

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Gabriel's Church of England Primary School

Vision

Excellence with compassion.

“Whatever you do, work at it with all your heart.”

“Clothe yourselves with compassion.”

Colossians 3: 23 and 12

St Gabriel's Church of England 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 simple, yet profound Christian vision is understood extraordinarily well and deeply infuses this school's life. Through shared values and by continual living out of the vision, the lives of pupils and adults are transformed.
- Leaders understand fully and treasure the school community. They compassionately, with humility, serve pupils and adults to give them the best chance to succeed.
- Numerous opportunities are relentlessly sought to bring wide, unique and otherwise inaccessible, educational experiences to pupils. As part of the curriculum and extra-curricular offer, these significantly contribute to their whole development.
- Relationships across this diverse school are strongly built on acceptance, love, care and compassion. These enable individuals to flourish and be fully the person that God created them to be.
- Pupils show deep and considered thinking to big questions in religious education (RE). Through opportunities to reflect and respond spiritually, they are developing a strong understanding of religious ideas. They consider, wisely, what can be learnt from them for their lives.

Development Points

- Build up the enrichment provision in RE, such as through visits, visitors and other real experiences. This is to increase pupils' awareness and understanding of how religion is lived out.



Inspection Findings

Vision and Leadership

St Gabriel's School's name reminds of the 'good news' that the Angel Gabriel brought at the Annunciation. It symbolises, very appropriately, the impact of the school's work in transforming lives for good. This is brought about by the unwaveringly intentional living out of the Christian vision, truly appropriate for its context. As a small school, at the centre of a large housing estate, its size and identity are key features. They significantly help it serve its unique community in a personalised way through knowing people well. Wise stewardship of resources enables the school to sustainably provide an education that maximises the influence of its vision. There is an aim for excellence in all it does. Doing this with compassion brings a way of living, rooted in the Christian faith. This can be felt and is freely spoken about. The school's six core values of friendship, peace, service, endurance, justice and wisdom provide a framework by which the vision is brought to life. Leaders lead, humbly, in a Christian manner. This is valued by staff and pupils. It models the way for people to act. The vision securely guides policy and shapes practice. Regular monitoring processes and ongoing reflective evaluation by leaders, including governors, are robust and accurate. The impact of the vision is highly positive. The school's actions of developing pupils to flourish are focused upon preparing pupils well for secondary school and life beyond.

Vision and Curriculum

The vision's drive for excellence provides a broad curriculum appropriate for the school's context. There is also a wide-ranging provision of extra-curricular activities. Together, these develop various aspects of pupils' character. The school has made innovative use of its buildings and grounds. These preserve its historically unique features but make efficient use of them to provide facilities that meet the needs of pupils. Carefully matched interventions enable success. Several green spaces have been developed, such as the orchard, which pupils are able to tend. This nurture for the environment is linked to care for each other. There is a constant endeavour to bring experiences to the community, which many would not have otherwise. The school has journeyed through a reflective process of understanding spirituality. It has developed a structure of using 'I see, I think, I wonder' across all subjects. This ensures learning evokes thoughtful responses.

Worship and Spirituality

Collective worship follows the church's calendar and unpacks the Christian vision. This brings deeper understanding of the biblical teachings of the termly value. The school's commitment to providing for the spiritual flourishing of pupils and adults is realised through highly inclusive practice. The weekly family assembly is well-attended by parents/carers, reflecting the diversity of the school. Pupils and adults speak of how worship positively affects them. It clearly nourishes the school's spiritual growth. The community contributes to the content. For example, pupils in Year 6 suggest inspirational figures, who have portrayed a particular value, to include. Use of the spirituality approach ensures the promotion of spiritual development. Worship weekly 'challenges' for pupils and families have a consistent outward focus. These encourage how to live life in and out of school. The close partnership with the parish church supports worship. The Pimlico Musical Foundation brings benefits from being based in the parish church. As well as high-quality music tuition, their expertise is shared in teaching and exploring songs as part of worship and leading a choir. This enriches worship further, with people experiencing different music to enrich their spiritual flourishing.

Vision, Justice and Responsibility

The school is adept at finding funding and partnerships to excitedly bring opportunities to its community. An example is sports coaching from the nearby premier league football club. The local church youth worker is a trusted friend to families daily in the playground and support for pupils. They give the school a greater insight into the community it serves. Along with the vicar and foundation governors, this cements the church partnership as mutually integral to the school. The experience of how compassion is modelled fuels a strong



sense of justice and responsibility. For example, drawing upon the biblical story of Moses standing up for Jewish slaves, encourages pupils to speak out when others are being ill-treated. The school's concern for life outside brings many instances of it promoting responsibility to address injustice. This has included the school council collecting food and toiletries for the local homeless charity. The pupil eco warriors lead the school in living an environmentally friendly way. Another example is contributing positively to the community by planting bulbs and flowers on the local estate. Pupils are helped to understand they can change things for the better.

Religious Education

RE has a significant profile as it contributes intrinsically to the school's vision. Drawing upon diocesan guidance, a relevant and sequential curriculum, exploring Christianity and other principal religions, has been created. There is a balanced approach to learning about beliefs, thinking about them and looking at how they are put into practice. Imaginary characters are displayed in classrooms, such as Livvy who focuses on living out of faith. These visual prompts remind pupils to explore religious ideas in these complementary ways. They have been innovatively expanded to include icons for worldviews and identity. These are bringing greater diversity in the way beliefs are understood. This leads to pupils' developing strong knowledge. The RE subject leader supports teachers in delivering the curriculum effectively. This includes tailored, continual professional development. Engaging with the diocese keeps the school up to date with the latest developments. When considering best practice, the school always reflects on its context. Although there are occasional trips, full use is not made of visits, visitors and other enriching experiences. The ethos engenders pupils feeling RE is a safe space for sharing personal responses to learning.

The quality of RE teaching is consistently strong. This leads to pupils making considerable progress. RE is part of the school's monitoring and appraisal systems which ensures learning remains very secure. Adapting the curriculum, particularly using oracy, means those with special educational needs make exceptional progress. Class 'big books' show thoughtful thinking with a deepening spirituality. Ongoing and summative assessment are structured clearly to provide insights into knowledge and understanding. This is used proficiently to shape future teaching. RE is significantly preparing pupils to live well in a diverse world.

Vision and School Culture

The value of compassion, featuring prominently in the vision, brings a constant reminder of how to live. People are dignified for who and how they are. Older pupils spending time with younger ones as buddies help the new pupils settle more quickly. This cultivates nurturing relationships across the school. Adults speak about how they learn from pupils. Numerous awards motivate pupils in their own and each other's conduct. Behaviour is calm and caring. Wellbeing is included when pupils' progress is reviewed. This helps address barriers to thriving. Effective partnerships with specialist organisations bring advice and enable early help for families. Examples like seeking financial support to access the residential school journey ensure no-one is left out. The school is united in giving the best chances to each person so that they can flourish fully. The easy accessibility to and openness of school staff builds trusted relationships that really support this community. There is understanding of individual vulnerabilities and the disadvantage of deprivation that many face in their everyday lives.

Information

Address	Churchill Gardens Road, Pimlico, London. SW1V 3AG		
Date	06 February 2026	URN	101129
Type of school	Voluntary aided	No. of pupils	187
Diocese	London		
Headteacher	Rebecca Anson		
Chair of Governors	Owen Higgs		
Inspector	Shaun Burns		