

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Jude and St. Paul's Church of England Voluntary Aided Primary School			
Address	10 Kingsbury Road, Islington, London N1 4AZ		
Date of inspection	22 January 2020	Status of school	Voluntary Aided
Diocese	London	URN	100442
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	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good
School context			
<p>St. Jude and St. Paul's is a primary school with 174 pupils on roll. The two main ethnic groups represented at the school are White British and Black African. Many pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. Since the last inspection, a new headteacher has been appointed.</p>			
The school's Christian vision			
<p>We aspire to shine as lights in the world. We ask God's blessing to: Encourage, through valuing and celebrating diversity. Love, that we may flourish as one, nurturing the unique contributions of all, impacting positively on our world. Learn, that we develop a love of learning, aiming for excellence.</p> <p><i>Jesus said, "You are the light of the world...let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5: 14-16</i></p>			
Key findings			
<ul style="list-style-type: none"> • Driven by the committed leadership team, the strong Christian vision and values guide all aspects of school life. As a result, pupils and adults flourish in an atmosphere of mutual dignity and respect. • Governors support, challenge and monitor the Christian vision of the school, ensuring that this informs strategic planning and leads to continuous improvements as a church school. • The provision and pastoral care for pupils who have additional needs and for their families is highly effective, enabling all pupils in the school to shine. It is a living testament to the school's Christian care. • Collective worship, whilst being distinctively Christian, is inclusive of all, enabling those of different faiths and beliefs and those with no religious affiliation to participate meaningfully. • The leadership of religious education (RE) is strong. There are good opportunities to engage in dialogue, but not all pupils are challenged enough in order to extend their critical thinking. They therefore do not achieve the deeper learning that they are capable of. 			
Areas for development			
<ul style="list-style-type: none"> • Enable pupils to look beyond themselves through, for example, deepening the school's link with the Goodwill Children's Homes in India. • Provide more challenge in RE, particularly for the more able, in order to facilitate greater depth in their learning. • Deepen the experience of collective worship for all by enabling pupils to take a more active role in planning and leading worship. 			

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 aspirational headteacher, supported by a passionate staff team, lives out the distinctly Christian vision and values that shape this inclusive, loving community. The vision for all to shine is exemplified in the way pupils with special educational needs and new arrivals are well supported. They are all nurtured with dignity and encouraged to achieve their full potential, whatever difficulties they might face. This is due to the passion and tenacity shared by all staff that every pupil can 'shine like a light in the world'. Although overall attainment is slightly less than the national average, the majority of pupils progress well from their starting points. Decisions and policies reflect the depth of concern the school has, not only for pupils but also for staff and families. There are many examples of the way this vision has transformed lives. The committed governors are a supportive presence and evaluate the school's work and vision effectively. They talk confidently about the biblical principles of love and wisdom, which underpin the vision. Staff at all levels feel valued and are committed to the school's vision, speaking highly of the support provided by senior leaders. Since the previous inspection, all recommendations have been addressed, including the quality of the RE curriculum.

The school has looked carefully at the meaning of spirituality, believing it to be 'an appreciation and cherishing of what is good, joyful, truthful and beautiful'. This shared understanding of spirituality enables everyone at the school to be reflective, demonstrating a generous and compassionate approach to each other. The school's curriculum reflects the vision well. A rich programme of school clubs, including choir, philosophy and science, offers extra opportunities for pupils to shine in a variety of ways. Pupils are able to articulate the areas of school life in which they feel they 'shine'. These include academic subjects, sports, drama, gardening, singing and conflict resolution.

Pupils can explain the importance of their Christian vision in enabling them to take on challenging projects. For instance, they are keen to take responsibility for addressing issues affecting their local area. Persuasive letter writing to TFL and Islington council have enabled additional school warning signs to be put up near the school. These now alert cyclists to take care on an extremely busy cycle path that runs across the school's entrance. Another project involves the school Green Team, who have created a garden to grow and harvest produce for the school kitchen. The school won an award at King Henry's Walk Garden for this recently. The school has just begun to make links with Goodwill Children's Homes in Tamil Nadu, India. The impact of this new connection has yet to be realised.

Staff have undertaken training such as, 'I-Cope' and 'Trauma Informed Schools' and as a result, senior leaders are now mental health ambassadors. Worry boxes in the classrooms and corridor allow pupils and adults to unload their worries and fears. An open-door policy means that adults and pupils are supported when life becomes challenging. This, together with valuable pastoral provision from the vicar, results in good mental health support for everyone in the school community. On World Mental Health Day pupils were encouraged to 'dress bright and shine' to support the 'Young Minds' charity. This provides early help to all young people who suffer with mental health issues. There have been a number of pupils and families recently who have sadly suffered personal bereavements. The school helps them and other families by supporting the Winston's Wish charity.

The impact of embedding the language of 'shining' in school life means that pupils are reminded of behaviour and learning expectations daily. Pupils are able to articulate their opinions confidently because they know teachers consider their ideas valid and are ambitious for them. A striking, motivating display in the corridor identifies a range of high-achieving roles that pupils can aspire to. As one pupil stated, 'We can be anything we want to, just as long as we give our all'. This illustrates how the school's aspirational vision motivates high expectations, dreams and ambitions for every one of their pupils. The school's diversity is celebrated as a strength and respect is shown to each other regardless of their differences.

Collective worship is central to the life of the school, allowing adults and pupils to learn how the teachings of Jesus can be used in their everyday lives. Worship is planned and evaluated well. Themes related to the values and church calendar ensure that worship expresses the school's vision clearly through music, Bible stories and reflection. In an act of collective worship observed, the headteacher skilfully linked the example of the author

J.K. Rowling to the value of encouragement. Worship is wholly inclusive and invitational. A Year 6 pupil revealed that she was an agnostic. However, she felt able to be present in worship respectfully, even if she didn't always join in. Older pupils bring the Reception pupils in to worship, carefully taking their hands and sitting with those who need support to listen. Whilst pupils make noteworthy contributions to leading class worship, there are not many opportunities for them to contribute to future planning. Prayer spaces, found in all the classrooms, provide a safe place for pupils to reflect, especially if they have worries or concerns.

RE planning supports the school's Christian vision in that it is fully inclusive. Pupils gain a good understanding of Christianity and explore core theological concepts through the 'Big Questions'. These include, 'What does Pentecost show about the Trinity?' Pupils are beginning to make connections between different religions and world faiths. Books and lessons indicate that RE is taught in a creative way, such as the effective use of Godly Play in the Reception Class. Although questioning in RE is generally good, there is not always sufficient challenge for more able pupils to achieve greater depth in the subject.

The school's ambition for everyone at the school is key to helping all to, 'shine, love and learn' in this caring, Christian community.



The effectiveness of RE is Good

Effective leadership, alongside quality diocesan training for all teachers, has resulted in consistently good teaching in RE. Consequently, all pupils, including those with special needs, make good progress. They experience a range of relevant teaching styles, which include art, drama, story-telling and interactive technology. Monitoring is effective and leaders, together with governors, have an accurate picture of the quality and standards being achieved. This has led to improvements since the last inspection.

Headteacher	Adeola Oladejo
Inspector's name and number	Jenny Earp 288