

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Princess Frederica Church of England VA Primary School

Vision

'Belonging, learning and growth for life in all its fullness'

Our school vision is rooted in biblical teaching as defined by John 10: 10.

Princess Frederica exists to:

- Nurture social, emotional, spiritual and educational growth in all our children.
- Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum.
- Create a positive impact on our local and global community and environment.
- Nurture friendship, kindness and respect.

Strengths

- Leaders and governors are highly committed to the Christian vision. They make fair decisions to ensure that no pupil is left behind.
- Underpinned by the vision, the school's taught and wider curriculum allows pupils to develop their unique gifts and talents.
- Collective worship is a powerful reflection of the school's Christian vision. Music and singing is transformational in enriching the spiritual experience of worship for pupils and adults.
- The school's nurturing and deeply joyous culture allows each member of the community to flourish in their mental and emotional wellbeing. Relationships between pupils, their peers and adults are overwhelmingly positive.
- Curriculum planning in religious education (RE) is highly effective in giving pupils rich learning experiences in the subject. Pupils truly value the opportunities they have in studying a wide range of world religions and worldviews.

Development Points

- Develop a whole school approach and language to express spiritual experiences. This is so that through worship and learning, pupils are empowered in their spiritual growth.
- Extend the rich opportunities for pupils to consider issues of justice and equity as global citizens. This is so that they are better prepared to lead initiatives as independent agents of change.



Inspection Findings

The school embodies a life-affirming and vibrant Christian vision. This creates an environment where adults and pupils flourish academically and spiritually. The school community joyfully lives out this vision, recognising the uniqueness of each individual. Through a holistic focus on growth, the school prioritises the flourishing of every pupil, celebrating diversity and unity within the community. Pupils are encouraged to stretch their capacities, fostering happiness, creativity and pride in themselves. Parents value the school's emphasis on kindness as a vital aspect of the vision. They feel included and highly supported by accessible adults and visible leadership. Bold decisions by school leaders ensure that pupils, regardless of needs, have opportunities for transformational experiences, such as inclusive residential. Staff members are deeply cared for, with bespoke training for their individual roles. This gives them a strong sense of purpose. The collaborative partnership with three other schools enrich the educational environment through shared good practice and resources. The school's commitment to its Christian vision truly nurtures and develops its community.

Leaders, including governors, meticulously grow the school's curriculum around its vision and core values. The values of growth, faith, unity and kindness effectively focus the school's work in promoting the vision. These values underpin the taught and wider curriculum. Through effective knowledge organisers, parents actively engage in understanding and supporting their children's learning. Pupils develop well in gaining knowledge and understanding. For example, pupils learn about local history as well as world history. They therefore gain a rich perspective on how they relate as citizens in their community and the wider world. The 'belonging' aspect of the vision is truly lived out. Pupils with special educational needs and/or disabilities (SEND), flourish particularly well at the school. This is a testament to the school's commitment to ensuring all pupils live life in all its fullness. Teachers play a crucial role as facilitators of the vision. Pupils fully embrace opportunities to learn and explore a wide range of musical instruments. Music enriches the entire curriculum. Outdoor learning offers a stimulating environment for exploration and imaginative experiences, where pupils can discover interests and passions through play. The school provides a wide range of extra-curricular activities. For example, chess, multi sports and fashion rebellion sewing clubs allow pupils to grow personal interests, gifts and talents. Spiritual development opportunities are evident throughout the curriculum. Pupils ask and answer 'big questions', spiritual questions about their life, their purpose and their place in the world. These questions inspire pupils with intrigue, awe and wonder. However, pupils do not have a language and vocabulary to recognise, explore and express their spiritual experiences.

Collective worship is an enriching experience for the school community. Pupils and adults value this time together. Times of worship are vibrant and varied, focusing on biblical teachings, current affairs and the celebration of achievement. Pupils confidently write prayers and spiritual reflections, expressing love for God and their neighbours. Collective worship addresses community and global awareness needs. This helps pupils to develop spiritually. The school's relationships with local churches are fruitful, with clergy leading worship weekly at the school and facilitating experiential learning visits. Led by the school, regular church services such as Harvest, Christmas and Easter unify the entire community, including parents. Pupils joyfully engage with music, readings and prayers during worship. Welcoming of all faiths, collective worship supports mental wellbeing and invites reverence and deep respect from pupils and adults. The diverse songs and traditions explored during worship allow meaningful self-expression and are spiritually uplifting.

Building loving and supportive relationships is a priority for the school. They allow the vision to come to life with integrity and sincerity. Pupils and adults greet and communicate with each other with respect. This meet and greet culture effectively promotes an inclusive and kind school community. Mental health first aiders provide vital support, contributing to a safe environment where pupils feel cared for. A highlight is the annual Cultural Unity Day that celebrates diversity through fashion, music, food and art. The school actively promotes a culture of reward, celebration and support. The 'Love Thy Neighbour' awards recognise acts of kindness. Pupils' work, which is



impressive in quality, is displayed around the school. Pupils feel very safe at this school. Older pupils mentor younger ones, fostering positive relationships across year groups. This nurturing environment enables both pupils and adults to thrive and flourish in their personal development.

Pupils are led and encouraged to be agents of change in their community. Pupils engage in activities such as contributing to the local food bank and visiting significant places like the Houses of Parliament. These experiences empower pupils in their understanding of justice and dignity. Fairness is central to the school's ethos. Pupils and adults actively have discussions on the different needs of people which promotes respect and understanding among the school community. Pupils exhibit a strong sense of responsibility and empathy. They support those in need. Inspired by the school's vision, pupils led a fundraising campaign to raise over £15,000 for children facing cancer or alopecia. This demonstrates the deep commitment pupils have to helping others live life in all its fullness. The pupils firmly believe in acting against unfairness and in finding solutions to rectify mistakes. However, a range of opportunities for pupils to independently act on areas of justice that they are concerned about are limited. The school does, however, nurture a generation of young individuals committed to justice and compassion. They make a positive impact on their community and beyond.

The RE curriculum cultivates strong religious literacy among pupils. Led with precision, RE lessons demonstrate pupils' very good progress. Pupils engage with resources and experiences with stimulating imagery and diverse religious representation, high-level questions and philosophical debates. As a result, pupils flourish particularly well in RE. Teachers provide ample time for reflection, allowing pupils to express their beliefs confidently and safely. Assessment is personalised and informs teaching. Special moments of learning are captured in 'Wonder Books', which are learning records of excellent quality. Visits to religious places of worship offer immersive experiences. Adults of various faiths serve as valuable resources with their in-depth knowledge and experiences. Pupils, including those of different faiths and views, act as experts in the classroom. They share knowledge with each other and positively gain mutual understanding. They particularly value the opportunities they have to learn from the personal experiences and faiths of their peers. The provision of RE is of exceptional quality, offering an inspiring and enriching experience for all pupils.

Information

Address	Princess Frederica CE VA Primary School, College Road, London, NW10 5TP		
Date	Monday 23 September 2024	URN	101535
Type of school	Voluntary aided primary	No. of pupils	439
Diocese/District	London		
Executive Headteacher	Sarah Bouette		
Head of School	Nicola Christopher		
Chair of Governors	Zoe Miller		
Inspector	Andrew Wignal		