

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Paul's Church of England VA Primary School, Langleybury

Vision

Walk on water

'With God all things are possible.' Matthew 19:26

To inspire a community which values everyone and their God given potential, encouraging all to flourish, achieve and believe in future possibilities.

Faith, Hope, Love.

Inspire, belong, achieve, flourish and believe.

Strengths

- Dedicated leaders have a clear understanding of the school's vision and how it is rooted in the Christian narrative. They passionately ensure that it is this that drives strategic decisions.
- Inspired by the vision, and nurtured within a loving, Christian community, pupils have the courage and confidence to aspire and achieve.
- Worship is carefully planned, creating valuable moments of questioning and reflection, leading to action. It enriches the lives of adults and pupils, providing meaningful and inspirational time to come together. As a result, pupils and adults flourish spiritually.
- Religious education (RE) is a valued subject. The expertly planned curriculum provides opportunities for pupils to be inquisitive learners. This extends their understanding of a diverse range of worldviews and faiths, including Christianity.
- Learning experiences, including carefully chosen extracurricular activities, broaden horizons. This enhances opportunities for pupils to flourish.

Development Points

- Empower pupils to act on issues that they consider unjust. This is so that they understand how to make a positive difference within their community and beyond.



Inspection Findings

Rooted in biblical teaching, the distinctively Christian vision unites the community of St Paul's school. The vision meets the needs of its local context. It ensures that pupils understand their individual worth and the positive impact that they can have on the world. The values of faith, hope and love underpin the actions and decisions of both adults and pupils. They engender virtues of courage, kindness and perseverance. Pupils confidently explain how these values and the vision advance the school's focus on 'stickability'. They rightly articulate how this motivates them never to give up. It provides them with the confidence to succeed and reach their potential. Leaders facilitate opportunities for pupils to have a positive impact in their community via the 'St Paul's Challenge Award'. This equips pupils to learn new skills, interact with those beyond the school and make a difference in the local vicinity. Leaders, including governors, actively engage with the diocesan education team and undertake appropriate training. They regularly monitor the school's effectiveness as a Church school. As a result, they rigorously ensure that the vision continues to have its intended impact on pupils and adults.

The school's vision underpins an aspirational curriculum. Skilled adaptation ensures that the curriculum is accessible to pupils, whatever their individual needs. High-quality professional development and investment in relevant resources further enhance provision. This enables those who have special educational needs and/or disabilities (SEND), and those considered vulnerable or disadvantaged, to succeed. A comprehensive range of extracurricular activities, including trips, sporting events and singing in a choir, extend opportunities to flourish. Pupils correctly articulate how the vision provides the confidence to undertake new activities. Spiritual development is an intrinsic element of the whole school curriculum. It is expertly and seamlessly woven throughout subjects. For example, when learning about rainforests in geography, pupils have time to experience awe and wonder in the natural world. The subject is further explored to consider the impact of deforestation. This includes opportunities for pupils to consider how products that their families may purchase directly affect the environment. Consequently, pupils develop an understanding of their impact on creation. This reflects the school's view of spirituality, which develops reflection and an appreciation of the world into meaningful action.

Worship unites this community in its love of God, learning and life. Regular monthly services in the local church bring the school and local worshipping community together and strengthen relationships. Occasions for prayer and reflection extend beyond formal worship. Times for quiet reflection at key points in the school day include a staff and a pupil prayer group. They provide opportunities for individuals to give thanks and bring their concerns to God. Parents and carers rightly affirm the positive impact that these have on their children. Collective worship reflects the school's Anglican foundation and is carefully planned, by adults and pupils, to reflect the school's context. Learning about local saints, such as St Alban, inspires pupils to live a life founded on love. Daily worship is centred around spiritual nurturing. When learning about Jesus and the Sermon on the Mount, pupils are encouraged to reflect on its meaning and how it might influence them. At the end of each worship pupils are encouraged to consider questions such as, 'What are you going to do as a result of today's collective worship?' In this way, spiritual development is extended, beyond reflection, to action.

A sense of love and care permeates throughout the school. Staff are overwhelmingly supportive and appreciative of each other, resulting in a strong and effective team. They are united in their commitment to the pupils in their care. Wellbeing and good mental health are prioritised, resulting in the flourishing of adults and pupils. Effective support and appropriate training facilitate professional development for staff. This also enables adults to gain new skills for the benefit of pupils. This boosts self-esteem and promotes confidence. Leaders and staff share a wholehearted commitment to meeting specific needs. A nurture room provides a safe space for pupils who need it. Staff training in mental health and wellbeing ensures that pupils receive effective support, especially those who are vulnerable. Pupils are given useful strategies to allow them to proactively obtain help when required. They rightly recognise the importance of the 'hands of trust' in promoting their wellbeing. Using



this approach, each pupil identifies five adults that they trust. This provides reassurance for them that help is always available when required. The vision's reference to the story of Jesus walking on water inspires pupils to face their difficulties with courage.

Active involvement in the local community motivates pupils and adults to bring about positive change. Visits from a charity that supports the homeless inspires fundraising and donations. Pupils are rightly proud that their work makes a difference to the lives of others. They develop a sense of responsibility for their community by painting the local subway, resulting in their surroundings being cared for. Visiting the local farm fortnightly to undertake tasks, such as tidying and feeding the animals, further strengthens community relations. However, pupils have few opportunities to challenge issues themselves that they see are unjust. Thus, their understanding of how they can make a positive difference in the world is underdeveloped. Ambitious and proactive leaders rightly seek to address this and enable pupils to tackle issues of justice, within their local community and beyond.

Highly dedicated and experienced subject leadership provides an RE curriculum that is balanced and challenging. It has been carefully planned to identify links with previous units of work so that it continually builds on prior learning. The curriculum expertly makes provision for both the acquisition of knowledge and the development of skills. The time and value placed on RE, as well as effective training from diocesan advisers, ensure that it has a high status within a Church school. Careful and regular monitoring by leaders secures an RE curriculum that is relevant, well resourced and effective. Pupils' knowledge of Christianity is profound. The frequent reference to biblical timelines, alongside the use of Bibles in lessons, facilitates a thorough understanding of Christian texts. Pupils learn about Christianity as a global faith, including how Christmas is celebrated around the world. They have a relevant and deep understanding of faiths other than Christianity and non-religious worldviews. Regular occasions to visit places of worship and engage with visitors to school promote understanding.

As a result of the high-quality teaching, pupils develop a good understanding of Christianity and other religions. This deepens their understanding of diversity. Appropriate assessment systems regularly monitor pupils' knowledge and understanding. This ensures that pupils, including those who have SEND or are disadvantaged, make good progress. Pupils enjoy their learning in RE. It is taught creatively and makes relevant links between religions and how those of faith live their lives. Themed RE days provide valued opportunities to learn about religions through a range of workshops. These include discussions with faith leaders, art activities and exploring artefacts. Pupils acknowledge how RE enables them to reflect and discuss their own values and beliefs within an environment of mutual respect.

Information

Address	Langleybury Lane, Hunton Bridge, Kings Langley, WD4 8RJ		
Date	23 October 2024	URN	117417
Type of school	Voluntary Aided	No. of pupils	211
Diocese	St Albans		
Headteacher	Michelle Cohen		
Chair of Governors	Marika Dixon		
Inspector	Joanna Brookes		