

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Voluntary Aided Primary School

Ringwood Way, Winchmore Hill, London, N21 2RA

Current SIAMS inspection grade	Outstanding
Diocese	London
Previous SIAS inspection grade	Outstanding
Local Authority	Enfield
Dates of inspection	26 May 2017
Date of last inspection	April 2012
Type of school and unique reference number	Voluntary Aided - 102035
Headteacher	Bruce Russell
Inspector's name and number	Pamela Draycott (161)

School context

This larger than average primary school serves a residential suburb in north London. It is proud of its history of Christian service through education. Most pupils are White British with over 30 percent from a range of other ethnic backgrounds. This is a larger percentage than that found nationally. The percentage of pupils for whom extra funding is received due to social disadvantage is well below the national average. The percentage with special educational needs or disabilities is just below the national average. The vast majority of pupils are from Christian backgrounds. The headteacher came into post in January 2017.

The distinctiveness and effectiveness of St Paul's Primary School as a Church of England school are outstanding

- A strong leadership team and effective governing body promotes an explicitly Christian and inclusive ethos. This successfully sustains and drives forward developments as a church school, and appropriately influences the daily actions of those who work and learn here.
- Partnership with the four linked Anglican churches and the high priority given by clergy to ministry within the school makes a significant contribution to its distinctive Christian character.
- The impressive worship programme provides the focal point for the school's Christian life and impacts very positively on pupils' religious, spiritual and moral development.
- Exemplary behaviour and mutually respectful and supportive relationships are clear expressions of the school's Christian vision and values.
- Religious education (RE) has a high profile with high standards and very good progress being made across the school.

Areas to improve

- Embed changes to the RE curriculum based on the newly introduced diocesan schemes of work in order to refine teaching, learning and assessment practice in the light of these developments.

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

The school successfully lives out its Christian vision. This is to be, 'a happy, welcoming Christian community in which children and adults work hard together to care for each other and the world, and to learn, grow and achieve success'. Its core values of love, forgiveness, truth, friendship, hope and peace are expressly linked to Christian teaching. Its vision and values positively impact on the strong sense of belonging and respectful relationships in evidence. Pupils and adults clearly articulate their importance and can give examples of how behaviour and attitudes are effected as a result. For example, a Year 3 pupil, reflecting on being a good friend, expressed how Jesus was a friend to those in need. The school's Christian vision places emphasis on each individual as a child of God. Consequently, there is a holistic view of education which focuses on academic excellence and on strong personal development. This means that pupil attainment is well above the national average. All groups, including the most vulnerable, make very good progress from their starting points: most pupils come into school with good levels of development. It also means that there are effective pastoral systems in place which positively encourage pupils' wellbeing. As a result, attendance is above the national average and instances of poor behaviour extremely rare. Where attendance or behaviour falls short of the very high standard expected, in keeping with its Christian foundation, the school works compassionately with pupils and their families to bring about improvements. Spiritual, moral, social and cultural (SMSC) development is a strength and has a high priority. For example, bi-annually each subject area has an enrichment week where a range of opportunities are provided to enable pupils to explore in greater depth. Through this cycle and through other activities such as visits, locally, nationally and internationally, pupils address a wide range of opportunities to consider religious, spiritual and moral issues. Pupils take responsibility for themselves and others. For example, by leading worship, a buddy system between Year 6 and Reception and through classroom, house and team roles. These opportunities are responded to extremely positively by pupils who are developing as thoughtful, polite and caring individuals with an interest in making a difference to the world around them. This can be seen through the charitable giving that takes place in school. This is clearly attributed to its Christian ethos and an outworking of its values. 'It's important to show love to those in need, just like Jesus did. It makes the world a better and more hopeful place,' as suggested by a Year 5 pupil. Religious education (RE) encourages pupils to develop an appreciation of the difference and diversity there is in 'God's world'. This enriches pupils' knowledge and understanding of a range of different beliefs and practices and of the significance of faith in the world today. Pupils have a good understanding of Christianity and within that, Anglicanism, as a multi-cultural world faith. This is enriched, for example, by its links with schools in Angola and Spain. The school also sponsors a child in Kenya and hears regularly about his life there.

The impact of collective worship on the school community is outstanding

The well planned weekly worship programme is at the heart of the school's day. Across the week the varied daily act of worship takes place in different groupings. This includes class, key stage and whole school opportunities. This helps to make worship relevant for those involved around a theme, linked to the school's core Christian value for the term. Its themes are thoroughly developed to explore its core Christian values alongside aspects of the Christian year. The weekly programme is led by a range of adults with strong pupil leadership and engagement, particularly in class-based worship. The programme is extremely well extended through regular visits to St Paul's Church and by Year 5 and 6 pupils attending a Eucharist service six times a year. These take place either in St Paul's, Holy Trinity, St John's and St Peter's. These are the four Anglican churches closely associated with the school. Additional services mark particular Christian festivals, welcome and leavers' services and an annual school thanksgiving service are also embedded within the worship programme. This is indicative of the richness and importance of worship for the school community and its significant impact on its life. Worship is well structured and inspirational and regularly involves biblical teaching. As a result, pupils are developing a deep understanding of the importance of Jesus and of the Bible for Christians which they relate to events in their own lives and the world at large. 'The Bible is important, it tells you about Jesus. We have Bibles in school. Stories give examples of what to do – like being brave like David was,' commented a Year 4 pupil. They also have an age-appropriate awareness of key Christian beliefs and ideas such as that of God as Father, Son and Holy Spirit. This was shown by a Year 3 pupil who said, 'Jesus was baptised and there was the Trinity – Jesus, the dove and the voice'. Prayer and reflection opportunities punctuate the school day. This includes each class having its own prayer space which is well presented and used. This leads to pupils valuing prayer and recognising its significance within the school, and for many of them personally. As a Year 5 pupil said, 'Prayer is not just talking to God, it's listening to God as well. It makes me feel calm and peaceful inside, especially when something bad has happened like the bomb in Manchester'. Whilst a Year 2 pupils said, 'Prayer is communicating with God, saying 'thank you' and asking God to help you'. Pupils know the Lord's Prayer as an important Christian prayer, 'because Jesus taught it to his followers' as a Year 4 pupil commented. A monthly parents' prayer meeting also takes place in the school and prayers are said regularly in the local churches for the school and its work. The impact of worship on the school community is monitored and

evaluated regularly with pupils' and staffs' views being taken into account. This leads to refinements which sustain the excellent practice in evidence.

The effectiveness of the religious education is outstanding

RE has a very high profile, being treated as a core subject alongside reading, writing and mathematics. Its leadership and curriculum meets the Church of England Statement of Entitlement for RE fully. Its importance and positive impact on the school's Christian ethos and values is clearly recognised by staff, governors, pupils and parents. Standards are above national expectations and progress is very good for all groups of pupils. This is because pupils are attentive and engaged in their learning. They enjoy RE and respond positively to the focused and well planned teaching. Examples of this were seen in Reception where pupils fully involved themselves in the Buddhist story of the monkey king. Also in Year 2 where pupils explored significant qualities of leadership following the example of Guru Nanak. Attainment and progress is closely and accurately monitored, using a newly developed school system. There is a strong focus on content in RE that appropriately addresses both Christianity and other world faiths. Biblical stories and exploring the significance of key Christian festivals, symbols and beliefs provides a major aspect of the curriculum. Opportunities for pupils to reflect on the significance of different beliefs and practices for themselves and others is expressly planned for across the curriculum. This includes, for example, expanding understanding of Islam and Hinduism through visits to a mosque and a mandir respectively. A wide range of activities develop skills such as investigation, interpretation and analysis very well. Pupils appreciate how different approaches such as role play and drama, discussion and debate, artwork and reflection support their learning effectively. Pupils of all ages are able to share ideas and beliefs articulately within a respectful learning environment. This contributes deeply to pupils' learning. Pupils use and understand key words associated to their RE learning very well. This indicates the effective and clear links between RE and literacy. The curriculum is being refreshed through the introduction of different units of work. These are based on the recently released diocesan scheme of work. Although new, there is distinct evidence that this is proving to be effective in enhancing pupils' engagement and enjoyment of the subject. It is providing a very clear framework for teachers. Thus it is improving their confidence in teaching RE as they adapt the diocesan units. This means that this development is helping to sustain the high standards of attainment and progress evident. The link governor and senior leaders work closely in partnership with the subject leader to ensure continued refinement of RE. Regular monitoring and evaluation of standards, teaching and progress feeds into the subject action plan well, which likewise ensures that RE continues to have its high profile and contribute positively to school life.

The effectiveness of the leadership and management of the school as a church school is outstanding

Under the collegiate guidance of the new headteacher, the strong leadership team, working in close partnership with an effective governing body, confidently and consistently promote the school's Christian vision and values. This is firmly rooted in the teachings of Jesus. Since the previous denominational inspection the vision and values have been renewed. This is so that they effectively sustain and promote its Christian distinctiveness and effectiveness for the current stage of its life. Governors are highly committed to and knowledgeable about the school. They input very well into its self-evaluation as a church school. This is accurate and detailed and leads to effective action planning for maintaining outstanding practices across. There is a secure system of staff and governor induction which means that its' Christian and inclusive nature is well shared and embedded. Governors have secured strong leadership for both RE and the worship programme. Both areas meet statutory requirements. Regular staff training for RE and other aspects of working within this church school context promotes the professional development of staff effectively. The curriculum is broad and balanced with suitable enrichment opportunities in line with the school's Christian emphasis on high academic attainment and strong personal development as, 'two sides of the same coin'. Parents are kept very well informed of their children's progress. They are very supportive of the school and its Christian underpinning. They see how the school's Christian values have a strong impact on their children's behaviour and attitudes. Parents say that this is evident in the ways in which their children show respect for themselves and others. They link this expressly with the school's Christian values being put into practice. Bonds with the local Anglican church are strong through the four parishes most closely associated with the school. There is a mutual expression between school and church of Christian service to the community. Clergy are regularly involved in school life through governance, leading worship and providing pastoral care for the school community. Many school families worship locally which means that relationships between home, school and church are mutually supportive. Assistance from the diocese is drawn upon through courses and advisory support has a clear impact on school practice. St Paul's is the lead school for the diocese in initial teacher training in the area. Through this it makes a strong contribution to the development of teachers for working in the church school context and beyond.

SIAMS report (May 2017) St Paul's CE (VA) Primary School, Enfield, London, N21 2RA

