

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

Chingford Church of England VC Primary School	
Address	Kings Road, Chingford, E4 7EY
School vision	
“Don’t look out only for your own interests, but take an interest in others too”. (Philippians 2:4)	
School strengths	
<ul style="list-style-type: none"> <li>• The vision and values inspire deep levels of service for each other at Chingford. Pupils and staff thrive as they are personally known and supported to be the best they can for themselves and others.</li> <li>• The school’s work in inspiring pupils to be agents of change is exemplary. Inspired by the vision, pupils use their voice and actions to demonstrate their heart for people and the planet.</li> <li>• A vibrant church-school partnership contributes to the academic and spiritual flourishing of the school community.</li> <li>• Collective worship enhances the lives of pupils and staff. It strengthens the community’s commitment to look out for their own interests and those of others.</li> <li>• Religious education (RE) enables pupils to become well-informed about a range of worldviews. Through RE, they become deep, reflective and compassionate thinkers.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Create a regular and effective evaluation programme for collective worship. This will help leaders comprehensively know its impact and ways to improve practice.</li> <li>• Further develop pupils’ understanding of Christianity through providing opportunities to consider how and why Christians interpret biblical texts differently.</li> </ul>	
Inspection findings	
<p>The vision, based on a verse from Philippians, inspires school life at Chingford. Pupils, staff and governors are driven by a deep compassion for one another to work for the flourishing of all. This sense of a strong, purposeful community is tangible and unites a large school community across two sites. The vision is well known by parents, staff, governors and pupils. Leaders use it to drive decision-making and school improvement. Governors are highly supportive of the work of staff and are incredibly proud of the difference the school makes. They know the strengths of the school and have an awareness of areas for development.</p> <p>The curriculum, which explores and connects meaningful topics, is highly engaging within an environment that is calm and well ordered. Consequently, pupils learn well. Teachers ensure that lessons are inclusive. They employ a range of strategies to provide pupils with the support they need to access the curriculum. Those who are vulnerable are particularly well included. Subjects are linked together to enhance pupils’ appreciation of the world and their place in it. Stemming from</p>	

this, leaders have developed an understanding of spirituality. This knowledge is rooted in relationships and how we are connected to people and the planet. Pupils thrive spiritually as they consider how to use their learning to act compassionately for self and others. This means that the curriculum powerfully reflects the vision. Collaboration with local schools allows staff to develop their practice which benefits pupils' learning.

The provision of RE meets the expectations of a Church school. The subject is ably led. Learning is well-sequenced, resulting in pupils' knowledge being sound. Pupils value RE for how it helps them learn about different beliefs as well as their own. Whilst exploring key ideas within religions, they have regular opportunities to offer their own questions, views and ideas. This means that the subject is academically rigorous and personally inspiring. Teachers plan lessons that are engaging and help pupils to build upon previously taught content. A range of trips and visits mean that pupils regularly engage with members of faith communities. Pupils develop their understanding of how different Christians practice their faith in different ways. Opportunities for them to explore how and why different Christians interpret biblical text differently are limited. Partnerships with the parish church, diocese, 'Red Balloon Foundation' and local network groups have enriched the curriculum.

The vision is expressed through Christian values such as compassion, tenacity and forgiveness. These are well known to pupils and staff who articulate their meaning and how they are relevant to their daily lives. Due to these values, relationships are positive in this kind school. As a governor stated, 'we look out for one another here and share successes'. On rare occasions where disagreements happen, pupils use the 'fix it rules'. These allow pupils to have restorative conversations to move forward positively. This shows the values in action, and pupils can link these values to Bible stories and characters. Pupils feel safe and enjoy coming to school.

Leaders put the needs of others before themselves. Staff are hugely appreciative of the care they are shown and the unwavering support they are given. They admire the strength and resilience of leaders, even in the most challenging of times. Through the Christian vision, leaders forge a deep sense of community. There is a strong team spirit amongst staff. They go above and beyond, with parents, to work together to meet the needs of pupils. Mental health and wellbeing are a key priority. As a result, individuals feel known, listened to and understood. As one parent stated, 'children are celebrated and valued for who they are'. School staff support families very well, and have a particular reputation for walking alongside adopted, foster and looked after children. Parents are proud that their children attend Chingford owing to the opportunities provided, enabling them to thrive. Chingford is a UNICEF Rights Respecting School, committed to giving children what they need to flourish. As pupils are well known, support is tailored to their needs. Provision via an art therapist and therapy dog are some of the ways in which pupils are helped to flourish.

The vision inspires the community to act passionately as agents of change. Pupils frequently initiate and demonstrate their heart for people and planet through their voice and actions. For instance, the school council started a successful campaign to improve road safety outside the school. Another pupil ethically argued for 'meat free Mondays', which has now been adopted across the borough. Fundraising and environmental championing are natural parts of school life. The success of their work is due to communicating persuasively to decision-makers best placed to bring about change. Often, pupils refer to human rights as a lever to identify issues and drive change. In so doing, they ask not just, 'what can the world do for me?' but, 'what can I do for the world?'. Pupils also serve one another through a range of roles and responsibilities. This includes 'Dinner Angels', 'Wellbeing Ambassadors' and 'Rights Respecting Councillors', as well as many others.

Collective worship embeds the school's vision and values and is central to the school day. It is a time when the school community has a chance to reflect and consider personal actions for self and others. This is achieved through prayers and times of contemplation, enhancing a spiritual

experience. Worship is deeply inclusive and invitational. ‘Messy worship’ enables those who would benefit from reflecting in a smaller group to reflect spiritually in a more sensory manner. Pupils take their reflections from worship and live them on the playground and within the classroom. They regularly talk about their learning in worship at home and share their desire to ‘look out for the needs of others’. Although provision is strong, there is no formal monitoring or evaluation of collective worship which focuses on impact. Consequently, leaders are not clear on the impact of its offer or what pupils think would improve it. The partnership with the diocese has enriched the worship life of the school. A vibrant collaboration with the local church and Christian charity, the ‘Red Balloon Foundation’, enhances the academic and spiritual life of the school. This includes pastoral support, prayer clubs, RE and worship resources as well as regular visits to the church. A Year 6 enrichment day takes themes explored in collective worship and supports pupils in their transition to secondary school. The close relationship with the parish church has enabled many staff and families to explore their faith further.

The inspection findings indicate that Chingford Voluntary Controlled Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	28 June 2024	URN	103084
VC/VA/Academy	Voluntary controlled	Pupils on roll	420
Diocese	Chelmsford		
MAT/Federation			
Headteacher	Lindsey Lampard		
Chair	Graham House		
Inspector	Ryan Parker	No.	982