

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School			
Address	116, Churchbury Lane, Enfield, Middlesex, EN1 3UL,		
Date of inspection	01/10/2019	Status of school	Voluntary Aided Primary
Diocese	London	URN	102029
Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent
School context			
<p>St Andrew' is a primary school with 411 pupils on roll, plus 33 in the Nursery. The largest group of pupils are White British with Black African, Greek and Turkish being the next largest ethnic groups represented. Few pupils speak English as an additional language. The proportion considered to be disadvantaged and those with special educational needs and/or disabilities (SEND) are below the national averages but increasing. The school has longstanding links with the parish church.</p>			
The school's Christian vision			
<p>At St Andrew's we are passionate that our children know God's love for them. By experiencing this deep sense of love, our children are able to give their love to others, through their actions and behaviour, both within our school and local community.</p> <p style="text-align: center;">With God's Love, we live, learn and grow together (1 John chapter 4 verse 19)</p>			
Key findings			
<ul style="list-style-type: none"> • The school's Christian vision and associated values place God's love, and its outworking in showing love for each other, at the centre of school life and work. It is theologically and biblically supported and powerfully expressed in words and actions across this hospitable and inclusive Church of England school. • Links between the school and the parish church are exemplary. There is a synergy in the way the two work together which excellently expresses God's love for all. • Showing God's love in action, pastoral care for pupils and their families, as well as for staff, excellently sustains and practically demonstrates the school's Christian vision. • Collective worship and religious education (RE) are central to school life and strongly support pupils' academic and personal development. Pupils are productively involved in leading school worship in church but their leadership role delivering worship held in school is less fully established. • Areas for development in the previous denominational inspection (2014) were about making changes to improve the breadth of the RE curriculum and enhancing the subject area's assessment practice. Both were well addressed. However, assessment in RE is again being focused on, due to developments in diocesan and school assessment practice. 			
Areas for development			
<ul style="list-style-type: none"> • Broaden pupils' active involvement in planning and leading collective worship in school so that it is as strong as their very positive involvement with school worship held in the parish church. • Consolidate the recently introduced revised assessment system in the light of changes to the RE curriculum and to assessment practice across the school. 			

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

St Andrew's Christian vision and associated values draw deeply on biblical teaching. This is well emphasised through a focus on the outworking of God's love in practice. Thus, there is a clear emphasis on the importance of the individual and on recognising their gifts and talents, both academic and personal. Pupils and adults live out the vision through a consistent emphasis on showing love, courage and friendship. Hence, they flourish within this welcoming and inclusive school community. Consequently, pupils, including the most vulnerable, make at least good, and often accelerated progress, from their various starting points. This leads to attainment that is consistently above national and local authority outcomes. The relationship with parents is extremely positive as the school works proactively with them to support learning.

The vision was refreshed recently and included thorough consultation with the community. It is clearly articulated by leaders at all levels. It closely determines priorities and decision making. The headteacher effectively leads a dedicated team of teaching and non-teaching staff, who place the pupils and their families at the heart of what they do. Staff are excellently supported with their professional development and wellbeing prioritised. For example, a current focus is to further enhance staff wellbeing. As such, the governing body now has a member who is taking a lead in this area. This is a commendable example of how the governing body adapts to school priorities and shows God's love in action. The school's self-evaluation is detailed and accurate which leads to appropriate priorities for continued improvement. This is shaped by how developments help the community love, live, learn and grow together. Governors and senior leaders ensure that the central importance of collective worship and RE is celebrated. Both areas meet statutory requirements and contribute strongly to the outworking of the school's Christian vision and associated values. Areas for development in the previous denominational report have been profitably addressed.

There is a rich and well-rounded curriculum, complemented by a wide range of extra-curricular experiences. The school uses the International Primary Curriculum, through which it delivers the National Curriculum. This bold decision was taken because of the focus it gives on applying learning to everyday life, locally and globally. The emphasis on creativity and enquiry in lessons excellently supports the school's Christian view of education and the consequent high aspirations held for its pupils. Through their curriculum experience pupils have deep appreciation of difference and diversity. There is a calm and well-focused learning environment which is enhanced by appropriate display and mutually respectful relationships. Behaviour in and around the school site is excellent. Consequently, pupils, of different abilities and backgrounds, are extremely well supported and challenged in their learning. This means that they enjoy their time in school, make progress and achieve very well. Attendance is consistently above the national average.

Mirroring its vision, there is a shared understanding of spiritual development and its constructive impact on learning and personal growth. For example, challenging questions such as 'What does God look like?' are addressed in RE, through a wide range of activities and approaches to encourage reflection and deep thinking. Pupils appreciated differing points of view and share ideas respectfully. Pupils recognise that their voice can make a difference. An example is the school's recent involvement in supporting Water Aid which came from two pupils, wanting to challenge injustice. This was stimulated through some classroom learning.

The school uses outside funding from a charitable trust to employ a part-time parent support adviser, who also works for the parish church. She focuses on the wellbeing of pupils and their families alongside that of the staff, another example of the school demonstrating God's love for all. She is involved in counselling and conducts a programme of reflection and relaxation called 'mindfulness', for all pupils from Year 2 to 6. Due to its extremely positive impact there are well-advanced plans to extend this to the early years and to the staff. Her work illustrates the importance of the spiritual and Christian life of the school. It is an exemplary example of the synergy that exists between the school and the parish church. This exceptionally close and valued working relationship is also expressed by the innovative practice of overtly linking weekly worship themes between school, Sunday services and the church youth club. The parish priest is a regular and welcomed member of the school community, providing pastoral support, leading worship regularly, and as a governor. The headteacher regularly attends the church council to share school priorities. The church has a long-standing link with a church and school in Mozambique. There are embryonic plans for the school to extend global awareness further through joining this link.

The school values its connection to its community, including with local schools where some shared activities for pupils and the moderation of work by staff enhance school practice. A profitable relationship with the diocese is embedded, including the headteacher being called on to mentor new headteachers. Advice received from the

school's link adviser, from RE co-ordinator meetings and courses is taken and very well adapted by the school to serve its context and needs.

The daily worship programme has a varied and well-thought-through programme that enables pupils and staff to consider the implications of faith in the world today. The engagement of adults and pupils is excellent. Worship celebrates difference and encourages respect and dignity, based on the love of God for all, as shown through the Bible, Jesus and Christian action. Pupils take a considerable lead in planning and leading school worship held in church five times a year. Their involvement in planning and leading worship within school is less well developed. Pupils have a strong understanding of prayer and its importance within the school community, and for many in their own lives. This is appropriately enhanced through reflection and prayer areas inside classrooms and in the playground. There is also a group that meets to pray for the school regularly. In these ways, prayer permeates school life and supports its ongoing development.

The RE curriculum is very well balanced, following the recently introduced diocesan scheme of work. The school has implemented this excellently. Through it, pupils' appreciation of key beliefs and practices have been enhanced. Assessment successfully guides learning but is rightly being refreshed to meet the new scheme of work and developments in school assessment practice generally. The RE subject leader provides inspirational and practical support for staff in delivering RE.



The effectiveness of RE is Excellent

Through regular monitoring and effective support, teachers have developed confidence in teaching RE. The diocesan scheme of work has been skilfully adapted to meet the needs of pupils. Teaching is enriched through a wide range of different approaches and activities, carefully targeted to maintain pupils' enjoyment, interest and engagement. Pupils are both supported and challenged through RE. They make good and often accelerated progress as evidenced in the quality of oral responses and through the high quality, exemplary written work seen across the school. Indeed, samples of pupils' written work are used within the diocese as examples of effective practice. Attainment is in line with other core subjects in the school and positively mirrors the expectations of the diocesan scheme of work. Thus, pupils flourish through their engagement with RE.

Headteacher

Cathryn Mann

Inspector's name and number

Pamela Draycott (161)