

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

<b>St Paul's Church of England Primary School</b>			
<b>Address</b>	The Common, Chipperfield, Kings Langley, Hertfordshire, WD4 9BS		
<b>Date of inspection</b>	13 June 2019	<b>Status of school</b>	Voluntary Aided primary
<b>Diocese</b>	St Albans	<b>URN</b>	117441

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</b>
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?		
<b>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

### School context

St Paul's is a primary school with 211 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities are above with national averages. Since the last inspection there have been significant staff changes within the senior leadership team and other staff restructuring has taken place. The number of pupils with special educational needs has risen significantly.

### The school's Christian vision "Love to Learn; Learn to Love"

This was formed in consultation with all stakeholders and reflects the school's key aims of wanting their children to achieve the skills, Christian values and attitudes that will enable them to attain high standards and equip them for life.

### Key Findings

- The school's Christian vision and values permeate and infuse the whole of school life which helps pupils transform their lives, loving their neighbour as themselves.
- Leaders place Church school development at the core of what they do, and their accurate evaluations aid the school's development as a Church School with a focus on the development of the whole child.
- A broad and balanced curriculum is shaped by the school's Christian vision where pupils are viewed as unique individuals. This enables pupils to reflect and explore the spiritual dimension of all subjects and ask 'big questions' about life.
- The expert knowledge of the RE leader enables pupils to make excellent progress but the current arrangement of one specialist teacher limits the opportunity for all staff to develop their skills.

### Areas for development

- Sustain the excellence in RE teaching by developing a shared expertise in RE teaching and learning with the other staff in the school and beyond.
- Develop regular opportunities, for pupils to engage in social action projects which pupils have identified allowing them to become advocates of change, to challenge injustice and inequality, and develop a concern for others in their community and the wider world.

- Establish mutually beneficial global partnership links in different parts of the world to encourage pupils to develop a global perspective beyond their local community.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

The school's values and vision are well established and grounded in a clear theology firmly rooted in a Christian narrative. Love to learn; learn to love. This inspires the whole school community to strive for excellence and flourish in every aspect of school life. Parents recognise this impact. 'The school has instilled in my child a Christian way of life and true Christian values.' The school lives out God's love by caring for others. Pupils work together to develop a harmonious community rooted in love, friendship, cooperation and respect. The school has an inclusive environment and new pupils have integrated quickly.

The school is effective at meeting the academic needs of all pupils through its curriculum. Over time, standards of attainment of almost all children have been above national averages and the proportions of pupils making and exceeding progress have been high compared to national figures. The school is accurate in knowing what areas to develop further. The school has addressed its own academic targets for improvement. There are growing numbers of pupils with additional learning and personal needs who are clearly identified and supported. As children of God the school wants every child to flourish and many initiatives support this ranging from worry boxes in every classroom to the use of pupil support workers. Pupils build their self-esteem and develop skills of teamwork and feel a sense of belonging in their school community.

The school teaches values education with respect as a core theme running throughout. Pupils can articulate their Christian values and explain how they live them out daily. Parents appreciate the ethos of love that runs through the school in their everyday living and relationships with one another. Eco council initiatives led by pupils help them to develop an understanding of how the natural world can be exploited and positive behaviours to address this are engrained in the pupils' everyday actions. There are varied leadership roles for pupils in the school, which enable them to gain responsibility and encourage the development of many values and skills. Through charitable giving the school lives its vision of loving our neighbour. A range of charities are supported, and pupils gain an understanding that people face difficulties and may need help to overcome them. Pupils have opportunities to support their community. This allows them to understand and feel the value of giving something back. Pupils do not currently benefit from participating in global activities which develop links beyond the local community enabling them to become agents of change further afield.

The strong Christian ethos permeates the life of the school. Pupils are proud of the school and its ethos. Adults support pupils to focus on the school's Christian values when reviewing their actions. This has supported some of the school's most vulnerable pupils to make a significant improvement in their behaviour. Respect and good manners are interwoven into all aspects of school life and positive behaviour clearly demonstrates the Christian core value of love. The school has developed its understanding of mental health provision and support and has developed its curriculum appropriately with a revised scheme of work for PHSE. Pupils say the school helps them to be calm and happy, and staff members say how the school has been their rock in difficult times.

The school is not ethnically diverse, and efforts have been made to build in opportunities for its pupils to experience and explore diversity across the curriculum. This is reinforced by the PHSE curriculum which focuses on celebrating differences, and anti-bullying. The school has worked hard at changing attitudes and promoting a culture of inclusion in which difference is celebrated and all God's children are equally loved, valued and accepted. The school is planning to review its whole curriculum offer in the next academic year in order to ensure its vision and Christian ethos maintain a high priority throughout. Pupils need to further develop an understanding of the world beyond their local community through a curriculum with a greater focus on the global dimension.

Worship is rooted in Biblical teaching in the form of stories and scripture, Christian values and aspects of the Church year. Children know the key teachings of Jesus and the main stories of the Bible. They can explain the concept of the trinity, incarnation and salvation. Pupils can articulate symbolism such as Jesus being the light of the world. Worship provides them with the opportunity to gather together to contemplate the outworking of their Christian vision and values. Worship is invitational and all are welcomed. Opportunities for prayer and

reflection are given to pupils and staff. Prayer is a natural and valued part of the life of the school. Worship includes moments of stillness, quiet and reflection so that children may use some time in a way that is completely personal to them. Increased pupil involvement in worship has led to a more inclusive style of worship, such as signing the Lord's Prayer in Makaton led by pupils. The collective worship committee are involved in evaluating provision and pupil suggestions have led to increased pupil leadership and involvement. Pupils participate in village community celebrations and attend services in St Paul's church and use the church as a resource for learning.

The school has established detailed planning of a comprehensive and balanced RE curriculum that reflects the Statement of Entitlement. This has raised standards of religious and theological literacy through a curriculum that ensures progression and increases understanding of beliefs and practices. RE has a high profile in the school's curriculum. Monitoring and evaluation have helped develop the teaching of RE. Pupils have an increased understanding of core theological Christian concepts such as incarnation and salvation. Pupils use their RE learning and have the confidence to ask challenging philosophical questions in class. Pupils have opportunities to reflect, express views, debate and question within RE lessons. RE lessons provide a safe space for pupils to discuss religious, spiritual and philosophical ideas. Pupils are confident to participate in discussions and express spiritual and religious ideas. In observed lessons the children in both Key stage 1 and 2 were asking big questions they didn't know the answer to and the progression in understanding was visible. RE makes a significant contribution to promoting the school's strong Christian ethos. RE gives a high profile to other faiths and celebrates diversity. As a school, with limited cultural and religious diversity in its pupils, this gives opportunities for them to share the knowledge and experiences of people of different faiths within the community. RE is taught weekly by a teacher with additional RE qualification and extensive knowledge. The current teaching arrangement limits the development of staff skills in RE. The RE lead has begun sharing her expertise with other schools. To ensure that this strength is sustained into the future the subject leader needs to share her teaching and learning expertise across the school and beyond.



**The effectiveness of RE is Excellent**

Detailed planning and skills-based assessment procedures alongside high quality teaching and learning have led to increased religious and theological literacy. There is good progress across the school and high achievement and clear progression of skills. Monitoring of teaching is perceptive and accurate. Pupils are given opportunities for challenge at different levels and expectations for RE are in line with core subjects indicating its importance to the school. All groups flourish academically in RE including those with special educational needs.

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