

# Ongoing SIAMS Summary Self-Evaluation Template

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| <p><b>School's theologically-rooted Christian Vision</b></p> <p>Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.</p> |  |
| <p><b>Inspection Conversations: Context</b></p>   |  |
| <p><b>Who are we?</b><br/> <i>(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)</i></p>   | <ul style="list-style-type: none"> <li>• St Paul's has six Christian values: Love, Hope, Forgiveness, Faith, Friendship and Peace. These core values along with our vision are at the heart of all that we do. T</li> <li>• The school has been consistently successful and popular with a strong reputation for many years.</li> <li>• St Paul's is an average sized outer London primary school with a 60 pupil intake per year group in an area of low deprivation.</li> <li>• The school has a below average proportion of pupils with special educational needs compared to national 2024 (18.4%). There are currently 9 pupils (2%) with an EHCP. We have 18 children (4%) on the SEND register. Most pupils are of white British background and the percentage of children from other ethnic backgrounds is low. The percentage of pupils with EAL is well below the national average, (2% EAL). 80% of children are Christian, of these 8% identify as Roman Catholic and 6% Greek Orthodox . 1% of the children are Muslim (5 children), there is one Buddhist, one sikh, 2 Hindus and 3% state they are of no religion.</li> <li>• The majority of staff are from Christian dmoniations although other faiths are represented throughout the staff community.</li> <li>• The school works in partnership under the Executive Head with Saint Andrew's Enfield which enables resources to be shared, joint training to be undertaken and children to share experiences.</li> <li>• The school lies within the parish of St Paul's, Winchmore Hill. It also caters for children from other neighbouring parishes: Holy Trinity, Winchmore Hill; St John the Evangelist, Palmers Green and St Peter's, Grange Park. There are close links with our partner churches, especially St Paul's.</li> <li>• Vulnerable pupils make good progress. SEND and PP support is effective – see Ofsted report</li> <li>• The school also has strong links with the local community.</li> </ul> |
| <p><b>What are we doing here?</b></p>   | <p>See Full SEF</p>  |

## Inspection Questions (IQ)

How then shall we live? *(This information is key to enabling inspectors to make evidence-based judgements.)*

| Inspection Question (IQ)  | Impact of provision and sources of evidence  |
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| <p><b>IQ1</b> How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> | <ul style="list-style-type: none"> <li>• Shine like Stars in the World is expressed daily, throughout our community. This is within Collective Worship, Weekly Star Awards, Half Termly Church Services, pupil reports and letters to parents.</li> <li>• Parents are highly supportive of the vision and are involved in celebrating it during the above activities and services.</li> <li>• The vision is a standing item at Governors' meetings. School staff work with children and parents, driven by the vision to enable adults and pupils to flourish</li> <li>• CPD is strong among the staff with the Head of School involved in a number of RE groups locally including the LDBS, Church Heads Meetings, ETSP.</li> <li>• New staff have attended the Diocese training and receive RE focussed CPD in school sessions.</li> <li>• We invest in staff personal development and well being to enable staff to flourish. Staff actively participate in collective worship enabling them to have time and space for reflection.</li> <li>• Regular reviews of our collective worship, RE teaching and feedback from staff, parents, pupils and governors support our understanding of the impact of our vision.</li> </ul>  |
| <p><b>IQ2</b> How does the curriculum reflect the school's theologically rooted Christian vision?</p>               | <ul style="list-style-type: none"> <li>• We have audited the curriculum to identify areas linked to our Vision and our Spirituality Policy to ensure that it is interwoven throughout the life of the school.</li> <li>• We work hard to engage pupils in both curricular and extra-curricular activities where we can make a difference to others, supporting our pupils to 'shine like stars to make the world a better place.'</li> <li>• All staff understand the importance, not only of high academic achievement, but also of developing 'the whole child'. Staff set high expectations for all groups of learners no matter what their starting points. Every child is expected to meet his or her full potential.</li> <li>• We provide regular, daily opportunities to foster spiritual capacities such as imagination, compassion, kindness and empathy. Children have time to explore and express feelings and emotions and to celebrate diversity. Children learn how to be resilient and how to use their spirituality to support their emotions and well-being.</li> <li>• Data shows that the vulnerable pupils are making good progress that is broadly in line with their peers. Pupil voice during observations and in small group discussions with different cohorts of pupils show that we are achieving our aims.</li> <li>• Results are above national average in all areas.</li> <li>• Visitors to the school often remark on the good behaviour and eloquence of the children.</li> </ul> |
| <p><b>IQ3</b> How is collective worship enabling pupils and adults to flourish spiritually?</p>                     | <ul style="list-style-type: none"> <li>• At St. Paul's, we describe spirituality in the following ways: <ul style="list-style-type: none"> <li>· <i>It is to do with searching for identity and how a person responds to the challenges of life.</i></li> <li>· <i>It is to do with living our best lives, being the best version of ourselves, considering others and the impact we have on them. A developing sense of empathy, concern and compassion and an ability to reflect on how our values and principles affect our relationships with others.</i></li> </ul> </li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>· <i>Spirituality is an appreciation and cherishing of what is good, joyful, truthful and beautiful, and, in relationship with others, of what is generous, creative and loving. The spirit of a person is seen in acts of courage and perseverance, in dealing with both setbacks and praise, in endeavour and enquiry.</i></li> <li>· <i>It is about creating a better world, leaving our mark in a positive way.</i></li> <li>• Our Collective Worship is planned to support and deepen pupils’ and adults’ spirituality. Children are offered opportunities to reflect on their own spirituality during Collective Worship and are challenged to improve themselves and their world identifying opportunities for courageous advocacy.</li> <li>• Our partnership with local churches along with the variety of worships experienced within school each week enable our community to experience different forms of worship and different styles of leading worship which are all rooted in Biblical understanding.</li> <li>• The RE Leads within the partnership work together with Church leaders to plan Collective Worship, using the lectionary and wider resources to broaden and deepen participants experiences in an atmosphere of inclusivity and invitation.</li> <li>• Our recent Pupil and staff voice surveys have demonstrated the strength of our collective worship in allowing children and adults to flourish.</li> </ul> |
| <p>IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> | <ul style="list-style-type: none"> <li>• School vision and values are at the heart of our school, demonstrating our desire for all pupils to live and work harmoniously together, achieving the best that they can be.</li> <li>• In our curriculum, we celebrate diversity and key people in different subject areas</li> <li>• We have clear policies that promote a culture in which people’s mental health and well being are enhanced; our Mental Health and Well-Being policy, our Behaviour policy through restorative practice and our SEND policy which identifies strategies to help a variety of needs.</li> <li>• We support pupils to consistently develop good self-help strategies, build resilience and know where to go, if they feel that their mental health is suffering.</li> <li>• Children are made aware who to speak to in school, if they have a concern.</li> <li>• We use pupil and staff surveys to assess both pupil and adult wellbeing and to allow discussion of any issues which arise.</li> <li>• Leadership meet with parent reps to gain their views and address any concerns.</li> <li>• Our Well-being Governor regularly meets with Senior Leaders and is available at school for staff and students to talk to about any concerns. We have a staff well-being rep. as another avenue for staff to raise concerns.</li> </ul>   |
| <p>IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?</p>       | <ul style="list-style-type: none"> <li>• Positive relationships are built upon and we have clear procedures for pupils who do not follow our school rules, to the detriment of others.</li> <li>• We promote opportunities for children to resolve conflicts through supportive conversations.</li> <li>• RE lessons are safe spaces to explore and express ideas.</li> <li>• Children of other faiths and culture are respected and are happy to come to collective worship, which is invitational.</li> <li>• We overtly encourage tolerance and respect for children who have different needs or learning styles.</li> <li>• We regularly engage with parents to demonstrate our outward facing.</li> <li>• We have appointed a member of staff responsible for developing our outreach programme, with the children and who promotes the activities amongst the school community, encouraging others to take action.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Children have a deep understanding of the issues that concern our world through our well-crafted curriculum. We welcome their ideas for change and support them in making change happen, within our school and beyond.</li> <li>• Our partnership with St. Andrew’s CE Primary School encourages pupils to work together for a common aim e</li> <li>• Our relationship with our four partner churches provide pupils with diverse forms of worship and support teaching and learning within our school RE scheme, providing diverse viewpoints within a Christian context.</li> <li>• Visits are made to other places of worship. This encourages enquiry, discussion and ultimately respect for our neighbours.</li> <li>• Throughtout the year, we support national and global charities to raise awareness of national and global issues.</li> </ul>   |
| <p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the <a href="#">Church of England’s Statement of Entitlement for Religious Education</a>)?</p>           | <ul style="list-style-type: none"> <li>• The school is meeting the principles and tenets outlined in the CE statement of entitlement and uses the LDBS designed scheme as it provides a broad and balanced spiral curriculum which builds on knowledge and skills.</li> <li>• The RE link governor is very active in the school, taking part in discussions with staff and children.</li> <li>• Dedicated funding is provided to ensure that RE is well-resourced and the school is a member of NATRE.</li> <li>• The pupils also benefit from a number of trips and visits to enhance their RE learning e</li> <li>• Staff feel confident teaching RE and know that if they are concerned about their knowledge, they can meet with the RE Lead to gain support.</li> <li>• Staff gain regular CPD through our RE Lead, the LDBS and other online providers.</li> </ul>  |
| <p>IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?</p> | <ul style="list-style-type: none"> <li>• Subject leader monitoring provides evidence that RE is taught well.</li> <li>• We have two annual RE days to focus on our values and vision.</li> <li>• RE corners with displays and artefacts to support ongoing learning and retention of key vocab/ideas.</li> <li>• Behaviour for learning is excellent in RE. Pupils are respectful of differing opinions and points of view, curious and make thoughtful links between what they have learned and what is important to them.</li> <li>• The clergy are actively involved in supporting Teachers when planning new units and regularly contribute to lessons and topics.</li> <li>• Children undertake visits to places of worship and visitors are invited in to the school .</li> <li>• Pupils make good progress in RE and the subject is given high regard.</li> <li>• Teachers track pupil progress with outcomes matching those of English for the majority of pupils. Ongoing and summative assessment is carried for each unit of work.</li> <li>• Pupil voice is carried out regularly alongside visits form our RE Link Governor and this reflects a high degree of retention of key concepts and ‘sticky knowledge’ as well as an enthusiasm for the subject.</li> <li>• The collective worship committee feedback from all Year Groups at the termly clergy meeting so the thoughts of all pupils are represented.</li> </ul> |