



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

St Andrew's C of E Primary School

Kay Road
London
SW9 9DE

Diocese: Southwark

Local authority: Lambeth

Dates of inspection: 7 March 2014

Date of last inspection: March 2009

School's unique reference number: 100613

Headteacher: Jayne Mitchell

Inspector's name and number: Claire Boag

School context

St Andrew's is a smaller than average, one form entry primary school, without a nursery class. About half the pupils are eligible for pupil premium funding, which is significantly higher than average. Most pupils are from minority ethnic backgrounds and about half speak English as an additional language. The proportion of pupils with special educational needs supported through school action is above average. In February 2014 the school was inspected by Ofsted and judged to be good in all areas and overall.

The distinctiveness and effectiveness of St Andrew's C of E Primary School as a Church of England school are outstanding

- The school community values the Christian distinctiveness, which is fundamental to its success. Pupils, staff, parents and governors speak of how this underpins everything.
- Pupils enjoy school and achieve well because they are valued and nurtured as individuals and the school enables them to "live their lives in faith".
- There are close links between the school and the parish. The vicar is a significant presence in the school, leading worship, supporting religious education and running a prayer group.
- Religious education and worship are key to the school's distinctive Christian values and teaching. The religious education subject leader is highly effective and gives staff exemplary guidance and support so that the subject is very well taught.

Areas to improve

- Ensure that the rigorous monitoring carried out by the leadership team is reported to the governing body and that governors hold leaders to account.

- Give pupils opportunities to be involved in planning, evaluating and leading worship.

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

The school's mission statement describes a "happy, safe and Christian family" and this is exactly what pupils, parents, staff and governors say about their school. Although implicitly expressed, faith, hope and love permeate the school, influencing the entire community. "The whole ethos is because we're Christian," says the Headteacher, "and that's what makes this school different". The school's Christian values mean that there is a determination to do the best for every child, shaping the high expectations that are evident. Achievement is good across all groups. Attainment at Key Stages 1 and 2 is above national averages and all pupils made expected progress by the end of KS2, putting them well above national averages. The school's approach to personal development and wellbeing is deeply rooted in the Christian vision. As a result behaviour and attitudes to learning are exemplary. In explaining how conflicts are resolved through mediation and forgiveness a member of staff said "this is our job here – we're a Christian school and we have to model that". During anti-bullying week children explored the teaching of Christ through parables, which influence their choices and they say that there is no bullying. Christian values such as forgiveness are used to help resolve conflict both in and out of school. Staff "notice, speak to and guide" every child. As part of the Anglican community, pupils raise funds for the Bishop of Southwark's Lent Call. Worship is held in the parish churches and links are closer since the previous inspection. One parent spoke of how the spiritual side is nurtured, saying her son had "more concern for others" because of the "spiritual foundation". She was in no doubt that this was because of Christian teaching, worship and the values of the school. The school is both distinctive and inclusive, serving an extremely diverse community and so the annual interfaith week is of direct relevance to pupils and something they talk of with enthusiasm. Religious education makes a significant impact on the school's distinctive Christian character and children love it.

The impact of collective worship on the school community is good

Pupils enjoy worship. They are engaged and influenced by it because of its relevance to their own lives. In the observed act of worship children came in peacefully to music and contributed keenly, showing respect for and pleasure in the achievements of others. The time for prayer and reflection was reverent and pupils said later how much they valued "time for your own prayers". The unaccompanied singing that followed was both joyful and spiritual. Pupils were seen to express their faith and spirituality freely. The vicar leads worship weekly and has a real impact through inspiring exploration of Bible stories and teaching about Jesus Christ, ensuring that pupils are aware of his significance and relate it to their own lives. Themes are followed up by the Headteacher and in class worship. Pupils have some knowledge of the Anglican tradition, talking about liturgical colours for different seasons and Holy Communion. Church services are held in the two churches in the parish with parents and governors speaking of how this brings the school community together. Pupils and their parents are comfortable discussing the reassurance they derive from prayer and speak of the difference it makes in their lives. The importance of prayer in pupils' spiritual development was clear from children's references to it and how they pray when they have problems. Parents and pupils talked of children's prayer books in which they "write our thoughts and praise him". Pupils start to develop their own prayers from Reception class onwards. Staff work together to plan worship based on liturgical themes and social and emotional aspects of learning so that themes are relevant. At present pupils themselves are not part of the planning process and do not lead worship. Although School Council has been involved in a review of collective worship, a systematic approach to monitoring is not yet in place.

The effectiveness of the religious education is outstanding

"The more you do it, the more you love it!" said one child about religious education, and this attitude is commonly held. Pupils are keen to talk about their learning and the impact it makes

to their spiritual and moral development is clear. Standards are high, with significant percentages of pupils achieving above the expected levels. Attainment in religious education is above English and mathematics in the school, which in turn is above national averages. Teaching is of a consistently high standard and never less than good. Work in books is well presented with constructive marking that gives guidance on how to improve. Pupils respond well to marking and talk about the work in their books with pride. Learning activities are varied, reflecting the cross curricular approach to the subject which pupils find so engaging. Effective use of regular assessments, in particular those using the 'I wonder questions' enable teachers to plan differentiated learning activities. Strategies such as Philosophy for Children and Godly Play enable teachers to stretch all pupils including the most able. As a result children develop a depth of learning and spirituality, are highly motivated and reach standards above English and mathematics. The religious education curriculum is creatively planned using the Diocesan Scheme and tailored to inspire pupils in the school. The teaching of Christianity predominates and children learn from and about other religions, finding common threads, which are directly relevant to their lives in a multicultural, multi-faith society. The subject leader is extremely effective, giving training, support and guidance to her colleagues. Consequently staff have good subject knowledge, confidence and a clear structure for teaching and assessing religious education. Monitoring and self evaluation are strong and the leadership team has a clear picture of standards, quality of teaching and the curriculum, although the governing body is less aware of this. There is an obvious link between the quality of religious education and the school's distinctive Christian character.

The effectiveness of the leadership and management of the school as a church school is good

The Christian vision is lived out everyday by staff who see their faith as integral to what they do "Everything we do is Christian – it's not something we have to say 'we're doing this because we're Christian'". The Headteacher is a committed Christian who leads by example, setting the ethos along with senior leaders and governors. School leaders know the school very well and use this to build on their strengths to improve further. Although governors believe, correctly, that worship and religious education are of a high standard, they are not sufficiently aware of what makes them so and systems for the governing body to hold school leaders to account are not robust enough. Since the last inspection leaders and governors have worked hard to develop stronger links with the church. Parents speak of how their children come home and tell them about what they heard in worship and religious education and how their children make connections in church, with what is happening at school. The impact of the vicar's work with pupils and parents through collective worship, religious education and prayer groups is considerable and pupils, parents, staff and governors speak of the difference this makes to their own lives as well as to the school as a whole. The focus on the spiritual and moral development of all pupils, especially the most able, has resulted in profound learning for all groups. Leaders of religious education and worship are well supported and in turn support their colleagues well. Leaders exercise their role with the school's Christian values in mind, giving time for monitoring, team teaching, planning and discussion. This has led to the development of outstanding religious education. The school is particularly committed to developing Christian teachers through school centred initial teacher training and plays a major role in mentoring newly qualified teachers, sharing good practice with other schools.

SIAMS report March 2014 St Andrew's C of E Primary School, Stockwell, London SW9 9DE