring Christian ethos and is highly effective in nurturing the development of all pupils' qualities and achievements and supporting their spiritual, moral, social and cultural development. Both teaching and non-teaching staff contribute significantly to the high levels of pastoral care. Pupils like and respect their teachers and support staff and the outstanding relationships they share. Pupils from all cultures feel valued and special; they feel safe and are happy and confident. Community cohesion is especially strong and pupils have high self esteem. The Christian character of the school brings about exceptional standards of behaviour, respect for others, learning and sense of justice for all. It is a UNICEF Rights Respecting School which gives the children an awareness of their rights and their responsibilities to others. Through funding from the Comenius Project, pupils are given the opportunity to visit other European countries. These initiatives give them a sense of being 'global citizens' and impacts positively on relationships and behaviour in the school. Pupils know the difference between right and wrong and are quick to forgive each other if disputes arise. The behaviour policy is reviewed regularly by staff, parents and with input from the active and efficient school council. Pupil achievement is very good and their needs are very well provided for through a strong inclusive approach, a differentiated creative curriculum, and a structured monitoring and assessment system. The curriculum is greatly enriched with many extra-curricular activities. Pupils demonstrate a heightened sense of concern for the local and wider, world community by charitable fundraising and an awareness that they make a valuable contribution in helping other people. Relationships between all partners in the school are excellent. The displays and reflective areas in all classrooms and common areas are a visual proclamation of the school's distinctive Christian ethos.

The impact of collective worship on the school community is outstanding

Worship at St Mary and St Pancras has a very high priority. It plays a central part in the life of the school and is a fundamental aspect of its Christian character. It remains, however, open and inclusive to those of all faiths and none. Collective worship recognises the diversity of ability and backgrounds. It is rooted in Christian teaching while recognising that pupils' spiritual and moral development will be enhanced through deeper understanding of other beliefs and practices on their lives. It is very well planned, resourced and evaluated. There is a variety of styles of worship throughout the week led by staff, pupils and clergy. The visual displays and focus area in the school hall contribute greatly to the calm, reflective, prayerful atmosphere. School staff speak positively about worship and the way it stimulates discussion of key issues. The school has a very strong and effective relationship with St Mary's and St Pancras churches which are used as valuable learning resources. The parish priest of St Mary's, also the Chair of Governors, plays a pivotal role in planning and monitoring worship with school staff. He also runs first communion classes in the school. Major Christian festivals are celebrated in school and church and are well attended by parents and governors. Pupils know and recognise a variety of Christian prayers, they view prayer as important and this is evidenced in books and displays around the school. Parents spoken to were particularly pleased that the school day always starts with a prayer. Worship is consistently and recognisably Christian and follows the broad spectrum of the Anglican tradition. All members of the school feel included and affirmed by it. There is a high level of participation, pupils write and lead prayers. A pupil in Year 4 said they enjoyed getting the chance to pray to God every day. They are particularly adept at singing and playing instruments and are exposed to a range of different music styles. The school choir go carol singing in a variety of public venues to raise money for charity.

The effectiveness of the religious education is outstanding

Religious Education has a very high profile in the curriculum and standards of attainment and achievement are high. The RE co-ordinator ensures that planning, monitoring and assessment of the subject is rigorous. Assessment for Learning is firmly embedded in RE and assessments show what pupils are able to do according to NC levels. This data enables teachers to identify any gaps pupils might have and to track progress. There are high expectations of every child in RE and pupils achieve standards above those expected for their age. Given that pupils enter the school well below expectations, there is excellent progression in children's learning and in their spiritual development as they move through the school. The quality of teaching is also very high as is the quality of recorded work.. RE is seen as more than a core subject within the school and is used to reinforce moral values and reflection and to develop a wide range of skills. RE is taught as a discrete subject and also in a cross-curricular way. A variety of imaginative strategies are used to enable pupils to develop their knowledge and to apply their learning about religion to their everyday lives. Pupils of all faiths feel valued and are confident talking about their faith. Progression and development could clearly be seen through the school in the way different year groups were learning about the bible as a sacred and holy book for Christians. In the Early Years, highly imaginative and creative resources and activities were organised around the story of Zacchaeus. Year 6 was learning about the bible and other sacred texts and how they impact on people's lives. The behaviour and attitudes of the pupils in all lessons were exemplary.

The effectiveness of the leadership and management of the school as a church school is outstanding

The executive headteacher, the head of school, senior leadership team and committed, stable staff, together with a strong and knowledgeable governing body ensure that leadership is strong and inclusive at all levels. Through a close and purposeful partnership they create a clear Christian framework for this outstanding church school. All are fully committed to the academic achievement of the pupils and to the belief that the spiritual and personal development of everyone in school is equally important. Leaders and governors regularly carry out a critical evaluation of what needs to be done to maintain and develop the school's Christian ethos and character. They pursue this vision with enthusiasm, energy and a sense of purpose. This leads to behaviour and consideration for others being consistently excellent throughout the school with truly Christian values permeating the fabric and being of the school. The school's Christian foundation is clearly stated in the school documentation and through the school environment. The Mission Statement 'we believe every child matters to God' is visible throughout the school and 'owned' by the whole school community. The quality of leadership contributes significantly to the success of the school as a church school.

Foundation governors are regular visitors to the school and play an active role in supporting the Christian status of the school through strategic planning, attending religious events and working closely with staff to monitor teaching and learning and communicating with parents and pupils. Church and school have an exceptionally strong relationship. Pupils participate in many music making activities across the borough including the Camden Music Festival. Wholehearted support for in-service training and good delegation encourages potential church school leaders. There is a strong commitment to working in partnership with parents; they are always welcome within the school and church. They are especially appreciative of the inclusive nature and aspirations the school has for all pupils. One parent commented 'I feel the staff really understand the needs of my children and we feel part of a big family'.

SIAS report January 2012. St Mary and St Pancras School, London, NW1 1QP



Judgement Recording Form (NSJRF)



Name of School: St Mary & St Pancras Church of England Primary School
81 Werrington Street, London, NW1 1QP

Date of inspection: 5th January 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 230
URN Number: 100043
NS Inspector's Number: 68

Rating 1-4

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Voluntary Aided Schools