

**ARCHDIOCESE OF SOUTHWARK  
COMMISSION FOR SCHOOLS & COLLEGES**



***SECTION 48 INSPECTION REPORT***

Inspection on behalf of the  
Archbishop of Thyateira and Great Britain  
Of Denominational Education  
under Section 48 of the Education Act 2005  
**URN 132009**

St Cyprian's Greek Orthodox Primary School  
Springfield Road  
Thornton Heath  
CR7 8DZ

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| Chair of Governors | His Eminence Archbishop Gregorios<br>of Thyateira and Great Britain |
| Headteacher        | Mrs K Magliocco   |
| Inspectors         | Mrs J Lenahan<br>Ms C Edwards                                       |

Inspection date                      31 January 2011

**ARCHDIOCESE OF SOUTHWARK  
COMMISSION FOR SCHOOLS & COLLEGES**  
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# Introduction

## Description of the school

St Cyprian's is voluntary aided. It is maintained by Croydon LA and is under the auspices of the Archdiocese of Great Britain and Thyateira. The principal parishes which the school serves cover a wide catchment area of South London and includes pupils from St. George's Kingston, St Constantine and St Helen Crystal Palace, St Nectarios Battersea and St Mary's in Camberwell. The proportion of pupils who are Greek Orthodox is 20% with a further 10% from other Orthodox faiths. The average weekly proportion of curriculum time given to religious education is 5% in Key Stage 1 and 5% in Key Stage 2.

The school takes pupils from 3 to 11 years. The number of pupils currently on roll is 401. The attainment of pupils on entering the school is broadly around average. 13% of pupils are eligible for free school meals. Around 18% of the pupils receive extra support in class which is over twice the national average. About 60% of pupils come from families of Greek origin or other European backgrounds. The number of pupils joining or leaving the school other than at the normal times is much higher than normally found. Approximately 30% of pupils are learning English as a second language. The school was awarded the 'Inclusion Quality Mark' in October 2010. All pupils have a daily lesson in the Modern Greek Language and the school has received an award for the excellence of teaching the language from the Leading Aspect Agency.

## Key for inspection grades

|         |             |         |              |
|---------|-------------|---------|--------------|
| Grade 1 | Outstanding | Grade 3 | Satisfactory |
| Grade 2 | Good        | Grade 4 | Inadequate   |

# Overall effectiveness as a Greek Orthodox school

St Cyprian's has a strong Greek Orthodox ethos with outstanding leadership from governors, headteacher and deputy who are instrumental in effectively developing and maintaining the school's unique identity. The school is successful in promoting its mission as it provides education of the highest quality that is enriched by the progressive teaching of the Greek language and Christian Orthodox religion. Prayer and worship have a central role in the school's daily life. The inclusion of all pupils is central to the school's vision. Relationships within the school are very good and reflect 'The St Cyprian's Way' which fosters respect, love and care for self, each other and the community. Parents are overwhelmingly supportive of the school. They state that religion is "a way of life which is active, practical, alive and embraces pupils of other faith denominations". High expectations and calmness are tangible features of the school. Staff work as a team to create a purposeful, stimulating and orderly environment which is conducive to learning. The behaviour of the pupils is exemplary. Close links exist between the school and parishes, with staff and pupils benefiting from the dedicated support of the priests. Community cohesion is a strength and provision is broad, child centred and innovative. High profile is given to religious education and leaders are committed to further enhance curriculum provision. The subject is very well managed and pupils' attainment is high. Issues raised in the last inspection (Oct 2007) have all been addressed with evidence of improvements in curriculum provision, assessment procedures, teaching and learning and the monitoring role of the subject coordinator. The school has good capacity to improve due to accurate self-evaluation of its strengths and areas for development.

**Grade 1**

## **What steps need to be taken to improve further?**

Governors and leaders should:

Continue to enhance curriculum provision by collating the most relevant aspects of the current programme (Here I Am) with that of 'Living our Orthodox Faith'.

# The Greek Orthodox life of the school

## **Leadership and management**

**Grade 1**

The headteacher and deputy share a clear vision and form an effective partnership for leading, developing and maintaining the Greek Orthodox life of the school. Together, they foster the school's mission and promote its values through example, dedication and commitment. They communicate a strong sense of spiritual purpose, with a focus on promoting high standards, team work and the fullest possible development of each individual pupil. The school is effectively managed with a welcoming atmosphere, wherein the Greek language and Greek Orthodox religion are all entwined. High quality icons, chapel, attractive displays and religious murals emphasise the school's unique ethos. Relationships within the whole school community are very good. Pupils of all faith backgrounds are respected and valued as due emphasis is placed on guiding and supporting the faith journey of each individual. Policies and procedures to support pupils' welfare are grounded in the Gospel values of love and respect. Pupils understand these values as their demeanour in class and round the school is exemplary. They value the caring attitude of the teachers who listen to them and encourage their learning. Close links with the four parishes are fostered and the input of the priests in guiding and supporting leaders, staff and pupils is much appreciated.

## **Quality of provision for personal and collective worship**

**Grade 1**

Prayer and worship are central to the daily life of the school. The pupils witness and actively participate in acts of worship, whole school assemblies, and have opportunities to engage in reflective personal prayer. Their response during the collective worship attended during the inspection to celebrate the feast of The Three Hierarchs was exemplary. Pupils' engage with reverence and respect during prayer times in class, demonstrating their growing awareness of its value and purpose in their lives. The programme for collective worship is very well planned to support the pupils' spiritual and moral development and its impact on learning is effectively monitored. This programme is carefully linked to the Greek Orthodox calendar with regular and much appreciated input from the clergy. Members of the clergy also lead each of the four Houses and involve the pupils in celebrating each church's patron saint. The school reaches out to parents and they are invited to participate in the cycle of liturgies throughout the year. Prayer areas in classrooms display age appropriate bibles, icons, lighted candles and artefacts and in most cases offer focal points for reflection and personal intercessions to God.

## **Community Cohesion**

**Grade 1**

Community cohesion is an outstanding area in the day to day life of the school. The inclusion of all is a central goal and shared vision. Leaders and managers liaise to serve the common good and promote a family community within the school. The Greek Orthodox membership enables the school to develop links with the wider church in Greece, Cyprus and South Africa, giving pupils an insight into their wider faith community. The school is effective in including all staff and pupils in its corporate life and worship. Provision for religious education includes the celebration of the school's rich cultural diversity with an 'Inter Faith Week' where parents and pupils share and celebrate their cultural and faith difference. Pupils' friendship bonds cross faith, cultural and social boundaries. They demonstrate awareness that they are members of one human family responsible for one another. Pupils' active participation in parish liturgies and interaction with local schools through areas such as sport enables them to be involved in the local community. Opportunities to educate pupils about the major world faiths are very well integrated into the curriculum. Celebration of 'Black History Month', links with Gatton Islamic School in Tooting, links with a non-denominational school in Crawley and with Krishna Avanti School in Slough all serve to give pupils first-hand experience of learning about the beliefs and practices of other faiths. The pupils' global understanding of community and supporting the less fortunate in society is promoted effectively with support for an orphanage in Ghana and a school in Cambodia. Pupil voice is given due respect. Members of the School Council are clear about their role and appreciate how they are encouraged to influence decisions and trusted in helping their school to be a safe and happy place.

## **Religious education**

### **Achievement and standards in religious education**

**Grade 1**

The standards achieved in religious education are high across all key stages. Pupils are gaining knowledge, skills, understanding and religious vocabulary at a very good rate. The behaviour of pupils in class is outstanding as they are respectful, enthusiastic and attentive. They are eager to express ideas and by the end of Key Stage 2 they can undertake Bible research, interpret meaning and relate teaching to their lives. Pupils' workbooks show engagement with the topics studied and depth of coverage. Work is well presented and marking is affirmative, yet mindful of the learning intention with guidance for the pupil. The focus on assessment and tracking pupil progress indicates that standards are likely to continue to improve. The spiritual and moral development of the pupils is rooted in the teachings and beliefs of the Greek Orthodox Church. Conversations with pupils, and observations by the inspectors during lessons, indicate that teaching has an impact on their attitude, behaviour and living in accordance with the 'St Cyprian's Way'.

## **Teaching and learning in religious education**

**Grade 1**

Pupils thrive as a result of the teaching, have a positive attitude, enjoy religious education lessons and make very good progress. The teachers' good subject knowledge and commitment to Greek Orthodox beliefs lends confidence to their teaching. Icons, visual resources, Bibles and story books such as 'God's Dream' by Desmond Tutu are used very well to engage the interest of pupils. High expectations of pupils' attitude, response and behaviour serve to create classroom environments that are conducive to learning. Careful planning and assessment of learning ensure that work is very well pitched and suitably challenging for all the pupils. Lesson plans include tasks that encourage pupils to think. Pupils are given time to reflect on scripture and relate religious teaching to personal experience. An outstanding example of such teaching was seen in Year 6 where pupils used their Bibles to look up 'The Parable of the 3 Servants' (Matt 25: 14-30) and then identified how 'The Three Hierarchs' used their talents for the benefit of mankind. The deployment of teaching assistants is good as pupils with special educational needs have full access to the curriculum.

## **The religious education curriculum**

**Grade 2**

The religious education curriculum is good. The adapted 'Here I Am' religious education programme and the programme of study linked to the Greek Orthodox liturgical calendar provide a systematic study of God, the life and teachings of Jesus, central beliefs and traditions of the Church and the relationship between faith and life. The school has identified the need to review its current provision and assessment procedures so that its religious teaching programme is tailor made to meet its unique requirements. Curriculum provision offers pupils' opportunities to reflect and develop a response to God's call in their every day lives. Full advantage is taken of opportunities to develop skills in reading, Bible research, speaking and listening, drama, use of IT, exploration of the humanities and art in religious education lessons. The curriculum is enriched by focused weeks of study about The Jewish and Islamic Faiths which includes welcoming practitioners of these faiths to assemblies and visiting their places of worship. The school's ethos permeates through the physical, social and health education (PSHE) programme and is taught within the formal curriculum and accessed through Greek lessons, religious education, science, humanities and literacy. The curriculum makes a significant contribution to the spiritual and moral development of the pupils as they are taught to respect one another by following the school motto "I am strong through Jesus Christ".

## **Leadership and management of religious education**

**Grade 1**

The subject leader has a strong sense of the educational mission of the Greek Orthodox Church and the role of the subject in contributing to the school's part in this. The headteacher and senior leadership team support her, giving high priority to the subject. They are effective in their team work as they successfully promote a sense of spiritual purpose and high quality religious education. This unity of purpose and shared vision ensures that the faith

journey of each pupil is nurtured. High standards are maintained through effective monitoring of planning, lessons and pupils' work. A key factor in the school's success is the priority given to staff training by the subject leader and the parish priests. Therefore teachers' subject knowledge, including those of other faith backgrounds, is secure. Morale is high and as a result the pupils flourish. Highly efficient use is made of resources, icons, chapel and extended links with the wider parish communities to enhance provision. Governors play an active, informed and supportive role in the ongoing development of the teaching, learning and progress of religious education.