

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Church of England Primary School			
Address	Kay Street, London, SW9 9DE		
Date of inspection	14/03/2019	Status of school	Voluntary Aided
Diocese	Southwark	URN	100613

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

School context

St Andrew's Stockwell is a primary school with 195 pupils on roll. The majority of pupils are of Black, Black British or Caribbean heritage. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is well above the national averages. The proportion of pupils who have special educational needs and/or disabilities (SEND) is well above the national averages. St Andrew's Stockwell is in partnership with another Church of England school locally, with an executive headteacher leading across both. Very recently, OfSTED judged the school to be good overall with some outstanding features.

The school's Christian vision

At St. Andrew's we welcome you to our happy, safe and Christian family, where we encourage everyone to do their very best. Our vision is to inspire our children to be confident individuals, who are excited about learning and curious about the world they live in.

Key findings

- The school's strong Christian vision is deeply embedded and impacts admirably across school life including through its exemplary focus on the wellbeing of pupils and staff. This means that it serves its diverse community extremely well. Whilst its Christian vision permeates school life, the theological underpinning is less consistently articulated.
- Exemplary and collegiate leadership across the school is closely focused on pupils' academic and personal needs and effectively enables them to flourish as precious children of God.
- The school's wide-ranging and mutually supportive partnerships showcase its outward looking nature and successfully reflects and extends its Christian and inclusive vision.
- Creative approaches to learning and teaching encourages and inspires pupils to give of their best. This contributes to the school's calm, caring and purposeful environment and reflects its vision of being an inclusive Christian family extremely well.
- Collective worship and religious education (RE) make positive contributions to pupils' strong spiritual, religious and moral development, clearly reflecting the school's Christian and inclusive vision and associated values.

Areas for development

- Make more explicit the theological underpinning of the school's Christian vision so that it is clearly expressed and understood by all.
- Extend the use of Anglican practices during worship in school and deepen pupils' appreciation through worship of the Christian understanding of God as Father, Son and Holy Spirit.

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 has an embedded Christian and inclusive vision that impacts exceptionally positively across all aspects of school life. It thoroughly shapes policy and practice which means that the school successfully serves the needs of its diverse community. This includes, for example, decisions made about tailoring the curriculum to individuals' needs and the priority given to supporting the wellbeing of pupils and staff, including their mental health. This means that children and adults flourish within this happy and safe environment. Leaders can articulate the theological underpinning of its vision, but this is not as clearly expressed as its outworking suggests.

The school's exemplary leadership is strong and collaborative. The effective executive headteacher is excellently supported by a senior leadership team (SLT) shaped to address school needs. It does this by including a pupil guidance and support leader and a parent partnership leader, alongside the more usual roles on SLT. This reflects exemplary practice, showing insight into community and school needs and positively and practically expressing its Christian service. Bold and ethical decisions are taken to ensure that vulnerable pupils and their families are closely supported so that all can flourish. Governors are very well engaged and provide clear support alongside relevant and probing questioning of SLT and other leaders. Their monitoring of the school's Christian vision includes worship and RE and contributes effectively to the continued focus on service to its community. Governors ensure that statutory requirements for collective worship and RE are met.

Staff at all levels are excellently supported for working in a Church school. This includes a member of the SLT currently receiving training in leadership from the Church of England Educational Leadership Foundation. The school enables staff to take advantage of training provided through the Diocese of Southwark and within Lambeth networks. Such opportunities impact constructively on the quality of education provided.

The outward looking nature of the school is exemplary. Its many partnerships with other schools and bodies enrich its practice and allow it to enrich others. A clear example of its Christian service to its wider and Church community, is the SW9 partnership. This has been in place since 2016. The two schools share the services of the experienced executive headteacher, support each other's leadership teams and governors, and staff and pupils have opportunities to work and learn together. The partnership is deeply effective and mutually supportive. RE provides another excellent example of the school's outward-looking nature. A wide range of visits to places of worship and visitors from different faiths enhance provision significantly. Such experiences help pupils demonstrate a real respect for faith in the world today. The subject area is in receipt of the RE Quality Mark (Silver) award. The school also has other quality marks that recognise its strength and reflect its vision. A key example is the Inclusion Quality Mark where it is graded as a centre of excellence. The choice of involvement in partnerships and quality marks is guided by leaders, based on the school's priorities and its Christian vision. Recommendations from the previous denominational inspection have been well addressed and brought about positive outcomes for pupils.

Leaders, rightly recognise that character development, linked to pupils' spiritual, religious and moral development, are integral to implementing the school's Christian vision. Thus, pupils are encouraged to think for themselves and to act positively in the service of others. This enables them to become increasingly confident in making a difference in the world today, whether through charitable giving or through recycling resources. Pupils recognise that their Church of England school helps them to, 'follow the example of Jesus'. Forgiveness and reconciliation are key Christian concepts that successfully underpin the school's positive behaviour policy, which is consistently applied. This leads to high levels of self-discipline and to excellent behaviour. The quality of relationships across the school is exemplary and clearly expresses its Christian vision. Likewise, pupils make at least good progress, some from below average starting points. This leads to attainment that is at or above local and national averages overall.

The school celebrates its diversity and that of its local community, closely reflecting its Christian and inclusive vision. Ethnic, religious and cultural differences are explored through the curriculum, especially in RE, and through events such as the Interfaith Week. The school has a recently developed link with a Muslim girls' school, where reciprocal visits help pupils to get to know and respect each other. Leading by example, adults within the school provide strong role models for treating all with dignity and respect. The school has taken part in training regarding different sexual orientations and addresses such issues very sensitively.

The worship programme is rightly recognised by adults and pupils as a central expression of the school's Christian vision. It provides opportunities for spiritual and religious growth to which pupils and adults respond positively. They participate respectfully, for example, listening carefully, encouraging their peers taking part, and answering questions posed to them. The worship programme is invitational and inclusive, reflecting Anglican principles. The celebration of Christian festivals, lighting a candle, 'because Jesus is the light of the world', and receiving a blessing

from the parish priest are embedded into practice. However, other Anglican practices such as, for example, the use of opening and closing sentences, with responses, are not in evidence. The parish priest is a regular and welcomed visitor to worship, and indeed to the school more generally. Since her appointment the relationship with the parish church has deepened significantly.

The worship programme draws well on biblical teaching. Through worship, pupils and staff focus on the importance of Jesus for Christians alongside opportunities for prayer and reflection. Silent worship approaches have been recently introduced to the Year 6 class with a view to extending it to other classes in time, indicating how the school continually strives for improvement. Pupils are very well-engaged and involved during worship. They help to lead, plan and evaluate it, especially through the pupils' faith group, to positive effect. Through worship, pupils have too little opportunity to develop their understanding of the Christian concept of God as Father, Son and Holy Spirit.

Through a well-planned RE curriculum, based on diocesan guidance, pupils develop an appropriate understanding of world faiths, focusing on Christianity and taking account of other religious beliefs and practices. This helps them in developing a deep respect for difference and diversity. The new subject leader is commendably working very closely with colleagues both in and outside of the school.



The effectiveness of RE is Excellent

Excellently focused and creative teaching approaches enable pupils to engage enthusiastically with and enjoy RE. Consequently, standards are at least in line with other subjects across the school and locally. Similarly, consistently effective teaching, using a very wide range of approaches, enables pupils to make at least good, and often accelerated progress from their various starting points. Teachers enable pupils to share views positively because there is a very respectful and inclusive learning environment. RE focuses excellently on helping pupils to address a range of religious and moral issues. As one pupil reflected, 'RE helps me to think about decisions I make about what to do'. RE is excellently extended through various special activities, such as the Interfaith and Praise Weeks and by engaging with the Spirited Arts competition which addresses religious, philosophical and moral concerns using artistic approaches.

Executive headteacher/Head of school	Jayne Mitchell/Heather Coward
Inspector's name and number	Pamela Draycott (161)