

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### **The Fulham Boys' School**

Mund Street, Gibbs Green, London, W14 9LY

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAS inspection grade	n/a
Local Authority	Hammersmith and Fulham
Dates of inspection	22-23 November 2017
Date of last inspection	n/a
Type of school and unique reference number	Free School – Church of England character - 141135
Headmaster	Alun Ebenezer
Inspector's name and number	Pamela Draycott (161)

#### **School context**

Since opening in 2013 this boys' school has expanded by a year group annually. It currently serves Years 7 to 10. Expansion is anticipated to include Year 11 and a sixth form. Founded as a free school by a group of local parents and teachers it is due to move to its permanent site sometime in 2019. Nearly half the students are White British with a wide range of other ethnicities also represented. The percentage who speak English as an additional language and for whom extra funding is received due to social or economic disadvantage are above the national average.

#### **The distinctiveness and effectiveness of Fulham Boys' School as a Church of England school are outstanding**

- The school's deeply embedded Christian and inclusive ethos successfully supports students' academic attainment and accelerated progress, alongside their strong personal development and wellbeing.
- The school's Christian ethos is clearly expressed through the widespread sense of belonging and is excellently reflected in the very good behaviour of students and in the respectful and caring relationships evident across the school community.
- Across the curriculum firm links are made with the school's Christian foundation. This effectively supports the range of opportunities provided for spiritual, moral, social and cultural (SMSC) development to take place, which students' respond to very positively.

#### **Areas to improve**

- As part of an on-going cycle of evaluation, review the school's Christian ethos, vision and values. This is so as to ensure that they continue to promote its development as it moves into the next stages of development.
- In order to develop further the worship programme, include students more effectively in the leadership, planning and evaluation of acts of worship.

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

The school's Christian and inclusive ethos is deeply engrained and strongly motivates and guides the

school's service to its students and their families. This leads to a firm focus on academic attainment and progress and on students' personal development and wellbeing. As an expression of its Christian care and concern the school's admissions criteria are open to those of 'Christian, other and no faith'. To ensure a comprehensive intake it provides a banded system so that boys of all ability levels find places. Strong pastoral systems, along with increasingly close academic monitoring, focuses teaching and learning very well. Consequently, the majority of students are making good and often accelerated progress from their various starting points. The school's Christian ethos is clearly seen in the supportive and respectful relationships in evidence as well as through the students' very good behaviour. Attendance is above the national average due to students being happy in school and finding it, 'a place where it's okay to be you'. The vast majority of students are maturing as polite, respectful, thoughtful and caring young men. On those few occasions where attendance or behaviour gets in the way of learning there are fair procedures in place to bring about effective improvement. This is expressly based on the Christian concepts of forgiveness and justice and mainly bring about positive outcomes. Students demonstrate understanding of how such concepts are linked to biblical teaching and specifically to the example of Jesus. SMSC development opportunities are wide-ranging and students respond to them positively. Openings across the curriculum, such as in English, mathematics, science and history, as well as in religious education (RE), are well taken. This provides a wide range of opportunities to discuss issues of religious, spiritual and moral concern. Students are appropriately supported in taking responsibility for themselves and others, including through the student council and through charitable giving. There is a wide range of co-curricular opportunities, delivered through the extended school day, which broaden students' outlook as well as supporting academic attainment and progress. The worship programme and RE contribute deeply and effectively to the school's Christian underpinning. RE makes a strong contribution to helping students appreciate diversity and difference of beliefs and practices, including denominational differences within Christianity, locally and globally.

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

Daily worship takes place in a variety of settings including year, house and tutor groupings. Following a varied programme, very well planned by the chaplain, a variety of people lead worship in the larger groupings, including senior leaders and clergy from different denominations. This helps to positively engage students. Tutors have a pivotal role in tutor group worship. A good range of resources is provided. Worship is very well focused on Christian beliefs and is related closely to events in the world today, to school life and to the life of the individual. Tutors receive appropriate ongoing support for delivering worship from the chaplain. The worship programme is rightly recognised and appreciated by staff and students as a central aspect of the school day. Biblical teaching and a focus on the claims of Jesus run appropriately through the programme and impact on school life outside of worship time. As one student reflected, 'What we hear in worship is often relevant to daily life. It makes you think when something happens.' Students have a deep appreciation of the importance of Jesus for Christians and of the significance of the Bible in shaping life and attitudes. Through worship, there is opportunity to reflect on key Christian theological concepts such as incarnation, forgiveness, salvation and beliefs about the nature of God as expressed through the Trinity. This means that students' from a range of backgrounds have a good appreciation of their significance. They can relate the implications of these teachings to their own lives irrespective of their faith position. As one student said, 'I'm not a Christian but I know that forgiveness is important and I know that I want to practice it to make me a better person.' Students have some limited opportunities to lead worship through reading from the Bible and leading prayers. However, the regular input in planning, leading and evaluating worship is more limited. Students are thoughtfully engaged through respectful listening, answering questions, taking part in reflection and prayer and through expressive and joyful singing. This means that students enjoy worship and find it a way in which, '...we come together to worship God. It gives you time to think and pray or if you are not religious reflect on important issues and what the Bible teaches.' Prayer permeates school life, through the 'assembly' programme and through additional opportunities to pray at the various Christian Union gatherings and at staff and parent prayer meetings. Students know the Lord's prayer and are aware of its significance to Christians. Many say that they pray at home or on their own as well as during the acts of worship in school. The school prayer is displayed in classrooms and said regularly. Some lessons begin with prayer. The school has rightly identified the need to provide opportunities for students and staff to request

prayer. Prayer boxes have been recently provided but the impact that these have is not currently evident. Leaders and the link governor informally monitor the programme and its impact on school life, including taking account of students' attitudes through periodic discussions and questionnaires. This contributes well to continued refinement of the worship programme.

### **The effectiveness of the religious education is outstanding**

RE has a high profile. The department has achieved a national award: the RE Quality Mark Silver Award. The curriculum is very well balanced between addressing Christianity and other world faiths alongside ethical and moral issues. Consequently, students are developing a broad knowledge and understanding of these areas through their studies. A wide range of approaches including effective questioning leading to deep thinking opportunities, different approaches to writing and recording learning, and individual and small group work engage students very well. This results in students making at least good and often accelerated progress. School monitoring of standards predict above average attainment and progress scores in RE for the current Year 10. These students will, next academic year, be the first year group to sit external examinations. The positive predications are well evidenced by staff marking and assessment which has been moderated through involvement with other schools. The department works in a collegiate manner under the effective leadership of the chaplain, who is also an experienced teacher and subject leader. The department follows whole school protocols and procedures closely. Consequently, schemes of work and lessons are well planned and continue to evolve in order to meet students' learning needs. The department is aspirational for its students and teaching is consistently good and often outstanding. Students respond very positively and with enthusiasm. Consequently, they enjoy RE and take their learning seriously. Assessment strategies, including self and peer assessment, are accurately and very well used to support learning.

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

The headteacher, ably supported by his senior leadership team, which includes the chaplain, and by governors, is ensuring that the school's Christian vision is intertwined throughout school life. This vision is clearly based on the value of each unique individual as a child of God. It means that the school rightly recognises its responsibility to educate 'the whole child' ensuring both academic rigour and strong personal development. An example of this is how its Christian ethos, based on biblical teaching, is clearly expressed across the whole curriculum. Leadership effectively manage the ongoing changes and developments necessitated by the school's annual growth. Formalised structures for monitoring and evaluating school effectiveness are developing as the school grows. The school's Christian foundation is strong and regularly referred to when making decisions about its life and work. However, a cycle of review to take into account school growth and ongoing developments in church school education is not yet formalised. That said, leaders, including governors, have a clear and shared understanding of school priorities which are rooted in the school's distinctively Christian vision. The school is committed to the professional development and wellbeing of staff. Very focused and appropriate support for working within the school's Christian context is given. This includes a weekly input from the chaplain into staff meetings addressing theological and educational issues. Such opportunities contribute effectively to supporting present and future leadership within the church school context. Governors ensure that statutory requirements for worship and RE are met and both areas contribute deeply to the school's ethos and values. The relationship with parents is very good. The vast majority are extremely supportive of the school's Christian underpinning and rightly recognise its impact on their children's behaviour and attitudes. Links with local churches, are strong and mutually supportive. The expertise provided through the diocesan education team is well recognised and impacts positively on school development.

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