Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Macaulay Church of England Primary School

Vision

I Know Who I Am
'I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.' Psalm 139:14
We are an inspirational, nurturing and inclusive community, celebrating each child as uniquely created by God. We foster independence, curiosity and creativity so that every child may flourish and fulfil their potential to live with purpose and confidently contribute to their communities.
Our Christian values are Resilience, Thankfulness, Compassion, Creativity, Responsibility and Friendship.

Macaulay 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, with its strong biblical underpinning, is well matched to the context of this school. Dedicated leaders ensure that it is central to the daily life of the Macaulay school community through the application of its values.
- The creative and inspiring curriculum promotes pupils' personal development. Its enriching extra-curricular offer celebrates the local community's history alongside expanding pupils' cultural horizons.
- Living out the Christian vision and values leads to a respectful environment where behaviour and relationships are positive. This enhances pupils and adults' wellbeing.
- The strong partnership with local churches enriches collective worship and pupils' broader spiritual development.
- Pupils thrive through roles of responsibility, engaging in social action and charitable activities. As a result, they learn to live with purpose and contribute to the community.

Development Points

- Strengthen leaders, including governors', processes for evaluating the school's Christian distinctiveness. This is in order that the Christian vision directs further developments as a Church school.
- Ensure that there is consistency in the provision of religious education (RE). This is so that pupils have a rich experience of the subject to extend their learning.
- Expand opportunities for pupils' spiritual development in the curriculum.

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Inspection Findings

Vision and Leadership

Dedicated leaders ensure that the Christian vision and its associated values drive the daily life of the school. A recent review of the vision ensures that it continues to be appropriate for the school's community. It is relevant and lived out through leaders' determination to nurture, inspire, and include adults and pupils. Governors show great commitment and know the school well. They visit frequently and monitor aspects of its work through reports. However, evaluation of Macaulay's effectiveness as a Church school is inconsistent. This limits leaders in identifying where the Christian vision has greatest impact and where further development is needed. The school's Christian values are positively celebrated. These enhance pupils' appreciation of people's diverse experiences and sense of personal responsibility towards others. Pupils who have special educational needs and/or disabilities (SEND) and those considered vulnerable are therefore included and supported well. Pupils and adults benefit from harmonious relationships due to the vision's focus on nurture.

Vision and Curriculum

The curriculum reflects the school's vision well. It is creative and enhances pupils' social, personal and cultural development. It is enriched through the arts and many after-school clubs. Carefully selected literature strengthens pupils' awareness and appreciation of diversity and the heritage of under-represented groups. Wide-ranging visits locally, to London's cultural landmarks and through residentials, offer the opportunity for pupils to engage deeply in inspiring experiences. Through this, they celebrate the rich history of Clapham. In addition, they encounter moments of awe in St Paul's Cathedral or wonder in the wilds of nature. Recent training with the diocese on spiritual development in the curriculum provides a strong platform for advancing this further. Staff embrace this positively and some regularly include 'green pen' questions in their teaching. These questions promote curiosity, build ideas and help pupils to connect knowledge. Younger pupils enjoy outdoor learning in a 'forest area', which celebrates God's creation, while enabling pupils to gain practical skills. Older pupils benefit from this space and its informal opportunities for spiritual growth during their lunchtimes.

Worship and Spirituality

Collective worship offers an important time of togetherness and space for reflection. It is planned to include key themes from Christian teachings and a range of Bible stories. These link to the school's vision and values, helping pupils to understand their relevance. Weekly class-based worship offers a more personal context for pupils to explore aspects of their spiritual understanding. For example, they discuss challenging questions such as 'what is our role in caring for creation?' Each class has a prayer space, enabling individuals to take time for reflection or prayer. A strong partnership with the parish church nourishes the community's spiritual fulfilment. Pupils and adults alike enjoy clergy leading weekly worship, which they describe as fun. Its interactive nature encourages pupils to express their views and consider how themes are personally meaningful. Links with another local church further nurtures pupils' spiritual growth. They explore music as a form of worship and spiritual experience. The parish church hosts services for key festivals, helping pupils to understand the pattern of the church year. Pupils lead aspects of these, with families joining in, so strengthening the Christian foundation of the school.

Vision and School Culture

Valuing each individual as uniquely created by God underpins the school's inclusive vision and celebration of diversity. Responsibility, compassion and friendship are demonstrably lived out. When disagreements arise, adults help pupils to understand and reflect on how their behaviour impacts on others. This leads to actions that rebuild trust and restore relationships. .Provision for pupils who have SEND, including those needing support with their mental health and those considered vulnerable, is personalised. These pupils' individual gifts are nurtured and celebrated, while they are supported to participate successfully. Staff are approachable and engage positively with parents. Leaders show great Christian compassion in assisting families who face challenging circumstances, in order that their children may flourish. Staff are supported well, both professionally and personally. As a result, they are deeply committed to the school. The vision thus underpins a harmonious environment with people's wellbeing at its heart.

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Religious Education

RE has a strong profile as expected in a Church school. Highly effective subject leadership means the RE curriculum is planned well and sequenced carefully. Diocesan training and collaboration with its RE leaders' network contribute well to this expertise. Alongside Christianity, pupils study a wide range of religions and worldviews. These are explored through considering people's beliefs, how they think about faith and how this affects their lives. The curriculum is enhanced by visitor workshops and visits to places of worship linked to the religions pupils learn about. This helps bring relevance to pupils' learning, helping them to appreciate how people live out their faith. An effective partnership with the parish church enhances pupils' learning of Christian traditions and adds meaning to the curriculum.

Pupils engage well in class, particularly when debating interesting questions. Younger pupils consider the commandment to 'love thy neighbour' and enjoy discussing whether we should only help people we know. Written tasks clearly flow from class discussions and are generally completed well. Pupils use vocabulary accurately, including key terms related to a topic. Teachers often use additional written questions, inviting pupils to extend their thinking individually. They clearly enjoy this and respond thoughtfully. Leaders recognise the benefit to pupils, so are pursuing greater uniformity in this approach. Effective leadership provides clear guidance for lesson planning and marking alongside resources for unit assessments. However, the application of these lacks consistency. Consequently some pupils' learning is less secure, which restricts their progress.

Vision, Justice and Responsibility

The vision of living with purpose and contributing to the community drives an inclusive school culture, which encourages pupils to think independently. Issues of justice and ethics are explored in the curriculum. For example, younger pupils learn about human impact on the rainforest. RE lessons include questions of justice, ethical choice and how faith can motivate action. The 'earth keepers' group, led by one of the clergy, focuses on sustainability. Litter picking on Clapham Common helps pupils to appreciate the tension between freedom and responsibility. Pupils engage in acts of service including writing to patients at a local hospice. They learn about how workers serve the community and send cards of appreciation to firefighters and staff at the tube station. These experiences help pupils to understand the potential of small actions to have a positive impact. Pupil leadership roles, such as faith leaders and the school council, further extend opportunity for pupils to take action. Many initiate their own class fundraising events for charities. This range of activities and initiatives successfully supports the development of pupils' empathy, thankfulness and responsibility in line with the school's Christian vision and values.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Victoria Rise, Clapham, London SW4 0NU		
Date	17 September 2026	URN	100612
Type of school	Voluntary aided	No. of pupils	177
Diocese	Southwark		
Headteacher	Susan Eade		
Chair of Governors	Sarah Thomas		
Inspector	Rachel A Jones		

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