

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Primary School

Address	Portland Road, Kingston upon Thames, Surrey, KT1 2SG		
Date of inspection	30/04/2019	Status of school	Voluntary Aided
Diocese	Southwark	URN	102589
Overall Judgement			Grade Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?			
Additional Judgements			
The impact of collective worship		Grade	Excellent
The effectiveness of religious education (RE)		Grade	Good
School context			
St John's Primary School has 246 pupils on roll. The majority of pupils are of White British heritage. Around a fifth are from a range of other ethnic groups with few speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged and those who have special educational needs and/or disabilities (SEND) are below national averages but increasing year on year. Most pupils are from Christian backgrounds with others, mainly Hindu, Muslim and no religion, represented. Since the previous denominational inspection changes in staffing have occurred, including at senior level and on the governing body.			
The school's Christian vision			
For our whole school community, through the love of God, to respect and understand the Christian values and beliefs of others, ensuring happy and successful learners who enjoy, progress and achieve their full potential. Our Christian values inspire resilience and confidence leading to safe, healthy, caring and fulfilling lives, supporting pupils in becoming responsible citizens who make positive contributions to society. (John 3:16 and John 10:10)			
Key findings			
<ul style="list-style-type: none"> • The headteacher's and her deputy's effective leadership ensures that the school's overtly inclusive Christian vision has a profound impact on all areas of its life. This is excellently underpinned by a clear and robust theological understanding of education, including of spiritual development, within a Church of England context. • The school's associated values of respect, honesty, perseverance and service are fruitfully underpinned by biblical teaching. These are exceptionally well-known and powerfully impact on the mutually respectful relationships, on pupils' exemplary attitudes to learning and on their excellent behaviour. • A wide range of positive associations with a variety of partners enables the school to share effective practice as well as enabling them to learn from others. • A carefully chosen range of awards, such as Global Neighbours, being a Rights Respecting School and an Eco Award, are closely linked to supporting and extending the school's Christian vision in exemplary ways. • There is excellent involvement of pupils in school life, who know their voice is important and listened to and consequently are developing as confident and resilient young people. 			
Areas for development			
<ul style="list-style-type: none"> • Ensure that assessment practice in RE is refined. This is so that it closely reflects the diocesan scheme of work and enables pupils to consistently know what they are achieving well and what they need to do to improve. • To increase the effectiveness of and to expand the RE curriculum, embed an approach to teaching and learning in RE which focuses on key concepts as exemplified through the methods embedded in the training and resource Understanding Christianity. The resource is currently under-utilised. 			

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

This is a small school with a big heart. Its inclusive Christian vision thoroughly motivates its successful focus on enabling all pupils to flourish academically and personally. The vision has a compelling Christian theological underpinning, based on God's love for all. This is expressed exceptionally well by senior leaders and governors and is effectively shared across the school community. Thus, under the focused and passionate leadership of the headteacher and her deputy, it drives all aspects of school life. For example, there is a broad, balanced and creative curriculum extended through strong extra-curricular and enrichment experiences. The latter includes a diversity week, a science week and a creative RE week. Thus, pupils are successfully supported, whatever their starting point, in making at least good, and often accelerated progress. This leads to academic attainment that is consistently above national and local averages. The vision's associated values are expressly linked with biblical teaching. Accordingly, adults and pupils demonstrate a consistent and very deep appreciation of the impact of the vision and associated values on school life and on them as individuals. This is also reflected in the very effective pastoral support provided for vulnerable pupils. An example of which is the development of a small outdoor area using approaches for learning and reflection based on 'Forest School' methods to support selected pupils. The school has been called upon to share this successful development with other settings.

Strong and productive partnerships with the parish church and the Diocese enhance the school's Christian and spiritual life admirably. Strongly reflecting its vision, there is a shared understanding of spiritual development and its deep impact on personal and academic development. This contributes strongly to the excellent ways in which pupils and adults reflect on who they are and how they relate to others, to God and to the world. A wide range of opportunities for reflection and spiritual development are provided. For example, through the curriculum, including in RE, in collective worship and through extra-curricular and enrichment experiences. Pupils respond extremely positively and relish exploring differing points of view within this respectful learning environment. This means that pupils of different abilities and backgrounds value themselves, each other and their learning, illustrating the strong impact of the school's emphasis on wellbeing. The involvement of the pupil faith group in deciding on and managing responses to the half termly whole school 'big question' is exemplary.

Governors and senior leaders have ensured that key areas for improvement from the previous denominational inspection have been effectively addressed and acted as a spur for positive development. In addition, the school has drawn wisely on recent key developments in Church of England educational thinking, at national and diocesan level. Consequently, it has, to excellent effect, constructively incorporated selected ideas into its development and consequent improvement planning.

The school has a strong record of developing its staff professionally so that they gain promotion both internally and externally. Consequent staff changes are dealt with positively and staff are excellently supported for working in the Church school sector, whatever the stage of their career. Staff wellbeing is given a very high priority by governors and leaders who provide excellent support. Many staff speak confidently of how the school's vision underpins their work. Some give examples of how at times of personal difficulty colleagues, governors, pupils and their families have been compassionate and practically supportive, 'going the extra mile'.

In keeping with its vision, staff at all levels are generous with their time and in sharing with others. There are a wide range of productive partnerships with schools locally and indeed internationally. This includes receiving student teachers from Texas and a colleague from Nigeria to learn from the school's practice. Links with the University of Kingston through the science and architecture department, and with local secondary schools regarding transition and science development, are equally beneficial. These also reflect the care for St John's pupils going beyond when they leave Year 6.

The school has a range of awards. These are commendably selected to support its Christian vision. The Eco Award reflects the care and concern that pupils show towards God's creation. Recently pupils have been passionate about the pollution caused by plastics. They have made practical steps in recycling as well as writing to politicians about their concerns. The Global Neighbours Award draws on the longstanding link with a school in Africa and expresses excellently pupils' acknowledgement of the need for justice and fairness in God's world. Pupils' moral development and their understanding of their ability to 'make a difference' is consequently enhanced.

Expressing its inclusive nature, the school's Christian vision provides a strong foundation for celebrating difference and diversity. This in turn successfully impacts on its deep-seated sense of being the St John's 'family', on mutually supportive relationships and on pupils' excellent behaviour.

The daily worship programme laudably provides a strong focal point for the flourishing of the whole school community. Worship consistently supports and strengthens pupils and staff in applying the vision and associated

values to life in school and beyond, irrespective of their personal or family faith background. Thus, it impacts excellently on enabling the significance of worship, faith and prayer in 'everyday life' to be explored. It successfully draws on biblical teaching and on key Christian beliefs and practices. This leads to a deep appreciation of the importance of Jesus for Christians and of key concepts such as that of God, as Father Son and Holy Spirit. Pupils, through the faith group and more widely, are commendably involved in planning, leading and evaluating the impact of the programme alongside senior leaders and the vicar, who is also a governor. Pupils are deeply engaged and involved with worship, through which, they are developing a strong awareness of a range of Anglican worship practices

RE is very well led. The curriculum is well-planned, drawing on the diocesan scheme of work, providing a good range of age-appropriate opportunities to involve pupils positively in considering religious teachings and practices. As part of its ongoing improvement planning, and to enhance teaching and learning of Christianity further, the school has invested in training to use a resource called, 'Understanding Christianity'. However, the concepts and approaches identified within it has not impacted sufficiently on practice. Governors and senior leaders ensure that RE is given adequate time and resources, and that it positively reflects the Church of England Statement of Entitlement. This demonstrates its importance as a core subject and its positive impact on extending the school's Christian vision and associated values.



The effectiveness of RE is Good

Teaching is very good with elements of outstanding practice in evidence. In-school monitoring takes place regularly and staff are very well-supported with both subject content and approaches. Attainment and progress are in line with other core subjects with pupils making, and sometimes exceeding, age-related expectations. This is particularly the case when they reflect on 'big questions' where a depth and maturity is well-evidenced. Assessment is in place but does not consistently help pupils to know their strengths and their next steps for improvement. The effectiveness of RE is appropriately enhanced through the annual creative RE week which provides well focused activities for pupils, including through artwork, dance and drama.

Headteacher	Lulu Esua
Inspector's name and number	Pamela Draycott (161)