



## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Hampden Gurney Church of England Primary School

Nutford Place  
Marylebone  
W1H 5HA

**Diocese: London**

Local authority: Westminster

Dates of inspection: 17 October 2014

Date of last inspection: 22 June 2009

School's unique reference number: 101123

Headteacher: Evelyn Chua

Inspector's name and number: John Viner (NS 144)

#### School context

Hampden Gurney is a popular and over-subscribed primary school, housed in a modern, award-winning building in central Westminster and serving the parish of The Annunciation, Marble Arch. Its 234 pupils are drawn largely from the immediate area, with around a third who speak English as an additional language. The vast majority of pupils attend church. A much lower than average proportion of pupils receive free school meals and a similarly low proportion have special educational needs or disabilities. Standards at the end of Key Stage 2 are very high in relation to national averages. Ofsted has judged the school to be outstanding.

#### The distinctiveness and effectiveness of Hampden Gurney Primary School as a Church of England school are outstanding.

- Christian values are central to the life of the school, are embedded in its practice and visible in all aspects of its work.
- The pivotal role of collective worship and the weekly observance of mass make the school a worshipping community where all are valued.
- Pupils learn the nature and purpose of prayer and can relate it to their daily lives.
- The headteacher, key staff and governors articulate a clear Christian vision for the school, which inspires the whole community.
- The strong and effective partnership with the parish church makes an excellent contribution to school life.

#### Areas to improve

- Review the Religious Education (RE) curriculum so that it provides pupils with more opportunities to learn about world religions in a systematic way.
- Extend existing good practice to ensure that all teachers focus learning activities and feedback on the promotion of RE rather than the development of pupils' literacy skills.

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

The school places prime importance on living out the Christian values that it so successfully promotes. This helps to shape pupils' lives, nurture their faith and give them a sense of worth. As a result, they develop excellent attitudes, work hard and achieve very high standards, both academically and in their personal character. Parents place high value on the school's clear Christian distinctiveness and say that this benefits the whole community. The excellent relationships between and among adults and pupils ensure that pupils' behaviour is exemplary and that they feel safe, valued and special. They grow in personal and spiritual confidence and have many opportunities to express Christian compassion in action through charitable acts in the community and in the wider world. For example through the school's committed support for local work among the homeless. Within the context of its Anglican distinctiveness, every opportunity is taken by the school to promote and celebrate cultural and religious diversity so that pupils develop respect for other faith communities. They understand that Christianity is a multi-cultural world faith and that Christians may worship in different ways. RE is closely linked with pupils' spiritual, moral, social and cultural development and reinforces the school's Christian character.

**The impact of collective worship on the school community is outstanding**

The daily act of collective worship (assembly) is central to the life of the school and defines its Anglican distinctiveness. Pupils confirm that they look forward to assembly, that it helps them to feel close to God and think about important things. The dedicated school chapel and the weekly celebration of mass enhance this sense of a worshipping community, ensuring that pupils have an excellent experience of Christian tradition and practice and understand God as Father, Son and Holy Spirit. Worship is carefully planned around the Christian values that the school promotes, is strongly Biblical and has a clear focus on the person of Jesus. The pervading sense of community means that, regardless of personal faith and belief, all who attend, whether adults or pupils, are affirmed by daily worship. Pupils behave reverently, sing well and participate enthusiastically. Through worship and the prayers that are said during the day, pupils develop a mature understanding of the nature and purpose of prayer. There are some limited opportunities for pupils' personal prayer responses through the excellent opportunities to contribute their own prayers to be used at mass. There is good variety in the leadership of worship, which keeps it fresh and interesting, while the parish priest's weekly leadership of the mass provides an unbroken link with Anglican tradition. Worship is regularly evaluated by the leadership team who are working with stakeholders to make the process more systematic. Through worship, pupils develop a confidence in the language of faith and a deeper understanding of their own spiritual journey.

**The effectiveness of the religious education is good.**

This is a high performing school and the standards attained by pupils in Religious Education (RE) are well above expected averages. Pupils say that teachers make RE interesting and fun and they quickly develop a deep understanding of Christianity, relative to their age. They develop mature analytical skills that enable them to relate their learning to aspects of their own lives. Teachers have good knowledge of Christianity and teach it well. However, sometimes lessons activities relate more to aspects of literacy than to specific learning about religion. Similarly, teachers' written feedback to pupils is sometimes a commentary on their skills of communication. Nevertheless, pupils gain a good knowledge of the Bible and secure, confident foundations of Christian theology. There are effective and accurate systems for assessing pupils' learning so that teachers can plan for their next steps. The RE curriculum lacks balance. Although aspects of Judaism are taught incidentally through the study of Christianity, and there are opportunities in the wider curriculum to encounter other cultures, there is not a systematic approach to teaching other faiths. As a result, although they learn respect and tolerance, pupils do not have sufficient knowledge or understanding of religions. RE is strongly led by a skilled subject leader

who draws appropriately on diocesan support. The subject leader has identified the areas that need to improve and the steps that need to be taken to achieve it.

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

The headteacher provides strong, purposeful direction and communicates an ambitious Christian vision for the school. It is shared by governors and key staff and lived out in the school's Christian character. As a result, pupils develop a firm foundation for their lives and become confident, caring people, well prepared for the next steps in their education. Leaders and governors know the school well and work together in effective self-evaluation. Their focus on pupils' achievement is balanced by a commitment to secure the wellbeing of the whole school community through the application of Christian values that inform strategic decisions and school policy. In response to the last inspection, leaders and governors have renewed their focus on ensuring that the Christian values that underpin the school are taught systematically and explicitly to the benefit of the whole school community. Religious Education and worship are given an appropriately high priority and attention is given to developing staff expertise. Governors have a clear understanding of the school's leadership needs so that, when senior staff have left to lead other church schools, the succession has been smooth, without disruption. There is an excellent, strong and effective relationship with the parish church. This partnership is recognised and valued by the whole community and is of mutual and substantial benefit to the church and to parents. The incumbent makes a regular contribution to school life through leading the weekly mass and effectively fulfilling a chaplaincy role. Christian parents who run a regular in-school prayer group link the school with the local worshipping community and strengthen the school's Christian life.

SIAMS report October 2014 Hampden Gurney CE Primary School WIH 5HA



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

### SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	Hampden Gurney Church of England Primary School
School Address	Nutford Place, Marylebone, W1H 5HA
School URN	101123
Date of Inspection	17 <sup>th</sup> October 2014
NS Inspector's Number	144
Type of Church School	Voluntary Aided
Number of Pupils	234
Phase of Education	Primary
Name of Critical Reader	Jayne Pavlou
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	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?	2
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirements for collective acts of worship	Yes
The school meets the statutory requirement for religious education	Yes