

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Andrew's Southgate Church of England Voluntary Aided Primary School

Vision

'Do justice, love kindness and walk humbly with your God' (Micah 6:8) is our vision and breathes inspiration into the heart of our school community.

Do justice: committing ourselves to equal opportunities for every pupil, treating our staff with equity and seeking fairness in the world through charitable giving both near and far.

Love kindness: making compassion our priority, finding joy in encouraging one another, forgiving and showing respect at all times.

Walking humbly with your God: understanding our environment and recognising our ecological impact, worshipping together whilst recognising the growing diversity of our pupils and their beliefs and practice.

Strengths

- The Christian vision is understood and communicated well through the school values, which thread through every area of school life. The vision has a huge impact on pupils' lives enabling them to flourish in a happy, thankful learning environment.
- Relationships and respect within the school community are very strong. The diverse nature of the school is celebrated, and pupils' needs are met through the care and kindness shown. Staff give time and space to listen to pupils and parents so that they feel heard and understood. Pupils behave impeccably and look after each other in a heartfelt way. This reflects the school vision well.
- Pupils are highly motivated to look for opportunities to make a difference in their community, the environment and the wider world. This leads to acts of service and good stewardship.
- The partnership between the school and the local church enhances the vision and enables pupils and staff to develop spiritually.
- The curriculum balances high expectations of academic success with character development and life skills. This enables pupils to thrive and be prepared for the next stage of their education.

Development Points

- Ensure that more school leaders are involved in the planning and development of collective worship. This is to develop their leadership skills and to ensure pupils experience a greater variety of approaches to worship.
- Develop a way of talking about spirituality so that adults and pupils can explain what it means. As a result, pupils will deepen their understanding of spirituality.
- Incorporate more diversity in the religious education (RE) curriculum throughout the year groups, to include human views and belief systems. This will enable pupils to answer big questions about life and how people react to issues.



Inspection Findings

The Christian vision and closely aligned values are at the core of St Andrew's School. Leaders passionately communicate the vision to staff and pupils in a way that influences their daily lives. Consequently, the school community is outward-looking, seizing every opportunity to serve others with kindness and compassion. A powerful sense of justice is evident in how the school encourages pupils to act for those in need. Parents are positive about the impact the school vision and values have on their children. Pupils learn to 'walk humbly' by respecting other people's points of view. They flourish in this caring, welcoming environment, leading to individual academic success and resilient attitudes. Staff carefully balance ambition and wellbeing in their expectations for pupils. The recently appointed headteacher fully embraces the school's strong Christian ethos.

The curriculum enhances the school's vision to 'understand our environment and recognise our ecological impact'. Adopting a global approach, the new humanities curriculum includes diverse experiences from various cultures. This reflects the school community well and broadens pupils' perspectives. Families share their own cultures meaningfully. Opportunities to connect with nature help pupils develop spiritually. Regular visits to a local farm and nearby park take place to enrich pupils' experiences of nature. A local bird expert visits school to encourage pupils to watch, listen, and learn to identify birds' flight paths. Those needing stillness and quiet particularly benefit from these sessions. Consequently, pupils who have special educational needs and/or disabilities are well looked after. Outdoor pursuits and residential trips for older pupils help build confidence. Pupils are keen to achieve because they are positive about their learning and want to do their best. The exciting curriculum is inclusive and adapted where necessary. Equal opportunities exist for enrichment activities ranging from participation in a community singing event, sports clubs and lego club. As a result of the embedded values of courage and compassion, pupils are well-prepared for secondary school.

The vibrant input from the local parish shapes worship and spirituality in the school. There is a strong partnership between the school and church. Thankfulness and joy frame the day with class reflections and prayers. Staff view these times as experiences which bring their class together. Links to the values and related saints help them to explore spiritual thoughts and moral actions. Currently, there is not a common understanding about spirituality to reflect the school vision. Leaders are in the process of developing a way to talk about it in simpler language. Collective worship explores the values over the year effectively. It encourages pupils to find ways to put the values into practice. The worship theme is explored throughout the week which deepens pupils' thinking. In whole school worship, a table is prepared with a candle and a cross, reflecting the Anglican tradition. Bible stories and passages are carefully chosen to reflect themes. Songs are selected thoughtfully, with lyrics explained so pupils can join in meaningfully. Class worship is more personal, and pupils participate in various ways using physical objects, to help them engage. As a result, pupils readily offer prayers or write down their thoughts. Worship makes pupils feel calm and motivates them to do the right thing. Pupils who exemplify the school values are celebrated with weekly certificates. They find joy in championing each other. The local church is visited during key Christian festivals like Harvest, Christmas, and Easter, and parents enjoy attending. Collective worship planning done by the clergy is detailed. However, school staff are not involved sufficiently with this planning.

Relationships within the school are extremely positive. Mutual respect and the desire for equality amongst staff and pupils exemplify the school vision. They show humility by considering others' needs and by appreciating the uniqueness of individuals. This exemplifies the inclusive Christian ethos. School policies reflect the vision. The newly formed behaviour policy emphasises pupil success and adopts a restorative approach to justice. As a result, pupils feel safe and supported when they are unsure about what action to take. Older pupils serve as good examples, helping younger ones succeed and flourish by looking out for them on the playground. Those pupils who are deemed vulnerable or have SEND are treated well. A new 'safe sanctuary' room and pastoral care at



playtimes provide support for those needing it during busy times. Staff are well-trained to offer this space, which is well used by pupils. A governor is assigned to monitor staff wellbeing and provides support when needed. Professional development is encouraged, which makes staff feel valued.

Inspired by the school values of justice and stewardship, pupils are challenged to seek fairness where they live and further afield. They show great confidence in this area. The school council and RE captains drive positive changes, such as improving equipment for the after-school club. Motivated by their desire to seek equity in the world, pupils devise various ways to raise support for the global toilet twinning project. As a result of the vision, pupils reach out to others. Regular visits to a local care home take place, where they enjoy singing and playing games with the older generation. The impact of the vision inspired some older pupils to voice their concerns about people smoking outside the school. They created posters and gained permission to display them at local vendors, to increase awareness.

The RE curriculum encompasses Christianity and major world faiths. Resources are well-utilised, and the RE lead provides effective training for teachers. The school has chosen to include the knowledge and practice of selected saints into the curriculum. This helps to embed the school vision through the study of these historical role models. Religions are revisited to deepen knowledge over time and pupils' recall and compare key understanding effectively. While major world faiths are studied, other worldviews and beliefs are not integral parts of the curriculum.

Pupils are enthusiastic about the opportunity to ask questions and engage in discussions during RE lessons. They have enquiring minds and ask questions about religious faiths and beliefs. When investigating major influences on their lives, pupils mention parents, cultures, friends, and that 'poverty can affect your journey'. They have a solid understanding of religious vocabulary such as sacrifice, reincarnation, sin, and forgiveness. Pupils reflect on their learning after each lesson by answering a key question. This helps teachers assess understanding and plan subsequent lessons. Teaching is lively, well planned and paced. Monitoring and evaluation is carried out by the RE lead and knowledgeable governors.

Information

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| Address | 297 Chase Road, Southgate, London N14 6JA | | |
| Date | 7 October 2024 | URN | 102030 |
| Type of school | Voluntary Aided | No. of pupils | 197 |
| Diocese | London | | |
| Headteacher | Stamatia Pitsillides | | |
| Chair of Governors | Sarah Elkins | | |
| Inspector | Claire Coulson | | |