



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### St Andrew's Church of England Primary School

116 Churchbury Lane  
Enfield  
EN1 3UL

**Previous SIAMS grade: outstanding**

**Diocese: London**

Local authority: London Borough of Enfield

Dates of inspection: 11<sup>th</sup> December 2014

Date of last inspection: April 2009

School's unique reference number: 102029

Headteacher: Cathryn Mann

Inspector's name and number: John Viner (NS 144)

### School context

St Andrews is a popular two-form entry primary school located in the centre of Enfield Town and serving the parish of St Andrew's. Its 480 pupils are drawn from the local area. Most are of white British heritage. A lower than average proportion of pupils is supported by the pupil premium and there is a higher than average proportion with special educational needs. Around 80% of pupils attend church. Although there has been recent turbulence in the school's leadership, it is now stable. The headteacher, who joined the school on a temporary basis, is now permanent. Pupils make at least expected progress and standards at the end of Key Stage 2 are around the national average. Ofsted has judged the school to require improvement and a monitoring visit indicates that it is now making good progress.

### The distinctiveness and effectiveness of St Andrews as a Church of England school are good

- Collective worship is at the heart of the school and a thread of prayer weaves through its life and work.
- The school is clear and explicit about the Christian values that it promotes. All stakeholders know them and can explain how they motivate the strong relationships between and among adults and learners
- Religious Education (RE) has a high profile in the school. It is well led, well taught and pupils make strong progress, attaining good standards
- Leaders and governors are clear about the school's direction and the shared Christian vision they articulate is bringing about rapid improvement in all areas of the school's work

### **Areas to improve**

- Review the balance of the RE curriculum so that pupils' good learning about Christianity is matched by their knowledge of other faiths.
- Ensure that all teachers' written feedback in RE is as good as the best so that, when they comment on the literacy elements of the work, they do not neglect to guide pupils on how to improve the RE.

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

A recent review of the school's aims and values has resulted in a clear statement of the Christian values that it promotes, which all members of the school community understand and articulate. Pupils and parents quickly identify these key values of love, courage and friendship and the school's motto that 'we love life, learning and God', which are displayed around the building. Parents say that this review has resulted in a much clearer expression of the school's character that is easy for their children to understand. This commitment to Christian values is increasingly evident in all aspects of the school's work. It informs school policy, promotes pupils' wellbeing and influences the way that the curriculum promotes their personal spirituality. Pupils are beginning to see that these values lie behind the warm, trusting relationships between and among adults and learners. As a result they enjoy coming to school regularly, behave well and generally work hard. This is leading to increasing progress and improving standards of attainment. Pupils' spiritual, moral, social and cultural development is promoted effectively so that they develop an appreciation of diversity and learn to be compassionate people who care for their world. There are good opportunities for them to demonstrate Christian love in action through involvement in charitable giving. RE makes a good contribution to pupils' personal development, helping them to appreciate diversity and understanding that Christianity is a multi-cultural world faith.

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

Collective worship, which the school calls 'assembly', is a pivotal element of each school day. Pupils actively look forward to it and show this in their very positive attitudes. They behave reverently, participate enthusiastically and sing tunefully. The work that the school is doing to raise the profile of music and singing is making a significant impact on the spiritual quality of worship. Worship helps pupils to develop and articulate a very clear understanding of God as Father, Son and Holy Spirit. Some reflect on acts of worship where they have been especially moved. For example, realising through a parable that they must build their lives on strong foundations and Christian values. It is the deep impact of worship on pupils' lives that makes it outstanding. Worship is carefully and thoughtfully planned around key Christian themes, centred on the person of Jesus. It includes distinctly Anglican elements such as an introductory response and the lighting of a candle to signal the beginning of worship. Pupils show by their quiet concentration that they understand the significance of this moment. It is led by a variety of leaders including the incumbent, whose visits are eagerly anticipated by the pupils. Parents say that their children regularly say how much they have enjoyed worship. While senior staff take most acts of worship, teachers are also encouraged and supported in this role, which is effectively increasing the school's capacity for leading worship. Pupils say they relish opportunities to take part in worship, especially when their class lead the special assemblies, which parents attend eagerly and about which they are unreservedly enthusiastic. Pupils are regularly involved in evaluating worship and their ideas are used to plan further improvement. Very good use is made of the parish church for key celebrations. These services are popular with parents who attend in good numbers. There are many excellent opportunities for pupils to reflect and pray, through the reflection areas in classrooms and the quiet prayer garden. Pupils quickly learn the nature and purpose of prayer and know that they are building a relationship with God. Their prayers demonstrate a developing spiritual depth and maturity and are retained as a sensitive record of their inward lives. Some of these prayers are used in acts of worship, as well as the church prayers that pupils learn. Through this excellent focus on prayer, pupils develop patterns for personal reflection that help to build foundations for their lives.

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

As in other core subjects, standards in RE are rising. Pupils make good progress from their starting points and most attain standards that are at least in line with national expectations. Since the last inspection much work has been undertaken to improve the RE curriculum and its assessment. Assessment is now frequent and helps teachers to know the progress their pupils are making. The programme of study is based on the Diocesan syllabus and is effectively supplemented by additional opportunities to introduce elements of RE in other subjects. It is well taught and teachers' confidence is strengthening. The recent introduction of a story telling technique called Godly Play is helping pupils to think deeply about the stories they hear. Teachers are good at supporting this deep thinking by the questions they ask and, as a result, pupils' progress is accelerating. When some teachers mark pupils' work, however, they sometimes focus on the standards of English and not the learning from RE. Parents agree that the school promotes Christianity well and that they value the work that it does in teaching their children about other faiths and cultures. This makes a good contribution to pupils' spiritual, moral, social and cultural development. There is an appropriate balance of learning about Christianity and other faiths but the curriculum arrangements result in pupils' weak understanding of the key features of other faiths. A significant proportion of pupils say that they would like to learn about other religions in more depth. Overall, pupils are enthusiastic about RE. They say that they get extremely involved in their lessons because they know their opinions are valued and enjoy learning from others. Class records of their ideas and comments illustrate a spiritual maturity about the lessons that pupils apply to their own lives. The subject leader is relatively new to the responsibility but is well supported by the headteacher and diocesan advisers. Leaders have monitored RE effectively and this evaluation ensures that the subject leader understands the priorities for development. This strong leadership is steadily improving the school's provision of RE.

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

There is a dynamic new partnership of headteacher and incumbent who, with governors and key staff, share and articulate a rich strategic Christian vision for the school. This is already having a significant impact on pupils' academic and personal development. The recent review of the school's aims and vision has united all stakeholders behind this strategic plan and everyone recognises the determination of the leaders to raise standards, promote Christian living and build pupils' spirituality. Governors speak of a shift in their knowledge of the school so that they now have a good understanding of its Christian distinctiveness and how future leadership needs can be identified and met. The Christian values that leaders and governors promote are at the heart of the school and are increasingly evident in its work. Governors recognise that these values drive the behaviour and attitudes of the whole school community. The partnership with the parish church is a developing strength because the headteacher and governors work closely with the incumbent. Parents say how much they value this and how successfully the partnership promotes pupils' spiritual, moral, social and cultural development. This collaborative work adds substantially to the school's capacity for its work in the community, to the benefit of its families. There are also good links with the churches of the local ecumenical partnership, which broadens pupils' experience of Christianity. Since the last inspection, leaders and governors have worked with diocesan officers to bring about robust improvements in RE and have further strengthened excellent practice in collective worship. The good partnership of leaders, governors, parents and church is bringing about steady and sustained improvement.

SIAMS report December 2014 St Andrew's CE Primary School, Enfield EN1 3UL



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### SIAMS Judgement Recording Form (JRF)

This form is to be attached to the main SIAMS report and returned to the diocese in which the school is situated and to the National Society.

School Name	St Andrew's Church of England Primary School
School Address	116 Churchbury Lane, Enfield, EN1 3UL
School URN	102029
Date of Inspection	2014
NS Inspector's Number	144
Type of Church School	Voluntary Aided
Number of Pupils	474
Phase of Education	Primary
Name of Critical Reader	Jayne Pavlou
Has Diocesan Quality Assurance been obtained for this Report? Yes	

	Rating 1-4
How distinctive and effective is the school as a Church School?	<b>2</b>
How well does the school, through its distinctive Christian character, meet the needs of all learners?	<b>2</b>
What is the impact of collective worship on the school community?	<b>1</b>
How effective is the religious education?	<b>2</b>
How effective are the leadership and management of the school, as a church school?	<b>2</b>
The school meets the statutory requirements for collective acts of worship	<b>Yes</b>
The school meets the statutory requirement for religious education	<b>Yes</b>