

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St James' Church of England Primary School

Vision

Within our community we strive to develop deep roots, strong growth and freedom to flourish as a unique and whole child of God.

Matthew 13 The parable of the Sower – ‘...but the seed falling on good soil refers to someone who hears the word and understands it...produces a crop, yielding a hundred, sixty or thirty times what was sown.’

St James' Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following strengths.

Strengths

- The school's distinctively Christian vision is deeply embedded. It is expertly modelled by leaders, including governors, who know the school well. They recognise the importance of the vision in the way that they monitor and evaluate the effectiveness of this Church school. Consequently, their decisions enable individuals to flourish as 'unique children of God'.
- Exceptionally supportive, purposeful and mutually beneficial relationships underpin life at this school. A sense of love and care permeates throughout. Wellbeing is prioritised, which further promotes the flourishing of pupils and adults.
- St James' school is a highly inclusive and nurturing learning environment. Provision and support for pupils, including those who are vulnerable and those who have special educational needs and/or disabilities (SEND), is a significant strength. A strong focus on the uniqueness of each child enables pupils to succeed.
- Religious education (RE) is stimulating, enjoyable and varied, ensuring that pupils are engaged in their learning. A structured and well-taught curriculum supports the development of pupils' knowledge and understanding. This enables them to discuss religious beliefs with confidence.
- Collective worship enriches the lives of pupils and adults. It provides valued occasions for inquisitive questioning and reflection within an environment of acceptance and respect. As a result, collective worship contributes significantly to spiritual flourishing.

Development Points

- Extend opportunities for leaders and staff to further develop their professional expertise in Church School education. This is so that they can use their skills to enhance the school's impact even more deeply.



Inspection Findings

Dedicated and inspirational leadership underpins a deeply rooted Christian vision that permeates the whole school community. The vision and its associated values are central to decision making and the nurturing of relationships. Leaders are relentless in providing meaningful opportunities for pupils and adults to succeed as unique individuals. Governors are regularly involved in wide-ranging events in the daily life of the school. Consequently, they know the school community well. This, alongside regular formal monitoring, ensures that leaders accurately evaluate the effectiveness of St James' as a Church school. Knowledge of the school enables them to make bold decisions to drive further positive change. This includes the recent federation of the school with another Church school. Leaders have a profound understanding of their local context. An array of provision, such as food at the start of the day for all pupils, ensures that they are prepared to learn. A focus on black history, throughout the year, promotes an understanding and celebration of difference and diversity. As a result, individuals are nurtured in a loving community. Leaders and staff are determined to secure the best professional development to enable them to extend and sustain the impact of their work.

The whole curriculum has been crafted by leaders to enable pupils to establish secure foundations in their learning. This enables them to flourish as individuals. Training ensures that adults develop an understanding of spirituality, which strengthens their own spiritual development. The curriculum has been meticulously planned to provide relevant opportunities for spiritual development. Pupils consider stewardship of the planet. This includes respect and gratitude for nature. In geography, spontaneous moments to appreciate awe and wonder in the world are embraced. Learning encompasses a wide range of opportunities for pupils to broaden their horizons and explore their talents. This includes frequent trips, beyond their local community, and engaging in activities as diverse as curling and cheerleading. Highly skilled adaptation of the curriculum by leaders and a thoroughly inclusive learning environment enable pupils to thrive. Provision for those who have SEND is exemplary. A special interest club brings like-minded individuals together to explore their passions and hobbies. A trip to the theatre, to learn about neurodiversity as a superpower, helps pupils to understand both their value and place in the world. As a result, pupils are ambitious to succeed. They flourish within a loving community that cherishes and promotes their individual abilities and strengths.

The RE curriculum is challenging. It identifies links with previous units of work to ensure that it continually builds on prior learning. The time and value placed on RE, and effective support and training from diocesan advisers, ensure that it has high status. Careful and regular monitoring by leaders secures a curriculum that is relevant, well-resourced and effective. Planning expertly makes provision for the acquisition of knowledge and the development of skills. Pupils reflect on the personal impact of their learning. It values the lived experience of pupils and encourages them to develop their own perspective. The high-quality curriculum and its delivery support a deep understanding of Christianity as a world faith. For example, pupils learn how Christians are persecuted in some countries and the different ways that the Eucharist is celebrated across the globe. Whilst learning about several world religions they visit places of worship. This ensures that pupils gain first-hand experiences and engage in meaningful discussions about a variety of faiths.

RE leaders develop rigorous assessment systems and regularly monitor pupils' knowledge and understanding. Consequently, pupils, including those who have SEND or are vulnerable, make considerable progress. Pupils enjoy their learning in RE. They rightly enthuse about the way in which the exciting curriculum and engaging teaching enhance this. For example, when exploring the significance of Christmas for Christians, pupils visit the National



Gallery to study paintings of the Nativity. The inspiration arising from this experience influences their own creative art as they express their learning. Teaching provides time for valuable discussion, debate and reflection. When considering the biblical account of Peter's betrayal of Jesus, pupils consider what motivated Peter's actions. They reflect that many factors influence interactions with friends, which can sometimes lead to discord. They recognise the need to seek to understand and forgive others. In this way, RE underpins the vision within the school.

Collective worship inspires adults and pupils and is central to the life of this community. Meticulous planning enables worship to be open and accessible. This includes the use of sign language. Daily worship is shaped by the vision and its Anglican foundation. Meaningful bonds with the local church community enhance worship. Parish staff are integral to the worshipping life of the school. Regular visits to church to celebrate major Christian festivals are highly valued and promote spiritual development. Prayer permeates the life of the school, with well-used areas set aside for this purpose. This includes Eden's Corner, a treasured outside area devoted to providing opportunities for stillness and reflection. Consequently, occasions for spiritual growth are plentiful. Daily collective worship embraces the vision and values. It explores their impact on this community through Bible stories. For example, when focusing on the value of positivity, the biblical account of Moses being hidden in a basket is shared. Pupils relate how this exemplifies the importance of hope in decision making. In ways such as this, collective worship promotes the exceptional relationships that are evident in this community.

Pupils are empowered by adults to take responsibility to bring about changes that positively impact the community in which they live. Opportunities to develop leadership roles in school promote an understanding of responsibility and justice. Pupils are highly motivated and instrumental in improving their local environment. They work with the local authority to restrict vehicular access outside school. This improves safety for pupils and is also greatly appreciated by local residents. Pupils embrace a project to reduce waste. They are uncompromising in their desire to become a carbon-neutral school and work tirelessly to achieve this. They learn of the unjust and devastating impact that waste has in other parts of the world. As a result, they are beginning to consider ways of helping those who are affected.

St James' is a vibrant and joyful community. Focused care for individuals underpins a community where adults and pupils blossom and thrive. Families rightly praise the comprehensive care and support that they receive, including for vulnerable pupils. School resources, such as the expansive outside space, are shared with the community for celebrations, enhancing wellbeing. A play therapist provides valuable support for parents and pupils. This includes time to explore complex issues and provide emotional support within a safe environment of love and trust. Staff work together exceptionally well and are overwhelmingly supportive of each other. They are united in their commitment to the pupils in their care. Leaders promote opportunities for adults to develop professionally. The vision and values envelop relationships. This includes the way that pupil class ambassadors promote each of the school's values. Likewise, the St James' Way behaviour policy provides a framework for staff to teach pupils how to build positive and trusting relationships. Consequently, behaviour is exceptional. As a result, adults and pupils are nurtured to grow and flourish as 'unique children of God'.

Information

Address	Frederick Crescent, Enfield, EN3 7HH		
Date	23 June 2025	URN	102033
Type of school	Voluntary Aided	No. of pupils	174
Diocese	London		
Federation	The Cedar Federation		
Headteacher	Michelle Sheehan		
Chair of Governors	Nick Turner		
Inspector	Joanna Brookes		