



St Paul's Church of England Primary School



Statutory Inspection of Anglican Schools

Inspection Report

School address Ringwood Way,
Winchmore Hill,
London
N21 2RA

Headteacher Sally Moore

Type of School Primary
Status Voluntary Aided
Unique Reference Number 102035
Diocese London
Local Authority Enfield
Date of last inspection 28th June 2007

Inspection date 19th April 2012
National Society Inspector Alan Thornsby (NS 137)

The Education Act 2005 (Section 48) requires the governing body or foundation governors of Church of England Schools to appoint a person to undertake the inspection of denominational education and collective worship in schools with a religious character.

School context

St. Paul's is a large school where the majority of pupils are of White British heritage. The proportions of pupils entitled to free school meals and those with special educational needs and/or disabilities are below average. The school has a breakfast and an after school club that are managed by the governing body. The school has received a number of awards including Healthy Schools status.

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

There is a great sense of belonging and togetherness that results from the impact of Christian values and the links with the four local churches. Children are securely nurtured academically and personally to develop confidence, self esteem and the ability to make decisions to inform their future lives. The cycles of review and development ensure staff and governors provide the best possible learning environment.

Established strengths

- The vision and commitment of the senior leadership team, staff and governors to on-going development as a church school
- The strong links with the local churches and communities
- The quality of the academic and personal development of all pupils

Focus for development

- The climate of on-going review and development has resulted in the inspection identifying no major areas for development

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

The warm, welcoming ethos of love, care and respect reflects the Christian values that are at the heart of the practice and policy of this school and inform every decision. High expectations of staff for pupils' work and behaviour enable all pupils to make good progress because they know what is expected of them and how to achieve it. They enjoy the range of rewards that recognise academic and personal achievement. Pupils have a good understanding of the relevance of the name of the school and its distinctive character. They recognise Christian values and link these to Olympic values and the teachings of Jesus, explaining that 'we behave like this because this is what Jesus would expect us to do.' Pupils are confident and articulate and have a great sense of belonging to a church school and the impact this has on their lives. This promotes consideration and responsibility for each other and reflects the impact of Philosophy for Children and Rights Respecting Schools initiatives. Pupils have a good understanding of different faiths because of shared experiences. They also recognise the range of Christian denominations. Spiritual, moral, social and cultural development is a strength of the school because of the quality of teaching and opportunities for activities and visits. It is furthered by links with a school in Madrid and learning Spanish. The school council provides a voice for pupils and part of its role is identifying charity support through fundraising. This includes supporting a child in Africa. Displays throughout the school and prayer corners in classroom reinforce the ethos of the school.

The impact of collective worship on the school community is outstanding

Worship is central to the spiritual life of the school. It is founded on a comprehensive policy that includes guidelines for leaders and the range of formats that includes whole school, key stage and class worship. The coordinator is well supported by the clergy committee, made up of the clergy from the four local Anglican churches and staff who meet termly to evaluate and plan worship themes and services. Evaluation includes weekly written evaluation of whole school worship, formal and informal discussion by staff and foundation governors and questionnaires by pupils and

parents. Pupils have an understanding of the breadth of the Anglican practice and a sense of belonging to a wide worshipping community because of the links with and input of clergy from the local churches. Current themes are based on Olympic values and pupils readily relate these to the teachings of Jesus. For example, the theme of 'friendship' was explored and linked to the story of the lame man at Capernaum. Pupils enter the hall with a sense of anticipation and create a reverent atmosphere for worship. Pupils show their enjoyment of worship through responses to questions, role-play and enthusiastic and meaningful singing. This also includes singing the school hymn that recognises the ethos and values of the school. Prayer has a high profile of the daily life of the school and pupils explain how to use finger to say a range of prayer. They also describe the effective use of prayer books in each class. The four local churches are regularly used for festival services and annual services for each key stage. Each term St Paul's and one of the other churches is used for Year 5/6 Eucharist. Celebration assemblies recognise achievements through 'Tigger' awards and the recognition of pupils displaying values.

The effectiveness of religious education is outstanding

The successful teaching of religious education (RE) has the highest priority in school. The well-written policy underpins effective planning that is constantly evaluated by teachers to inform the next stages of children's learning. The policy also refers to on-going development of assessment strategies. The co-ordinator maintains an overview of developments through evaluation of planning, teaching and assessments. A termly RE diary prepared by teachers shows RE coverage and links to other areas. Assessment for learning and end of unit assessment indicates that standards are above national expectations and that many children achieve better in RE than literacy. Teaching is good or better because of teacher knowledge and enthusiasm. They encourage pupils to fully develop thinking skills through peer discussion and reflection to make moral and spiritual decisions. This shows the impact of the 'Philosophy for children' (P4C) strategy. Lessons are introduced with a learning objective that is explored to guide the thinking of pupils. For example, in Year 2 children retold the story of The Prodigal Son before exploring and illustrating the emotions of different characters through freeze frames. Older pupils show maturity and confidence in their thinking. Year 5 pupils explored different meanings of love before engaging in honest and open discussion of the qualities needed by man and wife in Christian marriage. This new unit of work is the result of discussions led by foundation governors involved in curriculum development. Well-presented work in pupil's books reflects the wide range of learning activities. Some books have level descriptors to support pupils' self-assessment. Marking comments often direct children to the next stages of learning.

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

The school is driven by the vision of the head that is shared with the senior leadership team and governing body. Christian values securely underpin the policy and practice of the school and adults are all role models for pupils to mirror. The clergy committee develops the Christian character of the school. Foundation governors are proactive in maintaining and evaluating the Christian character of the school through involvement in self-assessment with senior leaders. They also maintain the links with local churches. The curriculum committee ensures the integration of RE and worship and the identification of Christian values in every subject. The climate of on-going review and evaluation by staff and governors inform the school development plan. Staff and governors ensure curriculum and professional development through training opportunities, many provided by the diocese. The quality of teaching and leadership of the school has resulted in the school sharing skills with other schools and initial teaching programmes. Parents recognise the strengths of the school, making typical comments such as 'here children have a great sense of belonging to a community that is not just about academic development' and 'the values of this school prepare our children for a life in a multi-cultural and multi faith society.' Parents support the school in a number of ways including fund raising activities and a prayer group.



Judgement Recording Form (NSJRF)



Name of School: St Paul's Church of England Primary School
Ringwood Way, Winchmore Hill, London, N21 2RA

Date of inspection: 19th April 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 419
URN Number: 102035
NS Inspector's Number: 137

Rating 1-4

How distinctive and effective is the school as a Church school?	1
How well does the school, through its distinctive Christian character, meet the needs of all learners?	1
What is the impact of collective worship on the school community?	1
How effective is the religious education?	1
How effective are the leadership and management of the school, as a church school?	1
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes

* Voluntary Aided Schools