

School context

St James' is a single class entry school that is smaller than average. The large majority of pupils are from minority ethnic heritages, with about a quarter speaking English as a second language. The proportion of pupils known to be eligible for free school meals is average. The proportion of those with special educational needs and/or disabilities is below average. The acting headteacher has been in post since September 2011.

The distinctiveness and effectiveness of St James' as a Church of England school are good

The acting headteacher has led the school with great determination and vision. This has enabled the school to review its distinctive nature and introduce initiatives to reinforce this. Relationships across the school are excellent. Pupils are confident and well behaved. They know that they belong to a special community where they are challenged and supported to achieve academically and personally. They also have an understanding of other faiths and the similarities between them.

Established strengths

- The vision and commitment of the acting head teacher in developing the Christian character of the school.
- The strength of relationships that create a vibrant sense of community
- The impact of the ethos on the spiritual and personal development of pupils

Focus for development

- Staff and GB to explore the ethos of the school in terms of explicit Christian values and give pupils opportunities to reflect on these in displays
- Embed assessment and further pupils progress in RE through the use of differentiated tasks and moderated work samples
- Ensure foundation governors are fully involved in evaluating worship and the distinctive character of the school

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

St James' school has a welcoming and caring ethos that fully reflects the implicit Christian values that underpin the life of the school. Everyone is valued as a unique individual. Polite, confident and articulate pupils are challenged and supported to achieve well academically and personally because of the high expectation of adults. This results in excellent relationships between adults and pupils, a vibrant sense of joy in learning and a feeling of belonging to a special community. These feelings are fully expressed by the pupil who said 'we don't just like our school. We LOVE it!' Pupils explain 'Our teachers are perfect. They care about us and find strategies to help us when we find things difficult.' They understand the distinctive Christian character of the school and make positive comments about the need to care for each other and other people, such as 'we learn about faith and right and wrong and why Jesus died for us.' Pupils recognise the importance of learning about other faiths. This enables them to talk about the similarities between faiths and shared leaders such as Moses, Abraham and Jesus. They recognise that the values of the school reflect the teaching of Jesus and that their 'golden rules' reflect this. They describe how Christian values of honesty, forgiveness and care are part of the daily life of the school. They also recognise the respect and trust of the school in being allowed to take laptops home. Pupils enjoy opportunities for reflection in worship, lessons and during the school day to be able to 'have time to think and sort out things.' Spiritual, moral, social and cultural development is strength of the school because of the ethos, the range of sports and music activities, art projects and visits to and links with other schools. The stained glass windows and interactive "Learning in Faith" display, with artefacts and symbols, proclaim the distinctive nature of the school in the school entrance. However, although classrooms have a cross and reflective area that is well used by children, the present implicit nature of Christian values in school means these are not consistently reinforced for pupils.

The impact of collective worship on the school community is good

Worship is central to the life of the school as a time to nurture the spiritual and moral development of pupils. The practice is securely underpinned by an effective policy. Themes are based on Christian values and the liturgical year. Pupils describe worship as 'a time to come together, reflect and learn about God and talk to Him.' All are engaged by a focus slide and covered table with a candle, cross, Bible and globe. Everyone recognises the need for a reverent atmosphere, with quiet thoughtful entry and exit to calming music and excellent behaviour. Pupils show the extent of their engagement in worship by their enthusiastic and meaningful singing. Leaders have an excellent rapport through an effective use of voice that encourages careful listening. The vicar leads a weekly act of worship and the church is used to celebrate festival services. Pupils make thoughtful responses to questions and enjoy taking part in role-play or helpers. They have a good understanding of prayer as 'a time of quiet to talk to God because in a time of quiet God comes to us.' Pupils make good use of the prayer box to write prayers that they later share in worship. The value that pupils place on reflection and discussion throughout the day shows impact of worship. This enables them to have a good understanding of Christian symbolism and the liturgical year, explaining for example 'Jesus the light of the world remind us how to be kind and respect other people. Although pupils offer responses to worship through school and class councils, presently other evaluation is through informal staff discussion. This has resulted in developments, including an increase in the variety of songs. The links with church have been strengthened through shared 'Learning in faith' displays in school and church and joint carol services and Education Sunday service. The church link is reinforced through the presentation of a Bible as pupils leave the school.

The effectiveness of the religious education is good

Since the last inspection the subject leader has introduced a modified diocesan syllabus that is totally appropriate to and reflective of the local community. The policy is well written with guidelines for medium and weekly planning that makes links to other faiths through a creative curriculum. The policy also highlights the importance of visits to places of worship to enhance spiritual and moral development. The subject leader supports staff by modelling lessons, especially Godly play. Assessment, based on the achievement of learning objectives, indicates that attainment is generally above average as in other core subjects. The school is still in the process of developing procedures for assessment tracking to give a broader picture of progress. Teaching is good because of the pace of lessons, the skilled questioning of teachers that encourages reflection and the thoughtful responses of pupils. For example, in a Godly play lesson in Y4 based on 'Journeys', effective questioning and opportunities for reflection enabled a child to identify a connection between the celebration of the Israelites after crossing the Red Sea and the celebrations of the shepherds after visiting the baby Jesus. In an Y6 lesson about the difficult decisions made by Moses, pupils were encouraged by the teacher to further develop their thinking through the use of connectives. Much practical work is recorded photographically or by the use of annotated planning and notes in books. Samples of work are kept but presently these are not levelled to aid teacher assessment. Work in books is usually well presented with marking comments from teachers relating to successful learning. However work is differentiated by outcome rather than by pupils of differing abilities being given tasks to challenge their capabilities. The vicar makes a significant input into RE, exploring with children the church building and Anglican rites of passage such as birth, marriage and funerals. He also uses his teaching experience 'to explore big questions with growing inquisitive minds.'

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

The acting head has a clear vision for renewing relationships and re-establishing the distinctive character of the school. She has rapidly and successfully implemented many new initiatives, including the 'Learning in Faith' areas in both school and church. These make an obvious statement about the school's distinctive foundation and links with the church. Foundation governors maintain and develop the ethos of the school through links with church and ensure children are happy within a Christian context. Self-evaluation has encouraged reflection and action to identify and celebrate and the strengths of school. Governors have attended an 'experience day' to gain an insight into the daily life of the school and further develop relationships with staff. This has resulted in the whole school community being more aware of the implicit Christian values that

underpin and drive the school and recognition of the need to make these more explicit in both practice and policy of the school. The governing body is aware of the importance of professional training for themselves and staff in order to be able to fully engage with developing the school further. Adults in school are role models for pupils. They display a great sense of enjoyment and Christian love that impact on the whole of the school community. Parents are full of praise for the school and the impact on themselves as well as their children. Typical of the many exemplary comments from parents are 'this school does so much for my children I just have to volunteer to help here' and 'I am so very proud of this caring school that gives our children the confidence and social skills to be able to talk to anyone.' The school provides workshops in maths and computer skills that enable parents to support their children's learning at home. The provision of a family room allows parents to use computers in school. The links with church have been strengthened as an aspect of the school growing as part of the local community, with the school newsletters regularly promoting church services and events.

SIAS report January 2012 St James' Enfield EN3 7HH



Judgement Recording Form (NSJRF)



Name of School: St James' Church of England Primary School
Frederick Crescent, London, EN3 7HH

Date of inspection: 26th January 2012
Type of Church school: Voluntary Aided
Phase of education: Primary
Number of pupils: 210
URN Number: 102033
NS Inspector's Number: 137

Rating 1-4

How distinctive and effective is the school as a Church school?	2
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?	2
How effective is the religious education?	2
How effective are the leadership and management of the school, as a church school?	2
The school meets the statutory requirement for collective acts of worship	Yes
The school meets the statutory requirement for religious education *	Yes