

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

<b>St Leonard's Church of England Primary School, Streatham</b>	
Address	Mitcham Lane, Streatham, SW16 6NP
School vision	
<p>'But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.' Galatians 5: 22-23</p>	
School strengths	
<ul style="list-style-type: none"> <li>• The vision statement and the school's Christian values consistently inform strategic decisions and daily practices at St Leonard's. Leaders' commitment to the outworking of the vision empowers pupils and adults in all aspects of school life.</li> <li>• The curriculum is richly developed to meet the needs and aspirations of pupils in this diverse community. Its global perspective cultivates pupils' ability to reflect on society's major issues.</li> <li>• A culture of love and care ensures that relationships are harmonious. Provision for the most vulnerable pupils and those with special educational needs and disabilities (SEND) is effective, enabling them to thrive.</li> <li>• There is a shared understanding and language of spiritual development, and many opportunities for adults and pupils to engage spiritually. This includes collective worship, which is inclusive and invitational.</li> <li>• Adults are well supported because of the culture of kindness and collaboration, and care for their professional development. As a consequence, they show great commitment to the school and pupils, bringing consistency and stability so that all may flourish.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Extend opportunities for pupils to engage in social action projects, enabling them to become agents of change in their community and beyond.</li> <li>• Strengthen pupils' experience of writing thoughtfully and critically in RE.</li> </ul>	
Inspection findings	
<p>St Leonard's brims with the 'fruit of the Spirit', because leaders ensure that the Christian vision is lived out well. Recognition of each pupil as an individual valued by God is core to the vision. This builds a love of each other and a love of learning. Adults provide excellent role models of cooperation, showing pupils how people can work well together. The curriculum is enjoyable, relevant and rigorous. It aims to prepare pupils to be globally competent, socially conscious, and motivated to contribute positively to the world. This international perspective lends itself to 'big ideas', which encourage pupils to think deeply and critically, developing their personal views. The impact of the vision is clear as pupils often frame their ideas in relation to the 'fruit of the Spirit'. Pupils explore their creativity and personal responses through enriching music lessons and art activities. Visits to London's cultural landmarks, or further afield including residential trips, extend</p>	

pupils' horizons. Reconnecting links with a school in Tanzania post-pandemic offers pupils a different view of the world. The curriculum thus nurtures pupils' spiritual journey, building their awareness of different perspectives and interweaving with global issues.

Learning at St Leonard's is deeply rooted in the school's vision and values. The school invests time and care in the youngest children, settling them to feel happy in school. Pupils who need extra help with speech and language or other needs are identified early. Teachers adapt learning to suit pupils with SEND and those considered vulnerable. It is a priority for all pupils to learn in class with their peers, sometimes supported by specialist staff. Parents appreciate this greatly. Pupils overcome barriers to learning because they have extra help, for example art therapy and sensory support. A mentor helps them learn to regulate their emotional responses. As a result, pupils have good awareness of themselves and their impact on each other.

Pupils live out the vision effectively in their own context, for example welcoming pupils who are refugees and donating to the food bank. They are encouraged to engage in social action in the local community, often alongside the church. Aware that St Leonard is the patron saint of women in childbirth, pupils are proud of fundraising for a charity for premature babies. Such activities enhance pupils' interest in social action, and their understanding of being local agents for change and empowerment. However, they have limited experience of selecting and pursuing causes themselves. Their understanding of social justice and inequity at a global level is also at the early stages. The vision informs pupils' moral and social development. They learn that it is right to challenge actions which are not acceptable. Teachers use any such instances as teaching points, strengthening pupils' understanding of justice and equality. Some pupils train as peer mediators to provide social support at playtimes. They say leadership roles help them develop confidence, and they feel trusted. Focusing on reconciliation and Christian forgiveness helps pupils resolve their issues and take responsibility.

Religious education (RE) has a high profile at St Leonard's. The subject leader works in close partnership with the diocese and the rector. This ensures that teachers receive accurate and inspiring training. As a result, they are enthusiastic and show good subject knowledge. Well-resourced lessons are carefully sequenced to build learning. Teachers challenge pupils to be confident and independent in their thinking. Pupils learn about world religions and worldviews, with an appropriate focus on Christianity as a living world faith. They use religious terms accurately and show a good understanding of how religions may be both similar and different. For example, in Year 2, pupils consider how both Jews and Christians respond to the natural world through Sukkot and Harvest. Artefacts provide added relevance, enabling pupils to discuss and reflect personally. The critical thinking they express so well in discussion does not always follow through into writing, however. RE stimulates an interest in matters of faith that carries beyond the school. Parents speak of enjoying, at home, the conversations sparked in the RE classroom. Visits to the parish church bring learning about Christianity to life. Members of the community regularly perform 'Open the Book' sessions for younger children. The positive impact of this for learners and members of the community is palpable, living out the vision of joy.

Collective worship follows the Church calendar, reflecting the school's Anglican foundation. The strong partnership with St Leonard's Church serves the local context well, providing pastoral as well as spiritual support. School services held termly include an invitation to families. Pupils value leading prayer and assisting the rector in preparing these. Worship at school is invitational and inclusive because it is pupil-centred, engaging and meaningful for all. While calm and respectful, pupils thoroughly enjoy exchanging ideas and sing with gusto. Time for stillness provides pupils and adults with space for personal reflection. The celebration assembly highlights pupils' achievements in relation to the vision, representing these on the 'tree of good turns'. Prayer has an important place in daily life at St Leonard's. Each class makes its own prayer book. Pupils take it home in turns

in a special bag to compose their own contribution. Families value this enormously as a collective spiritual experience. Pupils attending the popular 'Prayer Club' experience and explore their personal spiritual journey through 'big questions'. This spiritual exploration extends across the school as club members ask other pupils, 'What do you understand by spirituality?' The many rich and personal responses recorded demonstrate the clear impact of this spiritual outreach.

The vision enhances the work of the school, because evaluating its impact is at the heart of governance. Leaders follow up rigorously to ensure that they understand how the vision is embedded in pupils' learning and spiritual development. As a result of this deep commitment and practical attention, leaders ensure that pupils and adults thrive. They pay specific attention to those in the greatest need, who flourish because of the extensive support they receive. The multi-academy trust, driven by its own Christian vision, offers exceptional strategic and practical support. This enables school leaders to focus on the outworking of the vision and its pervasive, daily impact on pupils' lives.

The inspection findings indicate that St Leonard's Primary School is living up to its foundation as a Church school.

Information			
Inspection date	29 January 2024	URN	145615
VC/VA/Academy	Academy	Pupils on roll	392
Diocese	Southwark		
MAT/Federation	Southwark Diocesan Board of Education Multi-Academy Trust		
Headteacher	Simon Jackson		
Chair	Jonathan Sedgwick		
Inspector	Rachel A Jones	No.	2237