

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Freezywater St George's Church of England Primary School			
Address	Hertford Road, Enfield EN3 6NR		
Date of inspection	21 June 2019	Status of school	Voluntary Aided
Diocese / Methodist District	London	URN	102031

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	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

School context

Freezywater St George's is a primary school with 213 pupils on roll. The majority of pupils are of Black African heritage and there is a low level of religious diversity. However, there is a high level of cultural diversity and many 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 also above national averages. Recently there has been significant changes to the senior leadership team including a new headteacher and deputy headteacher in post from January 2018.

The school's Christian vision

Through God's grace all members of our community will grow in heart, mind and spirit. We believe in ourselves, others and our faith which will allow us to reach our full potential and achieve our dreams and aspirations. 'But as for you, be strong and do not give up, for your work will be rewarded.' 2 Chronicles 15:7

Key findings

- The school's distinctive Christian vision and its supporting Bible verse is known and understood by all members of the school community. The vision has a central place within the school life and consequently it makes an exceptional impact upon both pupils and staff, enabling them to 'reach their potential' and 'achieve their dreams and aspirations'.
- Under the strong and passionate leadership of the headteacher, the whole staff team creates a safe, welcoming and inclusive community which places great importance on the wellbeing of all pupils and their families. This provides a rich and secure environment in which pupils flourish.
- The recently reviewed creative curriculum is designed and tailored to meet the needs of each pupil, enabling them to grow in 'heart, mind and spirit'.
- Collective worship serves as the heartbeat of the school, providing an exemplary framework for both pupils and staff, in which to share and live out the school's Christian vision on a daily basis.
- Religious Education (RE) has a very high profile within the life of the school. Pupils engage enthusiastically with the enquiry based curriculum and teachers are effective in moving their learning forward. Consequently, pupils make very good progress in the subject.

Areas for development

- Share with other schools, the excellent work that has been developed around supporting strong mental health and wellbeing for pupils and adults within the school community to enrich the lives of others.
- Establish opportunities for pupils to think more globally by widening their understanding of Christianity as a multi world faith.

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 a clear and distinctive Christian vision with a strong theological underpinning. This is well known and understood by all members of the school community. The vision effectively grows pupils and adults in 'heart, mind and spirit' enabling them to flourish and achieve their 'dreams and aspirations'. It is firmly rooted in 2 Chronicles 15: 7 'But as for you, be strong and do not give up, for your work will be rewarded.' Leaders actively promote the vision and are quick to praise pupils who are living out the school's vision and associated values. School policies thoughtfully reflect the vision, shaping and informing the daily life of the school. The school's behaviour policy, for example, includes a pupil's code of conduct which expects pupils to be role models of the vision and values. Leaders place high priority upon religious education (RE) and collective worship and this plays a significant role in fostering pupils' spiritual and moral development.

Staff are extremely well equipped to teach in this Church school because of the priority placed upon high quality support and professional development given by school leaders and diocesan staff. Areas to improve from the previous denominational inspection have been fully addressed. This is evident in the positive relationships enjoyed between the school and the incumbent as well as other local faith leaders. Rigorous systems are in place to monitor the school's effectiveness as a church school and this is having a substantial impact upon its development.

A re-designed curriculum provides pupils with a rich and creative curriculum which successfully encourages pupils to think beyond themselves, reflect on global issues and ask big questions. A wide range of enrichment activities, such as participation in Proms Praise, visits to the theatre and nearby athletic stadium enhance the pupils learning experience. Older pupils speak enthusiastically of their new research room, equipped with an augmented reality sandbox to inspire their learning. Parents benefit from workshops delivered by teachers which equip them to support learning at home. The carefully tailored curriculum meets the needs of each individual. This, coupled with targeted support, ably led by the school's special educational coordinator, enables all to make good progress and to flourish, growing in 'heart, mind and spirit'.

Provision for spiritual flourishing for pupils and adults is strong because there is a shared understanding of spirituality integrated into school life. Effective use is made of the prayer garden and pupils value taking time out to reflect and pray. They also appreciate the times of stillness and quiet that are regularly part of worship. Staff and parents speak warmly of the incumbent and appreciate the support he has given during times of great sadness within school life. Staff particularly welcome the opportunity to spend time in the church during lunchtime for private prayer and reflection.

The school's supporting biblical verse is pivotal in the life of the school. It inspires pupils and adults to develop resilience and perseverance to overcome the difficulties they face. Despite their own challenges, pupils are actively encouraged to be outward looking and develop an understanding of disadvantage beyond their own community such as their involvement with 'Feed The Hungry' project. Pupils also care for their world in other practical ways, as seen for example, in the project initiated by a younger pupil, who as a result of his work, is significantly reducing the use of plastic in school. Whilst the school has an established global link with a nursery in Gambia, pupils understanding of the world-wide Christian church is less secure.

Under the strong and passionate leadership of the headteacher, the staff create a safe, welcoming and inclusive community where all are valued and experience a strong sense of belonging. Everyone is treated with dignity and respect and all are welcome, whatever their background or ability. As one pupil eloquently explained 'altogether we are one family, we all need to help each other'. The implementation of the vision ensures a remarkable level support for the mental health and wellbeing of all pupils and their families; everyone understands the importance of growing in 'heart, mind and spirit'. This school offers an extraordinary level of personal and emotional support for anyone in need, demonstrated by the allocation of funds to facilitate much needed provision. Examples include support from the school's own parent liaison officer, opportunities for counselling, use of the sensory room and play therapy. School leaders know their community extremely well and work with local charities to maximise support such as the free breakfast provided from Magic Breakfast and a free weekly food market donated by the

Felix Project. As a result of this exceptional level of care, pupils thrive. They enjoy coming to school and exclusions are rare. The school is well placed to share this exemplary practice with other schools.

Collective worship is the heartbeat of the school and provides a firm framework in which the school's Christian vision is modelled and lived out daily. 'Through God's grace', worship helps all members to 'grow in heart, mind and spirit'. Worship is inclusive and is led sensitively, showing a respect for religious differences. As one pupil explained, 'collective worship teaches us that we are a big community, even though we are all different'. Worship is strongly supported by the incumbent and the church is regularly used to celebrate key Christian festivals. Pupils learn about the teachings of Jesus and develop an age appropriate understanding of God as Father, Son and Holy Spirit. Prayer is central to school life and pupils regularly use their class prayer resources to help them lead prayers during worship. Older pupils enjoy planning and leading acts of worship and also appreciate the opportunity to feed into the governors' evaluation process. Evaluation is purposeful and has resulted in changes to worship, such as incorporating more time for stillness and reflection.

The introduction of the diocesan RE syllabus, along with effective training, equips staff to deliver high quality RE which reflects the Church of England Statement of Entitlement and enables pupils to 'grow in heart, mind and spirit'. Through the enquiry-based curriculum pupils are keen to ask big questions and feel safe to reflect on their own beliefs and those of others. Consequently, pupils speak with confidence about Christianity and the other world faiths they study. RE is given a high profile within school life and is included in pupil progress reviews. Assessment practice is embedded, and pupils have a clear sense of their learning journey, giving them a secure understanding of how to progress in the subject.



The effectiveness of RE is Excellent

RE is given a high priority. Pupils clearly enjoy learning about Christianity and other world faiths and respond well to the enquiry-based curriculum. The teaching of RE is well supported by the vicar and pupils demonstrate a good understanding of the key theological concepts of Christianity. Regular monitoring and assessment shows that teaching and learning at Freezywater St George's is strong. Teachers provide high quality feedback to pupil's work which enables them to progress well in the subject. Targeted support for all pupils, including the more vulnerable, enables them to flourish by growing in 'heart, mind and spirit'. Standards of achievement in the subject are very high with an above average number of pupils exceeding expectations by the time they leave the school.

Headteacher

Michelle Sheehan

Inspector's name and number

Jayne Pavlou, 628