

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

### Roehampton Church Forest Primary School

#### Vision

'Nurturing Individuality, Growing Together, Embracing Community'

Roehampton Church Forest School (RCFS) is a proudly Christian school, where our Christian vision is underpinned by the verse,

'How good and pleasant it is when God's people live together in unity'. Psalm 133:1

Roehampton Church Forest Primary School has a number of strengths, but there are also areas that leaders need to address as a matter of priority. These are set out in the Development Points section below.

#### Notable Strengths

- The school's Christian vision and values have a powerful impact on the curriculum. They enrich pupils' spiritual growth alongside their learning and personal development. Pupils who have special educational needs and/or disabilities (SEND) and those considered vulnerable flourish alongside their classmates.
- Collective worship is inspiring and joyful. Varied opportunities for deep thinking and reflection support the spiritual development of pupils and adults. A strong relationship with the parish church nourishes this community.
- Adults cultivate positive relationships amongst pupils, which foster a culture of taking responsibility and being fair. This strengthens pupils' understanding of justice and their ability to take action for change.
- Religious education (RE) has the profile and provision expected of a Church school. The syllabus is adapted appropriately to the school's context and is well balanced. Pupils learn about a wide range of religious and non-religious worldviews.
- Teachers design interesting RE lessons and provide guidance and feedback which help pupils to make effective progress. Pupils recognise how RE helps them to develop mutual respect in a diverse society.

#### Development Points

- Because school leaders have not ensured that there is a Christian vision for the school that is enabling pupils and adults to flourish, governors should improve the quality of their strategic leadership. This is to improve the effectiveness of RCFS as a Church school.
- Because school leaders (governors) have not ensured that pupils and adults are treated well, they should ensure that the vision drives a dignifying culture. They should make sure that governance decisions and communication take full account of their impact on adults' flourishing.



## Inspection Findings

### Vision and Leadership

The school's Christian vision of God's people living together in unity is understood well by pupils, staff and parents. They value its relevance to the school's diverse community. The strapline about individuality, growing together and community is drawn from pupils' suggestions, and defines the vision further. The vision is lived out in pupils' confidence, friendly behaviour and positive attitudes. Strong relationships with families exemplify how the community is embraced. Events and worship help the community to grow together, so that parents and carers feel able to seek support when needed. Dedicated staff are similarly positive and mutually supportive. They benefit from effective professional development and school leaders' care for their workload and personal lives. However, strategic governance is not working well, which has a negative impact on the effectiveness of RCFS as a Church school. It places undue pressure on senior staff and detracts from their wellbeing. Leaders (governors) have, therefore, not always ensured that the Christian vision for the school enables pupils and adults to flourish.

### Vision and Curriculum

The curriculum is creative and ambitious, enhancing pupils' social, personal and spiritual development, alongside their learning. Leaders put the vision into practice in creating a forest school. It celebrates God's creation while engaging pupils in practical ways of learning. For example, their 'forest school museum' of unearthed objects provides invaluable insights into the work of archaeologists and historians. Forest school provides both structured and informal opportunities for spiritual growth. Pupils benefit from sensory experiences and time for reflection and stillness in nature. Equally, creating a route in the woodland for the stations of the cross offers pupils a distinctive insight into the Easter story. Pupils who have SEND are supported effectively by skilled staff, so participate successfully in class with their friends. Thoughtful displays prompt pupils to think deeply. For example, studying evolution in science prompts debate on the Christian belief that people are created in God's image. Such activities stimulate pupils to have big ideas or special reflections, which they add to their class 'deep thinkers' book. This collation of pupils' ideas builds a treasure trove of their spiritual and philosophical growth over time.

### Worship and Spirituality

Collective worship fulfils the school's Christian vision by bringing the community 'together in unity'. Pupils and staff participate in ways that are personally meaningful, whatever their faith or worldview. Leaders plan a range of worship experiences across each week and the school year. Stories from the Bible are used to explore the school's Christian values, helping pupils to reflect on their own actions. Singing worship is a highlight and many are clearly uplifted by joyful sung praise. The close relationship with the parish church is mutually beneficial, with worship held there weekly. These services, including a regular Eucharist and seasonal celebrations, boost pupils' understanding about Anglican traditions and the Church calendar. Many pupils attend the church choir, nurturing their spiritual connection with the divine through sacred music. Class-based discussion engages pupils and adults in deep thinking about the big themes from whole-school worship. Such reflective experiences nourish their spiritual growth. Prayer is embedded in school life, with the school prayer evidently used regularly. Each class composes its own collection of prayers, collated beautifully and presented in classroom reflection spaces. These invite pupils and adults to pray quietly or simply take time for stillness and contemplation. Their spiritual development is deeply enriched through this combination of worship and extended opportunities for reflection and connection with God.

### Vision and School Culture

RCFS is a welcoming school serving a diverse community. The majority of pupils attend well and flourish in their learning and broader development because adults tailor provision effectively. School leaders prioritise the positive mental health of adults and pupils. Calming strategies and resources help pupils to settle down.



Counselling is provided for staff, pupils and parents and carers to support them personally or in class. Adults' wellbeing is enhanced through extensive professional development geared to their interests. They benefit from considerable flexibility in terms of managing their workload and dealing with personal issues. This boosts staff morale and maintains their commitment to the school. Staffing is therefore stable, fortifying trust and confidence with families. Leaders are inventive in extending the positive culture of treating people well. When parents join in a special worship, such as for Mothering Sunday, they may receive 'vouchers'. They exchange these with their child to do a special task or treat at home. However, weaknesses in governors' decision-making and communication are not consistently conducive to a dignifying culture. This impacts negatively on the wellbeing of senior staff.

#### Vision, Justice and Responsibility

The vision of living together in unity drives a school culture which values fairness and responsibility. Adults actively teach pupils how to stand up for what is right if they feel that something is unfair. They equip them with the language to talk things through. This creates a harmonious atmosphere where pupils behave well and are kind. Older pupils enjoy taking responsibility for younger ones, as playground or reading buddies, in church or out on trips. Issues of justice and responsibility are explored through the curriculum, where pupils regularly consider ethical questions. They learn how to challenge injustice by participating in national initiatives such as 'show racism the red card'. Leadership roles cultivate service to the community. The school, faith and eco councils explore how they can have a positive impact in matters of responsibility and justice. They plan charitable and community activities which boost pupils' confidence in taking responsibility for change. The eco council branches out into local litter picking, for example. Younger pupils leave bulbs in pots on people's doorsteps to cheer them up. They add a note asking for the plant to be cared for. Such initiatives empower pupils so that they can have a positive impact in the community.

#### Religious Education

RE has a high profile and is prioritised because of its important place in the curriculum of a Church school. Skilled leaders are enthusiastic about the subject and are supported very well by diocesan training and resources. The curriculum is adapted to fit the context of the school and is planned carefully to ensure that it is challenging and well sequenced. Pupils study a range of religious and non-religious worldviews in depth, considering how beliefs affect people's lives and behaviour. They learn about the variety that exists in Christian practices and consider examples of different traditions from around the world. Links with pupils' forest school experiences are thoughtfully woven into RE to add relevance to their learning. This results in an effective curriculum.

Teachers design interesting lessons which foster curiosity. Pupils enjoy RE and remember their previous learning well. Their written work demonstrates their positive engagement and sound knowledge about world religions. Those from a faith background, or with non-religious views, feel valued when invited to share their personal experiences with the class. Pupils enjoy how visits to places of worship, such as a Buddhist temple, bring their learning to life. Teachers provide regular feedback and guidance to pupils, ensuring that they have good understanding of how to improve their work. Pupils recognise the contribution that RE makes to their personal development. They value how it helps them to appreciate the range of diverse beliefs in society.

## Information

Address	245 Roehampton Lane, Roehampton, London SW15 4AA		
Date	02 March 2026	URN	101038
Type of school	Voluntary aided	No. of pupils	123
Diocese	London		
Headteacher	Lynn Anderson		
Chair of Governors	Paul Nicholls		
Inspector	Rachel A Jones		