

National Society Statutory Inspection of Anglican Schools Report

St Andrew's Church of England Voluntary Aided Primary School

116 Churchbury Lane,
Enfield,
EN1 3UL

Diocese of London

Local authority: London Borough of Enfield

Date of inspection: 29th April 2009

Date of last inspection: December 2005

School's unique reference number: 102029

Headteacher: Ms Faith Hood

SIAS Inspector: Miss Gladys Vendy (N.S. 299)

Context

St Andrew's School is an oversubscribed two form entry school with a nursery class situated in the parish of St Andrew's Enfield Town. The school has had a very settled population for several years but there is now an increasing amount of demographic change. The school was built in 1974 in a pleasant urban setting and is well maintained. Children live in the surrounding residential area and enjoy good social and economic conditions. The majority of children are from Christian families although a few, who also support the school's Christian ethos, come from other religious backgrounds. Academic standards of achievement are high.

The distinctiveness and effectiveness of St Andrew's as a Church of England school are outstanding.

The vision and leadership of the Head Teacher and Governors play a key role in promoting the Christian values which are firmly embedded in the life of the school. Academic achievement is high.

Established strengths

- The school has strong links with the parish church and the local community
- Inclusion is seen as part of the Christian ethos ensuring that each child is valued and resulting in outstanding spiritual, social, moral, and cultural development of the pupils.
- The clear Christian leadership of the Head Teacher who views the provision of high quality Religious Education and Collective Worship as central to the purpose of the school.

Focus for development

- Review and evaluation of the new scheme of work
- Consistent and effective teaching and recording of Religious Education
- Assessment of Religious Education

The school through its distinctive Christian character is outstanding at meeting the needs of all learners.

The school is very clear about the way the Christian ethos permeates, underpins and is embedded in all aspects of school life. This is reflected in the vision statement 'in harmony with God, each other and the environment, experiencing challenge and success'. The school's excellent provision to meet the needs of all its learners is shown through the school development plan based upon 'getting children thinking'. Philosophy for Children and Godly Play form part of the curriculum underpinning Christian values and helping children to feel comfortable talking about paradox and ambiguity. The inclusiveness of the school is underlined by the appointment of an Additional Educational Needs Co-ordinator. There are many opportunities for spiritual, moral, social and cultural development both within and beyond the curriculum. The school has recently been given extended school status. The issue of increasing visual evidence that this is a church school has

been addressed. Each classroom has an RE focus and worship focus area. High quality poster photographs, with links to the features of Every Child Matters, places the church at their centre in the hall display. Relationships between staff and children are strong and constructive and the school has recently been awarded Investors in People. High expectations have a positive impact upon the high academic standards and excellent behaviour. Playground monitors have developed good negotiation and mediation skills. In response to a survey an anti-bullying club and a friendship stop have been established making all areas of the school 'feel safe'. The school council takes its responsibility seriously and has effected change for the lunchtime arrangements so that children now sit in 'family groups'. The school is committed to becoming a sustainable school and the children are keenly aware about ecology. Parents are effectively involved with the school through the Parent Partnership Group and are regularly invited to discuss school issues and policies. They feel that Christian values are firmly laid. One parent said, 'My child looks forward to coming to school each day' and another 'We are so lucky'. Each class selects a charity to support and decides how they will fund raise. Children make a considerable contribution to the community by singing at the local hospice, taking part in lunchtime recitals at the church and joining in Enfield Town events.

The impact of collective worship on the school community is outstanding

Collective worship is placed at the centre of the school's daily life and is clearly based on the Christian faith and the traditions of the Church of England. The Head Teacher and Vicar meet termly to plan and evaluate the two year rolling programme of worship themes which embrace the liturgical church year. The clear weekly pattern of worship includes a class led assembly that is always well attended by parents. This is usually based on work done in Religious Education. There are close supportive links with St Andrew's Church and clergy visit the school weekly to lead worship. Pupils experience a breadth of worship from the different teachers who lead worship. Children came in silently to the observed act of worship watching pictures of God's world accompanied by the music – 'You are amazing, God'. This set the tone for a reflective approach that had a clear spiritual element. Children responded well to questions and joined enthusiastically in the singing. Children are sometimes asked to volunteer to say a prayer based on the day's theme and make thoughtful and relevant contributions. Recently children had been surveyed about worship in school. Their request for more candles was responded to and these were introduced to the children as a family of candles representing 'our school family'. One child explained that 'Jesus is the light of the world and lights up our hearts'. The results of the survey were placed on the worship board for all to read. When asked which act of worship they most enjoyed one child replied 'They are all good and different in their own special way'. Children are encouraged to pray. Prayers are said at the end of the day and one parent said that as a result of praying in school her child now prays at bedtime. Children attend church for the main Christian festivals including St Andrew's Day and these services are carefully planned with the children. The school has good links with the Local Ecumenical Partnership which includes the neighbouring Roman Catholic, Salvation Army and Baptist Churches. Governors are briefed about worship at the curriculum committee meetings. The English Standard version of the Bible is presented to members of staff when they leave and to children from Year 6.

The effectiveness of Religious Education is good

The status of RE has been raised since the Head Teacher became the subject co-ordinator. It is carefully timetabled and properly resourced. The new Diocesan scheme of work based on Godly Play, together with Philosophy for Children which was introduced at the same time through in service training, has raised the quality of teaching and learning in Religious Education. The scheme was introduced in September 2008 and an RE action plan shows that some aspects have yet to be fully implemented such as arranging visits and visitors, assessing RE and increasing consistency in recording work. Medium term planning which gives clear guidance has improved staff confidence. The overall standard of teaching across the school is good although there are some inconsistencies due to the delay in the delivery of new high quality resources and because some staff are still becoming familiar with the scheme of work. The standards of attainment in RE are good. Parents say that children now come home and talk about their learning in RE. Children in the Nursery became quite excited when the missing coin was found at the end of the story of ten silver coins told through Godly Play. They showed they were able to empathise with the widow. In Key Stage 1 children discussed the story of Moses crossing the Red Sea and related his journey to how we cope with difficulties on our journey through life. The children showed very good prior knowledge of the story and were able to make links with stories in literacy. In the lower juniors

children were shown the painting of 'The Praying Hands' and were invited to consider the use of hands to express positive values. The upper juniors enjoyed learning about the significance of Pentecost through a well prepared Godly Play session. Very good links were made with Judaism and the feast of Pesach. This was a reflective session which made a real contribution to the children's spiritual development. The follow up activities were creative and varied giving children the opportunity to express their feelings. One child preferred to work on his own reading the teacher's script of the story and re-arranging the figures appropriately. Some very good features were observed across the school such as use of communication technology, questioning skills, promotion and understanding of relevant vocabulary. The response of pupils was always positive and they enjoyed the more creative approach and cross curricular links. Work scrutiny which is carried out twice yearly has recognised a need for a consistent approach to recording activities. Children are clearly learning from religion, as well as about religion, and assessment is in the early stages of development.

The effectiveness of the leadership and management of the school as a church school are outstanding

The Head Teacher's clear vision for the school is based on Christian values that are confidently articulated and shared with the school community so that all understand and support the Christian ethos. The Head Teacher and Deputy Head Teacher, who are committed Christians, form a strong partnership. They have developed a leadership style which involves all staff in decision making that impacts positively upon the pupils. The sense of a Christian community is demonstrated throughout the school in the quality of very good relationships and team work. The Governors attend in service training and offer experience, support and challenge. The Foundation Governors are represented on all governors' committees and contribute well to the strength of the school as a church school. Recruitment of staff has a firm Christian base. There are very good induction procedures for children, parents and staff. Close links with the parish church are maintained through shared communication and a linked website. Children involved in music perform at lunchtime sessions at St Andrew's church. Views of parents, pupils, staff and governors are regularly sought and acted upon. Parents say they are very happy with the care and education their children receive. The school is very well supported by the diocese and the local authority. The school is highly sensitive and effective in ensuring that provision is made for the spiritual and moral development of its entire community. This is a happy school where laughter is frequently heard. It has an excellent reputation in the community as a church school for high educational standards and confident and enthusiastic learners. Self evaluation is accurate and there is very good capacity for further improvement.