

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

### St Paul's and All Hallows' CE Infant School

Park Lane,  
Tottenham  
London N17 0HH

<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	<b>London</b>
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	January 2012
Name of multi-academy trust	London Diocesan Board for Schools Academies Trust
Date of inspection	8 November 2016
Date of last inspection	12 September 2011
Type of school and unique reference number	VA 102133
Executive Principal	Sharon Easton
Inspector's name and number	Gladys Vendy NS 299

#### School context

St Paul's and All Hallows' is a two form entry Infant school with a Nursery unit. The school entered into a hard federation with the Junior school in 2006. The school became a London Diocesan Board for School Academies Trust School in 2013 with four other local CE schools. The parish in which the school is situated has been judged by the Church Urban Fund to be the most deprived in the London Diocese. This is reflected in the school's diverse intake which has 99% of pupils from other cultures. The area surrounding the school is undergoing major redevelopment resulting in high pupil mobility. A significant number of pupils are from practising Christian families.

#### The distinctiveness and effectiveness of St Pauls' and All Hallows' as a Church of England school are outstanding

- The Christian vision of the school, underpinned by the core values, shapes the Christian character of the school where everyone is included and equally valued.
- The strong Christian leadership of the executive headteacher leads to effective collective worship, very good provision of religious education (RE), a nurturing environment and positive relationships throughout the community.
- The embedded prayer life of the school, with good opportunities for reflection, contributes to the spiritual development of all groups in the school.
- The close and supportive links with St Paul's and All Hallows' churches and the clergy team make a significant contribution to the life of the school as a Christian community.

#### Areas to improve

- Review the planning system for collective worship so that detailed information which tightens the links between biblical material, Christian teaching and the school's values ensures support for those who lead daily worship.

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

The distinctively Christian values of friendship, wisdom and forgiveness are deeply embedded. They make a strong contribution to the inclusive nature of the school and impact upon every aspect of daily life. As a result, school is a place where pupils and families of all faiths feel safe, secure and valued. Parents, staff and pupils are able to explain the meaning of the values and relate them to the teachings of Jesus. These shape a Christian community which faces, yet at the same time offers a refuge from, the challenges of its environment. One adult said 'profound kindness and a spirit of generosity prevails'. A food bank, excellent pastoral care which includes counselling and therapy, as well as a range of support strategies reach out to the vulnerable to achieve the best possible outcomes for the whole family. This means that, although pupils enter school with skills significantly below national expectations, by the end of Key Stage 1 current data shows they are achieving above national expectations. In spite of high pupil mobility, attendance is consistently good because as several pupils said 'we love coming to school'. The values of care and respect are enshrined within the Christian ethos and lead to positive relationships between all groups of the school community. As a result behaviour is very good. Questionnaires, surveys and interviews with parents, pupils and staff hold the school accountable and maintain a strong focus on meeting the needs of all learners. Parents speak about the confident and seamless way in which their children respectfully talk about their own religion and those of other faiths. They feel children are encouraged to explore their spirituality in a variety of ways. Among a wide range of extra-curricular activities which make a significant contribution to pupils' social, spiritual, moral and cultural development are a 'G' club, which focuses on Christian performance, and a Gospel choir. The school engages well with charitable giving, making good links with overseas Christian communities. The school's rich diversity means pupils understand that Christianity is a multi-cultural world faith. 'We are all treated the same as we are all God's children' said one child. The high profile given to the teaching of Christianity in religious education provides an anchor which secures the Christian character of the school.

### **The impact of collective worship on the school community is good**

Collective worship is an integral part of daily life which pupils and members of staff enjoy. Diocesan guidance is used to plan weekly themes for worship across the year. However, plans lack detailed information about links between biblical material, Christian teaching and the school's Christian values. If these links were tighter there would be increased support for those who lead daily worship. Worship in each class at the start of the week enables pupils to discuss a biblical text which links with the theme of the week. This is effectively monitored and ensures consistency across the school. This text weaves through worship with the other classes during the week. The clear framework for worship which includes time for reflection, singing and prayer, effectively contributes to pupils' spiritual and moral development. Members of staff also feel that collective worship is personally nourishing and as one adult said 'it feeds the spirit'. The clergy team-led weekly worship is based on the school mass resource book which was written in partnership with the school staff and clergy. This introduces pupils to the Eucharist. Through this worship experience pupils, many of whom worship in free churches, gain an understanding of Anglican liturgy, tradition and practice. They also develop an age-appropriate understanding of the Trinity and talk confidently about God as Father, Son and Holy Spirit. For example one child remarked that the Holy Spirit 'helps me to be good'. Pupils gain a rich experience of worship because of the opportunities to worship with other schools and in different places. Worship is carefully evaluated. As a result of valuable feedback from pupils, members of staff, parents and governors, pupils have become more involved in worship through reading, writing prayers and dramatic presentations. Prayer has a strong focus and pupils are developing a very good understanding of its purpose. They often spontaneously write prayers or thoughts when a situation has affected them. These are hung on the communal prayer tree or placed in a basket on their class reflection table to be shared with others. Together with designated quiet areas in the school for reflection, these opportunities contribute very well to pupils' spiritual development.

### **The effectiveness of the religious education is outstanding**

RE is central to the Christian character of the school. The subject leader, who was new to the post last year, has raised the quality of teaching in RE. Her clear grasp of the subject is demonstrated in the RE action plan which shows continuous and accurate evaluation. The majority of children start school with knowledge of stories from the Bible. Teaching about Christianity builds on this so that they extend their understanding. Since the last denominational inspection there have been considerable changes to the teaching of RE which has sharpened and improved the practice. Through careful planning, which includes objectives for both attainment targets, children now understand how learning about religion relates to their own lives. Continuous assessment based on these objectives is highly effective and feeds into the planning cycle. Standards of attainment are in line with, or above national expectations. Data shows that pupils in Year 2 are making or have made accelerated progress and exceeded expectations. A range of activities in lessons show that learning is appropriate to the varying needs of the children. All pupils are encouraged to respond to marking in their individual RE books which challenges their thinking. For

example, an able child responded to a move-on comment by describing the importance of a Jewish symbol. Pupils visit both churches for RE lessons and a very good resource bank also supports the teaching. The school is currently piloting the new diocesan syllabus and regular in-service training means that teachers are secure in their knowledge and understanding. Children are excited by RE lessons and the creative opportunities in the new syllabus. Lessons seen during a learning walk confirmed that the quality of teaching is always good and often outstanding. Teachers make very good links with themes used in collective worship and with the Christian values of the school. Parents say that their children enjoy learning about other faiths and often talk about them at home. Thorough monitoring and evaluation by the senior leadership team (SLT), RE subject leader and the link governor have made a significant contribution to the improvements in RE.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The committed Christian leadership of the executive headteacher, head of school and the governors actively promote the Christian vision of 'learning to love and loving to learn'. Through the actions of its leaders the school accepts challenges and turns them into a blessing. The impact of Christian values such as trust, kindness and love, as well as the school's core values, are talked about by parents, because they recognise how the school nurtures and supports the community. The issue from the previous inspection to engage a wider range of stakeholders in the evaluation of the school's distinctiveness has been fully addressed. For example, the local academy committee (LAC) offers regular support and challenge, knows the school well and has a clear strategic plan for driving the school forward. It has recently strengthened the leadership team by re-structuring it. Visits from clergy, including priests in training, help the pupils to recognise the distinctive Christian characteristics of the school. Involvement with many external activities and agencies ensure that the school's view of its own distinctive Christian character and values are consistently evaluated. Children are given opportunities to develop their leadership skills which enable them to build relationships across classes and age groups. Effective worship and the very good provision of RE, which meets statutory requirements, is the result of strong leadership. The RE subject leader makes an annual presentation to the LAC and informs them about data, RE teaching and progression. Partnership with both St Paul's and All Hallows' churches is close and mutually supportive. The church runs an after-school club solely for the pupils who attend the school. Reports about the school are made to both church councils who uphold the school in prayer. A parents and friends association has made a strong contribution to the school. The school's strong history of training staff from within the school to take new roles and responsibilities has had a significant effect upon maintaining the stability of the staff. It also supports their promotion to other church schools. Partnership with the junior school and other schools in the London Diocesan Board for Schools Academies Trust means that pupils benefit from sharing in worship and extra-curricular activities. Although surrounded by the chaos of building development the school provides an oasis of calm and is an exemplar of the effectiveness and distinctiveness of a church school.

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