

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Augustine's Federated Schools: CofE Primary School

Vision

We want all of our community to have equal opportunities to experience 'life in all its fullness' (John 10:10). We encourage all community members to be the best we can be in every aspect of our lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13).

St Augustine's Federated Schools: CofE 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 life-affirming Christian vision is central to the school's work. Leaders enable pupils and adults to flourish by giving them meaningful opportunities to develop and grow through the example of the vision.
- Collective worship is a time of spiritual flourishing for both pupils and adults. It is joyous and enriching for the school community. They value times of worship, which are inclusive and engaging.
- The school is a harmonious community, routinely described as a 'family'. Pupils and adults feel connected and the school's vision and values promote unity and a strong sense of belonging.
- Pupils who are vulnerable, and those with additional needs, gain a rich learning experience through the taught curriculum.
- The religious education (RE) curriculum effectively allows pupils to flourish in their understanding of world faiths and worldviews. Pupils enjoy RE and see it as a vehicle of respect and appreciation for each other's beliefs.

Development Points

- Embed a shared understanding and framework for spiritual development across the curriculum, so that pupils and adults can flourish spiritually, and in a deeper way.
- Enhance assessment practices in RE. This is to better inform teaching and learning and to understand how pupils are progressing.



Inspection Findings

The school's Christian vision is the cornerstone of their ethos. It drives the work of the school and is deeply rooted in the Christian virtues of faith, hope, and love. The commitment to enabling both pupils and adults to flourish is evident. Leaders are committed to removing barriers that prevent pupils and adults achieving success. A focus on supporting the 'whole child' and working closely with families creates a sense of belonging within the community. Adults strive to exemplify their commitment to manifest God's love in all they do. Pupils follow this example. A culture of high aspirations, ambition and mutual support is strikingly evident, and actively promoted by school leaders and governors. Through the federation, pupils engage mentors and role models in the form of secondary school students. This flows from the vision and helps to support pupils' academic and social flourishing. The school is a community, fostering an enriching culture where everyone is cared for and valued.

Collective worship allows pupils and adults to flourish spiritually. It is highly valued by the whole school community. The historic foundation is still reflected in its strong connection with the Church today. The relationship with the local parish church is effective. For example, pupils produce religious artwork for worship and this is celebrated by the clergy and displayed in the local church. The school fosters a confident Christian ethos that is fully inclusive of all pupils, including all faiths and worldviews. Special services such as Christmas, Ash Wednesday, and founders' day provide opportunities for meaningful worship. Pupils actively engage through play, music, and shared prayers. The school's approach promotes a harmonious environment where pupils and adults of different faiths respect and participate in worship times. This helps them to develop spiritually. Parents join times of collective worship, fostering a deep sense of community and a shared spiritual experience. Collective worship at the school nurtures belonging, inclusion and responsibility. Pupils are motivated to action during worship experiences. For example, pupils participated in a collective worship session on the theme of kindness. Following this, they were inspired to speak positive words of encouragement and compliments to peers and adults alike. They were inspired to live out the vision and values of the school.

The curriculum is an effective expression of the school's vision. Pupils live life in all its fullness as they pursue knowledge and wisdom. They are helped to gain this through the school's focus on vocabulary and reading. This supports pupils to develop and access other areas of the curriculum, including pupils who are vulnerable and/or have additional needs. These pupils flourish particularly well. Pupils with SEND are supported very well, reflecting the school's dedication to viewing each pupil as unique. Pupils flourish through enrichment opportunities. Visits to art galleries, theatres and seaside resorts provide spiritual experiences of awe and wonder. They develop spiritually through reflecting on 'big questions' about their lives and the world around them. However, pupils do not always understand how their spiritual development can be experienced through a range of different subjects.

Led by the vision, the school is a unified community. Pupils exemplify resilience, care and friendship. The school sensitively explores religious diversity and respect. This ensures that all faiths are, in turn, themselves respected and appreciate the Christian foundation. Parents select the school for its Christian character and safe and inclusive ethos. Their engagement is effectively fostered through coffee mornings and drop-in sessions, while a collaborative federation partnership ensures the sharing of best practice. Wellbeing is a priority for the school. All members of the community are known and understood deeply, as well as receiving what they need to flourish individually. The 'Funday Friday' initiative and cultural celebrations promote cohesion. Anti-bullying workshops, led by pupil leaders, reinforce the emphasis on love and respect. To promote positive mental health, pupils learn strategies to positively



address loneliness and sadness. They share and receive uplifting messages of kindness. Pupils and adults embody a culture of empathy and support. Members of the community thrive and grow together in faith, hope, and love.

Flowing from the vision, pupils have a great awareness of their responsibilities as citizens of their community and their world. Their care is evident through activities such as visits to local elderly care homes and participating in charity events like 'Children in Need'. Pupils engage in projects promoting renewable energy and environmental awareness, reflecting a strong commitment to sustainability. The school is very effective in helping pupils learn about how their behaviour has an impact on others. As a 'trauma-informed school', there is a strong focus on empathy and resolving conflicts. Pupils and adults do this successfully. Upholding values of kindness and respect, the school has also been recognised as a 'rights respecting school'. This means that pupils understand the rights and responsibilities of children globally. This positively impacts their behaviour and conduct. Pupils consider their impact on the world, particularly in areas like climate change and pollution. Local and national pupil leadership conferences on recycling and wind turbines, inform and inspire pupils to make better ethical choices. The school empowers pupils to become agents of positive change within their communities.

RE is effective and is well led. Beginning from nursery, the curriculum develops a genuine love for learning about world faiths. The curriculum provides rich opportunities for pupils to think about religion and learn about what it means to live a life of faith. 'Digging deeper' questions are used particularly well to elicit deeper answers and richer responses from pupils. They engage enthusiastically with a variety of approaches, such as drama, art and poetry, within the RE curriculum. Their understanding of religious stories is strong. They are fully immersed in their learning and make visits to various places of worship that enriches their understanding. Teachers support pupils with additional needs by adapting the RE curriculum effectively. For example, the vocabulary support and modelling of good responses helps pupils articulate their ideas about religion. Staff professional development helps ensure that pupils receive the very best support through the teaching that they receive. However, while assessment is used to inform teaching, current systems do not always fully identify the full extent of pupils' learning needs. Pupils enjoy their RE lessons and make good progress overall.

Information

Address	Kilburn Park Road, Westminster, London NW6 5XA		
Date	Tuesday 21 January 2025	URN	101125
Type of school	Voluntary aided	No. of pupils	213
Diocese/District	London		
MAT/Federation	St Augustine's Federated Schools		
Head of Primary	Ruth Vince		
Chair of Governors	John McArdle		
Inspector	Andrew Wignal		