

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Monken Hadley Church of England VA Primary School	
Address	Camlet Way, Barnet, EN4 0NJ
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Excellent
The impact of collective worship	Excellent
The effectiveness of religious education (RE)	Excellent

School's vision
<p>Growing as a learning community through Joshua 1:9, we endeavour to seek what is good, treasure what is true, do what is right. Rooted in our Christian understanding of who we are before God, we strive to be fearless advocates of this, dedicated to service and the flourishing of peace.</p> <p>Joshua 1:9 – "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."</p>
Key findings
<ul style="list-style-type: none"> • The school's leadership has fully implemented and effectively and rigorously evaluates the school vision. This drives wholly inclusive and accepting provision for all pupils and adults to flourish within the school. • Being part of the caring and nurturing school community is transformational. Pupils' lives are enriched and families are welcomed with gracious and dignified acceptance and genuine compassion. • Pupils challenge a wide range of social injustices. They articulate their responsibility for being agents of change in a compassionate and respectful manner. • Collective worship is a whole-school celebration of the wonder and mystery of faith. Deeply embedded reflection enables pupils to serve one another with goodness. Pupil leadership and evaluation is strong, although not yet embedded throughout all stages of planning and evaluation. • The religious education (RE) curriculum is rich, engaging, relevant. It's delivery facilitates frequent opportunities for pupils to seek knowledge and understanding, in a safe and nurturing learning environment.
Areas for development
<ul style="list-style-type: none"> • Increase pupil involvement in the initial stages of collective worship planning to support greater effectiveness of evaluation.

Inspection findings

The school has developed and implemented a cohesive and distinctly Christian vision. The vision sets a comprehensive foundation for all school policies and processes. The vision is deeply embedded within a clear biblical narrative, whose content and theological meaning pupils, staff and parents articulate confidently. The vision is central to school development and is lived out consistently and visibly throughout the school. The school's view and worth of each member of its community is grounded and enriched by the vision. School leaders, governors and church leaders benefit from shared understanding of excellent church school theory and practice. There are numerous strong and mutually-beneficial working relationships, which demonstrate the school's vision of growing as a learning community. Governors are proactive and are instrumental in the ongoing self-evaluation, to analyse and drive forward the effectiveness of the school. Governors note the sustained positive engagement of the school with the local church, promoting it as 'the centre of the community.' Relationships between the school and church demonstrate grace and generosity. Governors, along with parents and carers, value the school's meaningful and impactful community links.

The school has applied the vision to the exceptional curriculum offered to pupils. A comprehensive and clear approach is delivered across all subject areas, allowing the mixed-age classes to thrive. All topics and units, across all phases and subjects, are linked to biblical stories and events. This coherent planning enables pupils to understand the larger story of the Bible. Academic and pastoral provision by all staff is consistent and of high quality. Misconceptions in learning are addressed gently and appropriately. Pupils openly suggest ideas and pose questions to explore their understanding further, without fear of failure. This approach facilitates clear provision to transform pupils into resilient and confident individuals. This means pupils thrive, including those who are more vulnerable or have additional learning needs. Staff consistently provide opportunities for pupils to explore greater challenge in lessons through well-pitched feedback and questioning, embodying the vision. Pupils value learning, understand the cross-curricular links and enjoy the responsibility of being leaders of their own learning. Pupils demonstrate this transformation through seizing opportunities to question stereotypes and presumptions. Parents note that their children are keen to discuss and continue their learning after school. Pupils 'genuinely care for others and God's world'. The school has a clear understanding of spiritual development for all. Reflection is a natural and unforced aspect of pupils' lives throughout the school. Pupils are able to articulate their emotions and how this understanding supports living together exceptionally well. Staff and pupil wellbeing is considered, valued and is lived out through a sense of deep-rooted and genuine care amongst all members connected to the school.

The leadership team leads by example, and maintains a focus on nurture for all throughout the extended school community. This nurture enables children to make mature and self-reflective positive behaviour choices. As such, all pupils are fully included in the life of the school and the outworking of its vision. Staff and pupils look after one another spontaneously, demonstrating the intentional loving culture of the school. Pupils describe themselves as 'Champions for and with others.' They are keenly involved in environmental projects, raising awareness and charitable funds as well as petitioning their local MP. Pupils articulate the importance of their and others' social accountability for making the world a better place. Pupils in Key Stage 1 comment that they recently conducted an equality march, following 'the brave footsteps of Emily Pankhurst.' Pupils have a compassionate understanding of disadvantage, deprivation and social injustice. They speak confidently about the action they have taken to challenge these. There is a positive working relationship with an overseas charity, from which pupils benefit through sharing life experiences.



The positive connections with the local community build relationships and are mutually respectful. Pupils, families and staff live and work exceptionally well together. Parents express that 'everyone is known by name.' The sense of affection throughout the school community is breath-taking. Relationships between families and the school are incredibly strong, with pupils demonstrating heart-felt and mature care for one another. At lunchtime for example, pupils are lovingly protective of others. The school offers pupils a safe space to share ideas and disagree well. The school's behaviour policies promote a supportive and encouraging approach, which is evident through the school's positive and calm ethos. Attendance is very good. Parents and carers express that consideration for pupils' and their own emotional wellbeing and mental health is 'effortlessly incredible'. Academic successes are celebrated alongside pupils living out the school's Christian values, creating an environment that embraces and celebrates difference. There is evident and deliberate acceptance of pupils' individuality, which empowers vulnerable pupils to thrive.


In line with the school's vision, collective worship is exciting, meaningful and aspirational. Pupils look forward to worship and the opportunity to 'grow further in faith.' Pupils engage well with biblical stories and their meanings. Pupils and staff express their spirituality through prayer, stillness, worship and Bible teaching. There is a deep and established culture of personal and collective reflection. All pupils, regardless of faith, are able to be present with integrity. There is an invitational approach to all aspects of collective worship. Staff and pupils express their joy in worshipping together and readily list memorable and inspiring events within worship. Aspects of Anglican tradition, including responses, artefacts, time for reflection and prayer enable pupils to enjoy different expressions of worship. Plans for acts of worship are detailed, considered and theologically based. They enable staff or members of clergy to lead confidently with clear themes, biblical passages and questions. Pupils celebrate diversity through explicit international links and celebrations. Prayer is a natural part of the pupils' experience of worship. Pupils express joyfully that they frequently use the many opportunities to explore prayer outside of acts of worship. Pupils' use of internal and outdoor reflection spaces is evident and unprompted. Praying for others is a natural part of the life of the school community. Pupils' prayers are heartfelt, compassionate and moving. Parents note the transformation in their children's understanding of worship. Many express an increased exploration of pupils' personal faith in school and at home. Pupils enjoy collective worship and take responsibility within acts of worship. They are however keen to be involved more in the initial planning of worship, to collaboratively decide themes and stories. Pupils speak knowledgeably about a wide range of biblical figures, making insightful links to key messages and the life and teaching of Jesus.

RE is given priority through the substantial time allocated, funding and strategic analysis by leaders. The school provides considerable additional resources for RE, enabling all pupils to be taught in small, single-age groups. The RE curriculum is cohesive and well-planned, including the teaching of a range of major world religions. RE provides a nurturing space for pupils to develop their religious literacy, understanding of philosophy and gain insight into social sciences. The remarkable quality of pupils' responses demonstrates clear individual understanding and insight into religious views. Considered discussions of ethics and 'what is right' are seen as normal and mirror the school's vision. Teachers have access to relevant resources and stimuli to engage pupils exceptionally well. Staff receive regular training relating to the RE curriculum. Teachers speak passionately about the explicit links between RE, identified biblical stories and other school subjects. Staff share that they are confident teaching RE and have a deep and secure knowledge of the subject.

The school vision is clear, wholly relevant and interwoven throughout the school's policies,



procedures and day-to-day life. It's widespread impact is lived out by pupils and staff in all aspects of school life. Parents and carers express how the vision is lived out in their homes. Pupils genuinely care for their wider school family and there is exceptional affection across the whole school community. All are able to flourish and thrive.

	The effectiveness of RE is		Excellent	
	<p>Teaching of RE is excellent and pupils' demonstrate considerable understanding of religion and its impact on believers. The well-planned curriculum provides rich learning opportunities. Pupils and staff express how well all engage with RE. Pupils' responses demonstrate clear progress and all pupils learn exceptionally well. Pupils study Christianity as a living faith and consider truths through different religious perspectives, allowing all to grow in wisdom. Pupils readily reflect, articulating how their learning in RE supports them to understand and respect other people.</p>			
Information				
School	Monken Hadley CofE VA Primary	Inspection date	3 February 2023	
URN	101318	VC/VA/Academy	Voluntary aided	
Diocese/District	London	Pupils on roll	148	
Head of School	Julie Eyres			
Chair of Governors	Joanna Lindley			
Inspector	Matthew Harris	No.	2102	