

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### St Andrew's Southgate CE Primary School

297 Chase Road, Southgate, London N14 6JA

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Good
Local authority	Enfield
Date/s of inspection	24 March 2017
Date of last inspection	12 January 2012
Type of school and unique reference number	Voluntary Aided 102030
Headteacher	Matthew Clifford
Inspector's name and number	Emily Norman
Quality assurance	Lyn Field 151

#### School context

This is a smaller than average, one form entry primary school. The headteacher, deputy headteacher and vicar have all been appointed within the last three years. A year ago, the school achieved a 'Good' Ofsted report, having previously been judged as 'Requires Improvement'.

Of its 210 pupils, around two thirds are from minority ethnic groups, and around a quarter speak English as an additional language, both above average. The number of children eligible for pupil premium funding and those receiving additional support for special educational needs are below average. A wide range of Christian churches as well as different religions are represented within the school community.

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

- Thoughtfully planned collective worship, linked to carefully chosen saints and the school's Christian values, has an impressive impact upon the spiritual development of pupils and the whole school community.
- The determined leadership of the headteacher, senior leadership team and governors has secured marked improvements in all areas of the school's effectiveness as a church school.
- The well-embedded Christian values lead to exemplary behaviour from pupils, who are consistently keen to do their best.
- Religious education (RE) is given a high priority within the curriculum and, through engaging and collaborative teaching, pupils acquire a deep theological understanding of the Christian faith and of other religions.
- The partnership with the parish church is mutually beneficial to both the church and school communities and makes a significant difference to the quality of collective worship and RE.

#### Areas to improve

- Utilise a wider network of church schools in order to refine teaching in RE and evolve assessment practices in light of national changes so that all pupils are challenged to the highest possible standards.
- Further empower middle leaders to lead ongoing improvements to the school as a church school.
- Continue to provide a broader range of opportunities for pupils to explore the wider church.

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

The school's explicitly Christian values of service, stewardship, thankfulness, justice, peace and compassion are threaded through every aspect of school life. Pupils and adults in the school can articulate the significant difference they make to their lives, and as a result, St Andrew's is a warm, harmonious community, with exemplary behaviour and relationships. The use of weekly awards linked to these values is instrumental in the pupils being able to explain how their own behaviour and actions relate to the values and the Biblical teaching that underpins them. The school's distinctively Christian vision statement is realised by all stakeholders, who speak about the nurture that each individual pupil receives and the opportunities made available to them. For example, the newly introduced chickens provide the pupils with the chance to show the values of stewardship and service, as well as developing their independence and responsibility. This prepares pupils well for their future lives. The vision for each pupil to 'be who God created you to be' has also led to high academic standards across the school and pupils who are keen to come to school. Attainment in all key stages is above average, and groups of pupils including vulnerable pupils are supported to make strong progress. Attendance is at least as good as the national average because of the care and support provided to families. The pupils' highly developed personal spirituality through the skilful linking of classes to both values and saints, is a key strength of the school. The school has carefully chosen saints to match with the values given to each class, whose stories exemplify that value and lead to a particular form of prayer. They can explain the difference the school makes to their spiritual lives and faith, whatever their faith background. Everyone is included at this school, and the pupils clearly feel valued for who they are. They celebrate each other's achievements and work together to create a peaceful school in which bullying is not tolerated. Through the strong partnership with St Andrew's Church, pupils learn very well about Christianity, and have begun to explore other church traditions locally and globally. However, pupils have not yet fully grasped the breadth of Christianity as a world faith. RE makes a meaningful contribution to the pupils' spiritual, moral, social and cultural development and impacts very positively on the whole school community. The school's collaborative approach to learning, both in RE and across the curriculum, empowers the pupils to speak eloquently and enthusiastically about their learning, their spirituality and their school community, thus enhancing the school's Christian character.

### **The impact of collective worship on the school community is outstanding**

Collective worship is central to the life of St Andrew's school and makes an impressive difference to the lives of all stakeholders. Everyone feels involved and included because collective worship is so well-planned by the vicar and headteacher to take account of the needs of all pupils. There is a direct impact on behaviour, relationships and the way people interact with each other, which is noticeable throughout the school. Pupils gain a very secure understanding of the Bible and a range of theological concepts, because the school is not afraid to tackle challenging ideas and concepts, such as honest handling of money. Consequently, pupils engage with these concepts and routinely apply them to their own lives. They learn exceptionally well about who Jesus is, and have a clear understanding of the Trinity (Father, Son and Holy Spirit). The linking of saints and values to each class is now well-embedded in the school and making a clear difference to pupils. They speak with depth and understanding about the story of each saint and what can be learned from them. This, in turn, links to a form of prayer for each class to practise, and progresses incrementally from burying prayers in sand to utilising prayer beads and holding crosses higher up the school. The pupils can articulate the role personal prayer plays in their own lives, and in the lives of others, with sensitivity and passion. During a class act of collective worship, pupils placed candles on a map of the world and prayed for countries known to them or countries currently in the news; in another class the children prayed for family members and those who they know to be ill, using a class prayer tree. The pupils' highly developed spirituality has led them to instigate a variety of charitable activities, showing concern for other people locally and across the world. Parents speak of the role the family prayer book plays in their lives, and how the school's approach to prayer positively affects their lives outside of school. Pupils are supported to lead acts of worship with a helpful planning format, and do so enthusiastically, as do staff, clergy and senior leaders. This ensures a wide variety of approaches and experiences for the pupils across each week. Because collective worship is monitored so well by school leaders, clergy and the governing body, improvements have been rapidly implemented and are highly effective in meeting the needs of the whole school community.

### **The effectiveness of the religious education is outstanding**

Religious Education (RE) has a very high prominence in this school and pupils therefore heartily enjoy it. They speak with enthusiasm about the different Bible stories, religious practices and people of faith they have learnt about. Their written work shows depth and regular opportunities for meaningful personal reflection ensure that RE is shaping and challenging their thinking. RE is treated as a core subject with a prominent place in the curriculum, a designated RE assessment system and a high level of training for all staff. Pupils therefore attain standards in RE which are at least as high as standards across the school and are above national average. A significant proportion of pupils attain at higher levels, and specific attention is given to any lower attaining pupils. Throughout the school, pupils learn about Christianity to a notable depth, including in the Early Years where pupils have the opportunity to explore quite complex themes. Pupils learn about a range of world faiths at age appropriate points in their schooling. Clear links are made between the school's Christian values and RE, and pupils utilise this vocabulary proficiently when explaining their work. In a Year 2 lesson about Easter, for example, pupils keenly pointed out the link with the value of thankfulness, relating this to their specific class method of praying on their fingers. The teaching of RE is consistently good, with elements that are clearly outstanding. This is because of the drive by leaders at all levels to secure improvements in the subject. The RE leader, who has engaged with diocesan training, works closely with the senior leadership team to make sure that standards of learning and teaching are as high as possible. The school is now well-placed to work with a wider range of schools to ensure that they are constantly improving their practice, both sharing ideas and learning from other contexts. The school's assessment system for RE, while still utilising National Curriculum levels, is effective in ensuring high levels of attainment, and supporting teachers to deliver lessons which are well-matched to pupils' needs. The planned differentiated questioning and collaboration, which are typically found in RE lessons, help children develop their enquiry, analysis and evaluation skills and ensure lessons are appropriately challenging. For example, in Year 6, children had compared their class saint, St Catherine of Alexandria, with Malala, leading to them produce their own 'statement of intent', thus demonstrating their own personal vision and beliefs.

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

The passionate and aspirational leadership of the headteacher and senior leadership team has ensured that every aspect of the school's effectiveness as a church school has been attended to. They are determined that every pupil will succeed because 'every one has value' and they want them to make the best possible use of their 'God-given gifts'. This is well facilitated by a committed governing body, highly supportive parish church and leaders throughout the school community (including pupils) who have all invested a great deal of time and energy in realising the school's Christian vision. Leaders at all levels are eloquent about the importance of the school's distinctively Christian vision and the six Christian values for the pupils in their care. They are clear about what needs to be done to secure their ambitious aims for the school, and are proactive in implementing changes. A high priority is given to Christian distinctiveness across the school, collective worship and RE, which has led to marked improvements in all areas since the last inspection. Because of this, pupils throughout the school readily speak about the Christian values of the school and the difference that St Andrew's being a 'church school' makes to their lives, as well as achieving very well. Their whole curriculum and daily school life is influenced by the school's values and strong Christian ethos. The partnership with the parish church is of mutual benefit to both the church and school, and has been a major factor in the improvements made to both collective worship and RE. The vicar regularly visits the school, not just to lead worship, but to enable all staff to be able to lead worship themselves and deliver high calibre RE lessons. This is having a notable impact on staff confidence and subject knowledge. Pupils from a variety of backgrounds speak enthusiastically about visiting the church, and the carnival procession with banners representing each saint is clearly a highlight for the whole community! The school works closely with diocesan staff, who have supported the school through changes of leadership and in securing significant improvements in recent years. Staff at all levels access training to develop their teaching and leadership skills, including leadership of a church school, thus securing future leaders both for this school and for the wider Diocese. This is strategically planned by the governing body and headteacher and emanates from their clear Christian vision for the school. The school is never complacent and involves everyone (pupils, staff, parents and the wider community) in making sure the school is the best it can be. However, the school's rapid improvement journey has been largely effected by senior leaders, rather than delegated more widely to middle leaders, who now have the capacity to make changes and drive standards further.