

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Barnabas and St Philip's Church of England Primary School

Vision

Nurture, Grow, Flourish

Rooted in Christian values, together we work to nurture, grow, and flourish, to fulfil our unique potential.

Our vision is inspired by the parable of the mustard seed in Luke 13:18–19, where Jesus says:

“What is the kingdom of God like? What shall I compare it to? It is like a mustard seed, which a man took and planted in his garden. It grew and became a tree, and the birds perched in its branches.”

St Barnabas and St Philip's 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.

Notable Strengths

- The Christian vision is deeply embedded throughout the school which inspires leaders and governors to make bold decisions. Consequently, pupils and adults are nurtured to grow and flourish as individuals because of the school's commitment to providing the best possible opportunities for personal development.
- The inclusive curriculum is designed with the vision at its centre meaning pupils benefit from the wide range of experiences it offers. Leaders provide support so that the needs of those considered vulnerable are well met.
- Collective worship is valued by staff and pupils as a meaningful time to come together. It is deeply rooted in the vision and associated values of the school and enhances the sense of community.
- Leaders have created a strong culture of care and respect built on positive relationships. Pupils, staff, and parents feel valued as individuals and know that they belong to the school family.
- Through highly effective leadership, the religious education (RE) curriculum is carefully curated. As a result, pupils develop the knowledge to be well informed through a different perspective and experience a range of worldviews.

Development Points

- Continue to embed the school's approach to spirituality by offering pupils planned opportunities to explore and broaden their experiences through the curriculum. This is to ensure all pupils can further flourish by reflecting on themselves and others.
- Develop pupils' understanding of how to challenge injustice. This is so that they recognise how they can actively make a positive difference to the lives of others.



Inspection Findings

IQ1: Vision and Leadership

The vision at St Barnabas and St Phillip's, 'Nurture, Grow, Flourish', is deeply embedded across the school. The calm and caring welcome pupils receive clearly reflects this. Central to its ethos is the ambition for both pupils and staff to grow in confidence and develop their own aspirations. This focus enables everyone in the school community to thrive as individuals. Leaders have worked tenaciously to establish an inclusive vision for the school community. Governors have a strong understanding of the school and play a key role in supporting and challenging leaders. As a result, the vision continues to guide priorities. For example, opening the nursery enables the school to welcome the youngest pupils and lay a strong foundation for their nurture and growth. Staff meet the needs of pupils through well-planned, meaningful opportunities. The nurturing ethos inspires leaders and staff to provide continuous support for pupils and their families throughout their educational journey. One example of this is the robust support offered to individual Year 6 pupils as they prepare for the transition to secondary school. The school remains unwavering in its commitment to enable all to fulfil their unique potential. Thoughtful, supportive, and collaborative relationships bring the school's vision to life. Leaders and staff work with dedication to meet pupils' academic and personal needs, allowing them to thrive within a warm, nurturing environment.

IQ2: Vision and Curriculum

Leaders carefully plan the inclusive curriculum to respond to the needs of the school and the community. It is diverse and ambitious, featuring themes and texts that challenge pupils' thinking. The curriculum encourages pupils to flourish, whatever their talents. Leaders establish strong partnerships that enhance the curriculum. Through these partnerships, pupils access a wide range of opportunities, for example, working with the Chelsea Football Club Foundation. Leaders make decisive choices to remove obstacles and support the success of pupils deemed disadvantaged. The school's values of community and compassion drive a rigorous and robust approach that keeps pupils engaged and making progress. Teachers provide tailored and thoughtfully designed opportunities for pupils with special educational needs and/or disabilities (SEND), ensuring they have equal access to the same experiences as their peers. Pupils achieve well, and staff recognise and celebrate their successes. The curriculum offers regular opportunities for spiritual development. However, pupils currently lack a shared understanding of how to clearly express their ideas and reflections.

IQ3: Worship and Spirituality

Collective worship plays a vital role in the life of the school, fostering a strong sense of community. Everyone in the school is encouraged to take part, and most choose to do so. Pupils engage enthusiastically with the themes of prayer and regularly write prayers for church services. The school maintains an exceptionally close relationship with the two parish churches, creating a nurturing environment where every individual feels valued. Both clergy regularly lead worship and help create a caring, faith-filled atmosphere within the school. This involvement allows the school and families to experience a range of worship styles. Staff clearly display the school's core values and consistently reinforce them during worship, integrating them deeply into what is said. This approach strengthens the nurturing and kind school environment. Pupils listened respectfully as a fellow pupil played the piano at the end of worship, adding to the sense of reflection and calmness. Teachers follow a structured approach to class worship, enabling pupils to explore and reflect on the weekly theme through meaningful discussion. They encourage pupils to write their thoughts in the class worship reflection book. During quiet moments of reflection based on the shared Bible passage, both pupils and staff take time to consider their spiritual journeys.



IQ4: Church School Ethos and Culture

A culture of respect and kindness permeates the school, ensuring that everyone receives fair and thoughtful treatment. Leaders and staff know and care deeply for each other and pupils and their families implementing effective strategies to support them. The school places shared responsibility at the heart of its work, and pupils speak confidently about this commitment. Staff actively encourage pupils to use their voices positively, and they embrace this role with enthusiasm. They enjoy supporting one another during playtimes, building relationships through cooperation and collaboration. This supports pupils to resolve issues calmly, as one pupil put it, 'without any drama.' Pupils explain that they aim to treat others how they would like to be treated and always try to do the 'right thing.' They speak confidently about standing up for others and recognise that the school's vision nurtures them, builds their knowledge, and enables them to flourish beyond school life. Leaders consistently model compassion and care. They prioritise staff wellbeing and personal growth, encouraging colleagues to pursue professional development opportunities beyond those offered within the school. Leaders have cultivated an open-door culture that supports everyone to succeed. As a result, staff feel valued and trust that leaders care about their wellbeing

IQ5: Justice and Responsibility

The school's vision actively promotes a thoughtful culture of justice and responsibility. As a result, pupils and staff build interactions on trust and compassion, which strengthens the school's harmonious community. Pupils understand the importance of showing responsibility and developing resilience. They take pride in the wide range of leadership opportunities available, such as serving as school parliament members, eco warriors, and worship leaders. They are keen to support a range of charities, some chosen by pupils. Pupils take these responsibilities seriously and understand their impact. One eco warrior, for example, spoke passionately about the importance of saving the earth. Pupils believe that staff listen to them and value their contributions, which allows them to help shape their school experience in meaningful ways. As a result, pupils feel confident and happy at school. They show empathy towards others and understand how to disagree respectfully. Staff actively partner with external agencies to give pupils meaningful opportunities to explore complex issues such as anti-racism and sexism. One pupil shared that these discussions helped her understand that no one is born racist or sexist. Pupils show a strong awareness of justice within the school. However, the school has not fully embedded wider thinking about injustice beyond the school community.

IQ6 and IQ7: Religious Education

The leadership of RE is highly effective and dynamic. The curriculum is inspiring and encourages pupils to be curious. This has a positive impact on learning. It builds strongly on prior knowledge and pupils are religiously literate, explaining their thoughts and learning from a solid foundation of knowledge. For example, whilst recapping on prior learning a pupil in Year 1, recognised Jesus's tomb and was able to say it was where Jesus was laid before the resurrection. Through an enquiry approach a rich and varied range of religions and worldviews are studied. A pupil emphasised the importance of studying different religions saying, 'all religions can shine in this school.' They are able to share opinions without judgement and peers are respectful of difference. Clergy provide valued support for learning about Christianity. Pupils respond deeply to reflection questions, building their own system of beliefs.

RE is carefully monitored in line with core subjects and this information is used to plan future lessons. Staff are confident in teaching RE because of the strong subject leadership and the support and training they receive. Teachers use assessment to monitor, record and track progress of individual pupils. This informs planning for next steps in learning and pupils make good progress against age related expectations.

Information

Address	58, Earls Court Road, Pembroke Mews, Kensington, Greater London W8 6EJ		
Date	17092025	URN	100493
Type of school	Voluntary Aided	No. of pupils	203
Diocese	London		
Headteacher	Rebecca Timms		
Chair of Governors	Mel Adams		
Inspector	Sara Sanbrook-Davies		