

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England Primary School

Address	The Avenue, New Southgate, London, N11 1NQ		
Date of inspection	25 September 2019	Status of school	Voluntary Aided Primary
Diocese	London	URN	101325

Overall Judgement	Grade	Good
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
Additional Judgements		
The impact of collective worship	Grade	Good
The effectiveness of religious education (RE)	Grade	Good

School context

St Paul's is a primary school with 225 pupil on roll. The majority of pupils are from minority ethnic backgrounds. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is below national averages. A new Headteacher was appointed in September 2019 and there has been a number of recent changes to teaching staff at the school. The parish church has been without an incumbent for the past year and is in the process of recruiting.

The school's Christian vision

We are a welcoming community underpinned by a strong inclusive Christian ethos. Each individual is encouraged to work with their whole heart to strive for wisdom, through learning which is broad and enriching. We show compassion for all in God's creation by building endurance to overcome future challenges. 'Whatever you do, work at it with all your heart.' Colossians 3:23

Key findings

- The school has a clear Christian vision, formulated by the whole school community, which is now impacting upon much of school life. As a result, pupils are increasingly thriving in all that they do.
- The link with the parish church and other local churches enhances collective worship, religious education (RE) and the overall Christian character of the school.
- Relationships at all levels are informed by the vision and underpinned by an explicit set of Christian values which leads to strong levels of pastoral support for all members of the school community.
- The school vision ensures RE has a high priority within the curriculum, is well planned and enables and encourages pupils to reflect on their own learning. However, a higher degree of challenge is necessary to ensure all pupils make excellent progress.
- Leaders accurately identify the strengths and areas for development. Their honest self-evaluation of St Paul's school has led to significant improvements and demonstrates drive and ambition for the future. Leaders now needs to embed a formalised and systematic approach for evaluating collective worship.

Areas for development

- In RE, throughout all parts of a lesson, ensure there is a high level of challenge for all pupils and that opportunities are provided to extend their religious vocabulary.
- Develop a deeper shared understanding of spirituality across the school in both policy and practice, which will benefit the wellbeing of both pupils and adults.
- Formalise and refine the existing processes for self-evaluation of collective worship, involving pupils and governors.

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

Leaders, including governors, have recently re-established and renewed a distinctively Christian vision appropriate to this school. The whole school community worked together to formulate the vision and the three associated school values. As a result, members of the school community know and can explain the vision. Pupils discuss how the supporting Bible verse relates to the vision and how they are reflected in their prayers and RE work. The curriculum is planned so that the associated values are woven throughout, developing characteristics of 'wisdom, compassion and endurance'.

Positive and nurturing relationships between all members of this school community are an expression of the school vision. Parents and staff say the school has 'significantly improved and is more cohesive' since the renewing of the vision. The high level of pastoral care provided for pupils, parents and staff ensures everyone feels valued and cared for. School leaders work closely with members of clergy from local churches and together show a high degree of pastoral concern for the wellbeing of pupils and staff. Parents recognise that each child is nurtured, cared for and celebrated as an individual and that senior leaders are always present and available in and around the school. Parents appreciate the respect shown to those of all faiths and those with no religious affiliation, and cite the caring approach to consultation regarding relationships and sex education as a positive example of this.

School leaders and governors show determination and drive, ensuring all pupils achieve and progress well as a direct result of the renewed school vision 'whatever you do, work at it with your whole heart'. They describe the way in which the school's Christian vision is placed at the centre of the curriculum. Evidence shows that the vision is beginning to tackle inequality and is impacting positively on outcomes for vulnerable pupils. This is also evident in the school development plan, policies and pupil behaviour, which all demonstrate a sound understanding of the Christian foundation. School leaders have formed the 'Hope Partnership' with other school leaders, sharing best practice across a group of schools. Governors know the school well and carry out regular focused visits, highlighting the strengths of the school whilst providing incisive challenge through carefully considered questions. Consequently, they ensure that both worship and RE meet statutory requirements. The school works closely with the diocese to access support and training, ensuring that best practice is developed in RE and to keep school leaders informed of local and national developments. This enables the school to accurately identify areas for development as a Church of England school.

Pupils arrive for collective worship each day in a calm and respectful manner that begins in the classroom with the lighting of a candle. During collective worship, pupils and staff respond through moments of reflection with sensitivity and thoughtfulness. Themes link to the school's Christian vision and are underpinned by a clear set of values. Bible readings are related to a timeline which demonstrates the key concepts of Christianity and strengthens the pupils' knowledge and understanding of the Bible. Staff comment on collective worship and the positive impact it has on their own spiritual reflection and development. The vision and values of 'compassion, endurance and wisdom' are clearly displayed and referred to throughout collective worship and the impact can be seen in pupil's behaviour and relationships with one another. Pupils comment positively on how worship contributes to their overall spiritual and mental wellbeing. They talk about how the teachings on values such as 'endurance' helps them in their work and that 'compassion' assists them in their day to day friendships. Worship is led by a wide variety of clergy and staff, enabling pupils to experience a diverse range of Anglican practices and traditions. Every act of worship is distinctly Christian in character, seeks to deepen theological understanding and provide pupils and staff with time to reflect on how it will impact on their daily lives. Members of clergy from local churches meet frequently alongside senior leaders to plan worship. The high level of commitment and engagement from all involved has led to worship that impacts positively on the daily life of the school, and represents an outworking of the school vision. Regular opportunities for prayer are provided throughout the day. A large prayer tree is a key focal point in the school hall, classroom prayer books are available for pupils and these prayers are used effectively to support collective worship. Worship allows pupils the opportunity to begin to develop an age-appropriate understanding of complex Christian beliefs such as that of God as Father, Son and Holy Spirit.

The school assists pupils in developing a deep knowledge and understanding of their role as citizens within their community. Both parents and pupils speak of hope for the future as a result of the school living out its vision of

everyone 'working with their whole heart' in whatever they do. Links to charities are closely connected with the charitable work of the parish church. Pupils talk positively about how they are making a difference through local, national and international charities. Most recently this involved supporting the parish church harvest appeal with donations to the local foodbank.

Staff speak positively about their induction and appreciate that school leaders consider their wellbeing when making decisions about school policy. Pupils and staff have access to a prayer and reflection garden which provides a welcome place for peace and stillness away from the playground. These spaces are used in order to encourage spiritual reflection and growth. Additional opportunities for spiritual development across the curriculum and throughout the school day are provided. However a clear policy and a deeper shared understanding of spirituality across the curriculum needs to be developed. Most pupils find their RE lessons enjoyable and memorable and can confidently relate their learning back to the school vision. Effective leadership ensures a consistent approach to teaching RE across the school is evident in the lessons observed. This is a reflection of the policy statement which provides clear guidance and expectations for how RE should be taught. Staff comment positively on the effectiveness of the guidance and professional development they have received, resulting in improvements to teaching and learning. The school works closely with the diocese to establish effective assessment systems which informs teacher planning. As a result, assessment is used to ensure pupils are developing a deeper understanding of biblical texts and their context through the consistent use of a timeline which is clearly displayed and referenced in all classrooms and during collective worship. Pupils are stimulated to grapple with the big questions within Christianity and other world faiths. They frequently make comparisons between religions, considering their similarities and differences.



The effectiveness of RE is Good

The quality of teaching and learning in lessons observed was consistently good, with some examples of excellence seen where all pupils engage in exploring their thoughts and debating key questions. As a result, pupils make good progress within lessons and over time. Pockets of very good practice in RE exist but not all pupils are consistently engaged with their learning, resulting in some making slower progress than others. The impact of teaching over time is evident in the articulate manner in which pupils are able to discuss religion. However, a more consistent approach by staff to display and use key religious vocabulary will provide all pupils with greater opportunity to extend their knowledge and understanding of religious vocabulary.

Headteacher	Sarah Maltese
Inspector's name and number	Allan McLean (NS 823)