

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Churchfield Church of England Primary Academy

Vision

The School's motto is: 'In Deo Speramus' (In God we Trust)

Our Vision is to provide every person with the necessary skills and experience needed to belong in an evolving world whilst knowing they can trust in God.

'Each one of us has a body, and that body has many parts. These parts all have different uses. In the same way, we are many, but in Christ we are all one body. Each one is a part of that body, and each part belongs to all the other parts.' (Romans 12:4-5).

Strengths

- The Christian vision has been carefully chosen to address the context of the school. The focus on belonging meets the needs of the school community and directly supports the flourishing of pupils and adults.
- Collective worship makes a significant contribution to the spiritual development of pupils and adults. The varied diet of collective worship across the school week gives opportunities for people of different worldviews to grow spiritually.
- The school's Christian values create a culture in which pupils treat each other with courtesy and respect. Members of the school community know that they are valued and, in turn, value others.
- Leaders go to great lengths to ensure that pupils who are disadvantaged are given timely and effective support. This builds their sense of belonging and supports their flourishing.
- Valuable partnerships with the local parish church and the Diocese of St Albans Multi-Academy Trust greatly enhance the work of the school. This positively impacts on the wellbeing of pupils and adults.

Development Points

- Develop a shared language for spirituality across the school. This is to enhance the way pupils and adults express the impact of opportunities provided for their spiritual development.
- Enhance the way that pupils and adults understand how the school's vision of belonging is underpinned by deep Christian roots. This is to enable them to fully appreciate leaders' passion about the value of all members of the school community.



Inspection Findings

The Christian vision, carefully crafted by leaders and governors after extensive consultation, is an enlightened response to the school's context. The school serves an ethnically diverse community with a higher than average proportion of pupils considered vulnerable. In addition, the school regularly welcomes pupils who arrive as refugees during the course of the year. This adds to the pressing pastoral need to make 'belonging' the cornerstone of the school's vision. The school receives strong support from the Diocese of St Albans MultiAcademy Trust. The trust's vision of enabling all to flourish, rooted in God's love, is in full sympathy with that of the school. Leaders work imaginatively to ensure that pupils experience a sense of belonging, and are welcoming and respectful to their peers. For instance, all new refugee pupils are given a uniform, a buddy and a bespoke introduction to the school. As a result, the school's vision becomes a living reality for them. The vision is expressed in the acronym 'belonging', which outlines the behaviours and attitudes that the school values. Pupils accurately describe how the vision supports the way they are treated with equality. For instance, a pupil explained that treating people as equals matters because it comes from the 'e' of 'belonging'. The values of equality and ongoing respect are particularly evident in interactions between pupils. However, the clarity with which pupils and adults understand the way these have deep Christian roots is less evident.

Daily collective worship is central to the life of the school. Over the course of the week pupils experience worship in a variety of styles and contexts. The weekly church service roots worship in the Anglican tradition. Whole school collective worship is expertly led. It is thought provoking and celebratory, clearly promoting the spiritual development of pupils and adults. Pupils sing with great enthusiasm and respond with real engagement. Adults and pupils of a range of worldviews say they find times of collective worship uplifting. They particularly value its inclusivity and its liveliness. The school also provides spaces in each classroom, with Bibles and prayer boxes. These provide opportunities for pupils to develop spiritually through quiet reflection during the day. However pupils and adults do not have a shared language for spirituality. As a result, they do not have the vocabulary to express the spiritual nourishment they encounter in worship.

Leaders' commitment to value each individual sets a culture that staff and pupils willingly share. In discussion pupils helpfully build on each other's ideas. New pupils and staff, who arrive during the school year, are welcomed and explain that they quickly feel that they belong. Leaders give racial justice a high priority and this is greatly appreciated by pupils and parents. Pupils, including those who are vulnerable develop a quiet confidence that comes from being accepted for who they are. The school's carefully measured approach to behaviour management ensures that pupils learn from their mistakes and mend relationships. Adults know pupils well and nurture them in times of difficulty, such as bereavement. Pupils are particularly grateful for this practical demonstration of the school's loving Christian culture. School and trust leaders prioritise the flourishing of staff. A wide variety of opportunities for professional development is made available and staff feel encouraged to take them. This leads to individuals blossoming in their school careers. Staff mental health is given a high priority. In addition to the clergy, the school has a mental health first aid team and offers access to professional counselling. Staff, like pupils, experience a sense of belonging at the school and value this outworking of the school's vision greatly.

Many elements of the school's curriculum are shaped by the visions of the school and trust. The theme based approach to the curriculum, including religious education (RE), encourages pupils to see connections and ask big questions. Leaders ensure that learning resources and displays fully reflect the ethnic heritage of pupils at the school. In this way, pupils learn that they belong not just in the school but in the wider world. All pupils have regular access to enriching cultural and sporting experiences. The emphasis on belonging drives adults in the school to pay particular attention to those who are vulnerable or disadvantaged. They are recognised as valuable



individuals and have access to both bespoke support and safe spaces in which to self-regulate. This provision enables them to thrive by participating as fully as possible in the curriculum and in extra-curricular activities.

Older pupils relish the opportunities they are given to take on leadership roles. For them, belonging to the school community gives them a responsibility to live out the vision by supporting their younger peers. They do so in a variety of ways, including as sports leaders and prefects. Pupils take initiatives to make changes within the school. For instance, the playing of music at breaktimes has built valuable links between pupils of different ages. Pupils benefit from hearing about the many different worldviews and faiths that exist within the school. They enjoy learning from each other and are comfortable, even excited, by difference. This demonstrates the pervasive influence of the school's Christian vision. The school's partnership with the parish church adds greatly to its effectiveness as a Church school. Clergy regularly lead collective worship, support the teaching of RE and provide valued pastoral support to staff and pupils. As well as weekly collective worship, significant Christian festivals are celebrated in the parish church. The school's close links with the parish church support the flourishing of both adults and pupils. They provide powerful witness to the Christian character of the school's vision.

RE is taught in discrete lessons which are imaginatively integrated with the broad half-termly themes followed by other subjects. The RE curriculum is relevant and balanced, covering a range of worldviews and faiths, including Christianity. Working closely with the diocese and the trust, the school is refreshing its curriculum. This is in order to further improve the already strong learning resources and teaching. It demonstrates the high priority given to RE by both the school and the trust. The commitment to high quality professional development for all teachers of RE is further evidence of the school's ambitious approach to the subject.

RE lessons are well-managed and resourced, with good opportunities for pair work and discussion. Pupils willingly share their views and learn from the life experience of others. They enjoy learning about the faith and cultural backgrounds of their classmates and sharing the stories from the various religious traditions in the classroom. This atmosphere in lessons is one of shared enquiry. This, together with teachers' strong subject knowledge, helps pupils develop the ability to take part intelligently in religious discussion and debate. Rigorous assessment informs teaching and ensures that pupils make good progress whatever their starting point.

Information

Address	Cheshunt Wash, Cheshunt, Waltham Cross, Hertfordshire. EN8 0LU		
Date	23 October 2024	URN	143856
Type of school	Academy	No. of pupils	308
Diocese/District	St Albans		
MAT/Federation	Diocese of St Albans Multi-Academy Trust		
Headteacher	Nadia Low Ten Que		
Chair of Governors	Ian Morris		
Inspector	Andrew Wilcock		