

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Primary School

Address	Theobalds Park Road, Enfield EN2 9BD		
Date of inspection	13 June 2019	Status of school	Voluntary Aided
Diocese	London	URN	102027

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	Excellent

School context

St John's is a small primary school with 104 pupils on roll. The school has a low level of religious and cultural diversity and very few 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 in line with national averages. Since the last inspection, a new parish priest has arrived and there have been a number of staffing changes in the school.

The school's Christian vision

At St John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us. Ephesians 3:16-18.

Key findings

- The school has a clear Christian vision, formulated by the school community, which is now impacting upon much of school life. As a result, pupils are increasingly thriving in this small school.
- Pupils are well-supported in their learning and in their lives, including disadvantaged pupils. The school is addressing the progress and attendance of these pupils in a nurturing way, inspired by the love of God.
- The curriculum and extra-curricular opportunities enable pupils to 'develop their gifts and broaden their horizons'. There is a shared understanding of spirituality across the school, which both pupils and adults benefit from.
- The link with the parish church enhances the school's collective worship and Religious Education (RE). The enthusiasm and support of the parish priest is highly valued by the school community.
- Standards in RE are well-above average as the subject is so highly regarded within the school. Pupils gain a strong understanding of religious concepts and make excellent progress from their starting points.

Areas for development

- Continue to use the school vision to underpin self-evaluation and development, so that everyone can articulate the vision in a profound way.
- Demonstrate how the school's Christian vision leads to innovative and imaginative practice that transforms the school community and beyond.
- Develop pupils' knowledge of the centrality of the Eucharist (Holy Communion) through collective worship, so that they have a deeper understanding of Anglican practice.

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

Leaders, including governors, have established a distinctively Christian vision which is appropriate to this school. They involved the whole school community in formulating the vision and the associated school values. As a result, most members of the school community can explain what the vision of the school is. Pupils are able to speak about the vision and quote the bible verses related to the vision, such as 'God's glorious riches', in their prayers and RE work.

This is a truly inclusive school. Pupils are admitted regardless of their faith background or circumstances. School leaders work hard to integrate all their pupils, and nurture them in accordance with their vision. Governors are very involved in the life of the school and make frequent checks to know how the school is progressing. They work well with school leaders to ensure that the school continues to improve as a church school. The school has addressed the issues from the last inspection and is focusing on appropriate next steps for their community, in line with the vision. Although St John's is a small school with limited resources, they don't let this hold them back. They make good use of their relationships with local schools and the diocese to develop their practice. Leaders now need to fully embed the vision throughout the whole community, so that everyone has an equally profound understanding of the difference it makes.

The school provides a varied and interesting curriculum, which enables pupils to develop spiritually and academically. They also manage well to enhance what is on offer through extra-curricular activities and trips. Despite the small size of the school, there is an opportunity for everyone to thrive at something. For example, the school has a wide-ranging sports programme and offers music lessons for pupils. Pupils say these opportunities are one of the best things about the school. Leaders can demonstrate how this relates to their vision for pupils to 'broaden their horizons'. These opportunities contribute to pupils' spiritual development, because a shared understanding of spirituality is integrated into school life. Pupils comment on the support they receive to help them with their learning. The school has a flexible approach to grouping pupils so that they all receive support to 'develop their gifts'. This is having a positive impact, particularly in Maths, which is a key focus area for the school. The school is also working relentlessly to address attendance, because they know the difference it makes to pupils' learning. Consequently, there have been improvements in attendance, especially for vulnerable pupils.

Pupils in this school are inspired to 'broaden their horizons' and think deeply about moral and ethical issues. They enjoy fundraising and talk enthusiastically about the charities they support, both locally and internationally. For example, they support two students in Uganda through a local church charity. Driven by the 'values of God's Kingdom', they have tackled the issue of plastic waste, linking this to high quality RE work on God's creation. The school's garden, developed in memory of a former pupil, provides a space for pupils to reflect and grow spiritually. Parents' involvement in creating it has enabled them to flourish, too.

The nurturing atmosphere of the school is directly related its vision. This is commented on by members of the school community, who say the school is a 'gentler place' since the vision was introduced. Pupils with a range of different needs are fully integrated in the life of the school, including those who transfer from other schools. The school supports their behaviour well so that pupils' learning isn't interrupted or disrupted. Pupils and adults are able to voice their concerns and ask for help in this caring school. Parents say that their children find 'great comfort' in this school. They also comment on how well pupils mix with each other across ages, faiths and backgrounds. Because of this, pupils respect and care for one another.

Everyone is valued in this respectful school. There are clear policies that show that everyone is to be included. Vulnerable pupils are treated with dignity, even in challenging circumstances. Governors speak about how one of the aims of the school's vision was to help pupil leaders tackle any bullying behaviour, wanting 'everyone to... flourish'. Pupils are confident in tackling any unkindness they might encounter. They have learnt about the Christian belief that everyone is made in the image of God. The school also teaches about healthy relationships appropriately.

Collective worship includes everyone. Both pupils and adults speak about what they gain from worship. The involvement of the parish priest in worship has made a significant difference. Pupils speak very enthusiastically about the worship times he leads. Staff also feel supported by him and learn from his input. Pupils enjoy the creative approaches to worship. For example, on the day of the inspection, pupils and staff re-enacted the events of Pentecost, speaking in different languages. They learn about God as Father, Son and Holy Spirit. Pupils talk about how the Holy Spirit helps them in different ways, both at school and in their daily lives. There are planned opportunities to learn about the school's Christian vision and values. Worship is sensitive to the different religious and non-religious backgrounds of the pupils. It provides opportunities for reflection which enable pupils and adults to grow spiritually. Pupils write meaningful prayers, which they share with the school. Older pupils lead times of worship for the younger pupils where they help them to understand the school's values. During the inspection, pupils were speaking about the value of determination, and the difference it makes to them. Pupils and adults enjoy church services to celebrate different festivals in the Church's calendar, regardless of their faith background. However, pupils have not yet understood the central importance of the Eucharist (Holy Communion) for worship. There is an exciting vision for worship in this school, which is starting to impact the wider community. The school now needs to embed this, so that every member of this community is inspired and impacted by worship on a daily basis.

RE is very well led in this school and therefore pupils 'develop [their] gifts' in RE particularly well. The school has created its own assessment tool, which ensures that pupils continually progress through the school. The school is now well-placed to share its practice in RE with other schools.



The effectiveness of RE is Excellent

Standards of achievement in RE are very high in this school. An above average number of pupils are exceeding expectations by the time they leave the school. This is higher than any other subject in the school because the subject is prioritised in the curriculum. RE gives pupils a very good understanding of Christianity and other world faiths. This is notable as most pupils enter this school with little or no knowledge of religion. Therefore, the progress they make is exceptional. This includes disadvantaged pupils, who are specifically targeted. Teaching is at least good, with some outstanding teaching. Drama is utilised effectively so that lessons are creative. New teachers have been extremely well-supported in their planning and delivery of RE lessons by senior leaders and the vicar. Pupils' written responses in RE are particularly strong. They can reason theologically about different issues, and their understanding of the core concepts of Christianity is excellent.

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