

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Academy			
Address	Raymoth Lane, Worksop, Nottinghamshire, S817LU		
Date of inspection	28 January 2020	Status of school	Academy inspected as a voluntary controlled Diocese of Southwell and Nottingham multi-academy trust
Diocese	Southwell and Nottingham	URN	I42507

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	The impact of collective worship	<b>Grade</b>	<b>Good</b>

### School context

St John's is a primary academy with 449 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. In recent times the school has seen a significant number of staff undertake maternity leave.

### The school's Christian vision

Belong Believe Achieve

Love one another; as I have loved you, that ye also love one another. John 13: 34 - 35  
Gifts from God, flocking together in unity. With strong vision we look upwards, nurturing, serving, loving one another. With courage we face storms and rise higher. Reflecting upon our past we prepare for regrowth. Soaring into a bright future

### Key findings

- The exceptionally strong leadership of the dedicated headteacher has created a Christian and inclusive vision which directs school improvement and inspires pupils to thrive.
- The well thought out Christian vision permeates every aspect of the school's daily life. It is understood and articulated by all members of the school community. However there needs to be a greater understanding of what constitutes an act of worship.
- The mutual partnership between the church and school, notably through the enthusiastic and energetic vicar, enriches the worshipping lives and nurtures the spiritual journey of all.
- Strong subject leadership in religious education (RE) is giving pupils the opportunity to engage and respond to the big questions of life, but needs to strengthen the subject's focus on other faiths.
- The pastoral care in this Christian community is genuinely supportive of pupils and adults and their mental health and wellbeing. Staff tirelessly support one another, the pupils and their families.

### Areas for development

- Enable pupils and staff to encounter diverse faiths and beliefs more frequently, within the school or by visiting their places of worship to nurture their spiritual and cultural developments.
- Through work with the local church and diocesan representatives develop worship within the school to ensure that pupils have greater opportunities to encounter spiritual engagement.
- Strengthen the well-established links with the local church to build an active worshipping community that serves the spiritual needs of all stakeholders.

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 distinctively Christian vision of St John's acts as the backbone from which all business radiates. Governors and school leaders clearly articulate and demonstrate how all key decisions, processes and policies are linked to the school's central theme of love. Stakeholders talk in detail about the St John's family. They are proud to be part of that family and know that they are loved and cared for. A parent explained that 'teachers treat our children as if they were their own'. Vulnerable groups are clearly identified and are given appropriate support. The Christian vision of the school results in leaders prioritising good mental health and wellbeing for everyone. Parents report how the school's values impact on life at home, giving many examples of pupils commenting on the behaviour of others in terms of Christian values. Leaders have secured very effective leadership of RE and collective worship. Both have a high priority within the school and make substantial contribution to the school's Christian distinctiveness and performance. Professional development equips staff with the skills and knowledge to fulfil their roles in a Church school. The guide to the school's values produced by the RE co-ordinator is comprehensive and informative. Consequently, staff are secure in their understanding of the Bible stories that underpins the school's vision. This school knows itself very well and knows its direction of travel. Committed governors rigorously measure the impact of the vision statement by being closely involved in the school on a regular basis.

The partnership between school and the parish church is strong. The passion, commitment and regular presence at St John's shown by the vicar ensures that all stakeholders are aware that this is a church school. Both he and his curate regularly lead collective worship. Services are held at the church to celebrate some of the major festivals of the church calendar. These are welcomed by parents who enjoy the opportunity to see their children at the church. As part of its Easter week celebrations the church held a special foot washing ceremony with adults and teachers washing children's feet. This evidence of service had a profound effect on one Year 6 pupil, who following it decided to commit to having a more serving heart in whatever they did.

Leaders deserve praise for their determination that pupils have access to an appropriate and stimulating curriculum, which is well taught. Pupils are excited by their learning and are able to develop their unique skills and qualities in a safe and supportive environment. Pupils of all abilities flourish, regardless of their starting points. They appreciate that 'teachers always try their best to give everyone the same opportunities'. Pupils feel secure and happy, as a result, there is a calm and purposeful atmosphere for learning. Consequently, attendance is very good and above national expectations. A wide range of extra-curricular provision extends pupils' interests and develops self-esteem in creative and sporting activities. Exceptionally strong ties bind this community together. Even an ex-member of staff has returned to the school to help at the very popular cooking club.

Pupils' attitude to those less fortunate than themselves is a reflection of the school verse from John 13 of 'Love one another...' Charities are supported both locally and far and wide. Inspired by a teacher running the London Marathon for the charity Christian Aid, pupils created their own marathon back at school. This was filmed as part of the charity's publicity material and enabled the pupils to have a greater understanding of the needs of others. The school is a caring community and has a heart for those around it. During recent floods in the local area, the St John's family came together to support those in need. Coinciding with the school's prayer space focus on gratitude; staff and families responded with love and compassion to offer practical support at a time of crisis.

The wellbeing of all is a priority of the school. The needs of vulnerable pupils are addressed by the use of an Emotional Literacy Support Assistant who ensures they have an outlet for their concerns. Positive behaviour is actively promoted and encouraged. This leads to a very calm and ordered school. Where there are transgressions, pupils are treated with compassion, dignity and respect. The school's approach is rooted in forgiveness and reconciliation. Year 6 Team Captains act as role models for others and take pride identifying in others their team's chosen Christian values. Staff tirelessly support one another, the pupils and their families. Relationships between home and school are strong. Parents affirm that the staff 'go above and beyond for every pupil'.

Collective worship is a much-valued part of the school day. Planning for worship is detailed and shows clear progression through the focus of a new school value each week. This leads to a shared understanding and cohesion within the school community. Amongst adults and pupils there was a lack of understanding of what constitutes an act of worship. Throughout the course of the inspection many references were made to assembly. Prayer areas can be found in some classrooms and in public spaces. Inspection evidence shows that these are well used and provide opportunities for pupils to reflect on issues that concern them. Pupils have some opportunities to plan, lead and evaluate worship. The teachings of Jesus and Bible stories are used to reflect upon the school's Christian vision and values. However, pupils do not always recognise the significant events in Jesus' life.

Since the last inspection there has been a thorough review of the RE provision. The introduction of Understanding Christianity resources has galvanised staff. They say it has enabled them to enjoy their teaching more and their increasing confidence is showing in the work of the pupils. Pupils discuss enthusiastically the 'big questions' they examine in RE and gain much insight from considering various points of view. Although the RE curriculum focuses on the major world religions, pupils' understanding still contains misunderstandings. At present there are insufficient opportunities to visit other places of worship.

Principal	David White
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