

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

## St Andrew's Church of England Voluntary Aided Primary School

### Vision

We help our pupils and staff to appreciate one another's qualities and talents, strengthen their relationships with one another and with God, so that they may let "their light shine".

(Matthew 5:16)

St Andrew's Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

### Strengths

- The school's vision is the cornerstone which guides the direction of the school. Leaders use this to steer the school's development effectively.
- Leaders have shaped the academic and broader curriculum methodically, serving pupils extremely well. The vision helps leaders to plan experiences in lessons and activities beyond the classroom to develop pupils into knowledgeable and mature young people.
- Collective worship is a central time to come together in the school day. It provides a rich opportunity for spiritual growth in pupils and adults.
- Staff use the vision to support pupils in their understanding of how to act justly and in a responsible manner. Pupils know how they can play their part by behaving fairly.
- Relationships in the school are very strong. Pupils and staff are challenged by the vision to appreciate one another's talents. Pupils do this and, as a result treat one another sensitively and thoughtfully.
- Religious education (RE) teaching is engaging, planned carefully and led well. As a result, pupils make good progress and achieve well.

### Development Points

- Develop a shared language and understanding of spirituality. This will enable pupils to engage with and express more clearly their awareness of spirituality.



## Inspection Findings

Leaders are inspired to make effective use of the school's clear Christian vision. It stems from a strong knowledge of the needs and aspirations of pupils and adults. Enabling the school community to 'shine' is at the heart of the school's vision. Staff and pupils express the vision through consistently living out the well-established Christian values. Pupils have a strong grasp that the vision and values come from teachings of Jesus. Parents recognise the impact of the vision and how this helps their children to flourish in different ways. This includes the development of their children's personal qualities. Pupils appreciate that life holds challenges and 'storms'. Pupils know and understand that they can draw on the school's values and their own strength or faith for direction and comfort. Governors and the diocese engage meaningfully with the school through visits and a planned programme to monitor and support the school's work. They take account of this information to check that the vision is enabling pupils and adults to flourish, preparing them to contribute positively to the local community and wider society.

Collective worship is well planned and inclusive. The vision is thoughtfully integrated within the design of worship. This enhances spiritual flourishing because pupils and adults understand the significance of a relationship with God. Pupils and staff eagerly engage in the different aspects of worship. They recognise this point in the day as an important time to come together. The pupil worship team plays an active part in worship. For example, they present stories from the Bible such as 'Jesus calms the storm'. Leaders of worship ask thought-provoking questions and encourage pupils to think deeply about themselves and others. Pupils participate enthusiastically in praise and prayer. Worship is extended through moments of prayer at different times of the school day, for example before lunch. Pupils are encouraged to reflect deeply on a wide variety of school, local and global issues. This thinking feeds seamlessly into the pupils' individual and school prayers. Prayer tables in classrooms and the 'prayer tree' reinforce the place and importance of prayer. This adds significantly to pupils' and adults' experience of prayer and spiritual flourishing.

The school's vision and values are at the centre of the school's broad and rich curriculum. To enable pupils to 'shine' there are highly effective opportunities to bring learning in lessons alive through visits to museums and galleries. Leaders make the most of the knowledgeable and skilled staff team. As a result of this expertise a carefully crafted curriculum offer is in place for pupils. Spiritual development is an intrinsic part of the curriculum because times for pupils to reflect thoughtfully are well planned. However, pupils do not always have the language and understanding to articulate their perception of spirituality. Training for staff reinforces their confidence and skill in delivering the curriculum to a high standard. Leaders and governors are ambitious for every pupil, including for pupils with special educational needs and disabilities. Leaders ensure that lessons are adapted to meet the needs of different groups of pupils, particularly those who are more vulnerable. Staff encourage pupils to challenge themselves and one another in their academic learning and personal growth.

The school's vision helps to cultivate a warm and caring community where people are treated extremely well. This is because people are challenged to value the talents of others. There are strong relationships within the school, and this is of high priority. Leaders prioritise pupil and staff wellbeing, and personal development. There is a strong focus on pupils developing the skills and attitudes that they need to succeed. Leaders plan professional development systematically. Staff, together with leaders work collaboratively and effectively to improve their teaching and the way that they help pupils. As a result, the staff team feel valued and flourish professionally.



Pupils have a clear knowledge of the importance of justice and responsibility. This is enhanced through the reflective questions that are used carefully and have a prominent position in the school. Staff model to pupils through their interactions with other staff how to live out the challenge of the vision, being respectful and polite. Pupils understand how everyone may make a mistake. Crucially, pupils have a strong sense of how to learn from making a wrong choice. This includes accepting that they may be in the wrong. Pupils are inspired to reflect the vision. They speak out if something is not right. Pupils serve others without being prompted in order to make a positive difference. Pupils are keen to have and support a cause to affect change. Pupils take on the responsibility seriously to support a range of charities. Through their engagement with Sebby's Corner pupils are determined to help make life 'a little bit easier' for others.

The RE curriculum is very well structured. It is designed from carefully considered research that leaders have undertaken and combined with guidance from the diocese. Consequently, there is an effective balance and pace to the development of pupils' knowledge of Christianity, world faiths and non-religious worldviews. Staff benefit from high quality training and support from the subject leader and the diocese. Professional discussions within the staff guide the teachers and support staff to know how to deliver the RE curriculum effectively. Pupils find learning RE interesting, especially how it directs the way a person may live. They are very clear about why it is important to learn about a variety of religious and non-religious views. The curriculum is strengthened using a wide range of resources, such as story books that illustrate world faiths.

The teaching of RE is strong. Teachers develop pupils' thinking about important religious questions. Teachers assess pupils' work accurately against the key concepts in the ambitious plan for pupils' learning in RE. Pupils are supported very effectively if they do not reach the expectations that are set within the curriculum. Pupils' learning in RE broadens beyond knowledge of different religions and extends to the intangible. This is seen in the way that Year 1 pupils know that giving can include 'love' and 'joy' as well as objects such as food and money. As a result, pupils, including those with special educational needs and/or disabilities, achieve well. Pupils in Year 6 know and understand about the Tawhid ('oneness') in the Muslim community. Consequently, through the emphasis on developing relationships with one another, RE significantly reinforces the school's vision.

## Information

Address	The Green, Totteridge, London, N20 8NX		
Date	28 November 2024	URN	101327
Type of school	Voluntary Aided	No. of pupils	194
Diocese	St Albans		
MAT/Federation	Not applicable		
Headteacher	Jo Devine		
Chair of Governors	Simon Staffell		
Inspector	Richard Blackmore		