

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

## St John the Baptist Church of England Primary School, Colwick

<b>Address</b>	Vale Road, Colwick, Nottingham, NG4 2ED		
<b>Date of inspection</b>	17 January 2019	<b>Status of school</b>	VA primary
<b>Diocese</b>	Southwell & Nottingham	<b>URN</b>	122787

<b>Overall Judgement</b>	<b>Grade</b>	<b>Good</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>Additional Judgements</b>		
<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>
<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Good</b>

### School context

St. John the Baptist is a primary school with 205 pupils on roll. The school has low levels of religious and cultural diversity and few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above the national average. The proportion of pupils who have special educational needs or disabilities (SEND) is broadly in line with national averages. The current headteacher has been in the school for fifteen years, as deputy, acting headteacher and headteacher. The local priest-in-charge is active in the school and serves as vice chair of governors.

### The school's Christian vision

The school vision is portrayed as a tree with fruit. 'Life in all its fullness', is taken from the gospel of St. John and is portrayed with various desirable qualities that all in the school are seeking.

### Key findings

- Relationships at all levels are a strength of the school, supporting all pupils in their development.
- Character values are a powerful encouragement, resulting in positive attitudes and good behaviour.
- The leadership of the headteacher and his team is a strength of the school, nurturing each pupil to be the best they can be.
- The governors are well led, so they challenge the school leaders appropriately in improving attainment of pupils and deepening their spiritual growth.

### Areas for development

- Embed the work on character values, so that it contributes strongly to each pupil's understanding of life as a spiritual journey, based on the example and teaching of Jesus Christ.
- Ensure all approaches to teaching and learning in religious education (RE) challenge every pupil to make a contribution to the Christian distinctiveness of the school.

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

A Christian vision and set of values underpin every aspect of education in St John the Baptist School. The vision of life in all its fullness is explored with pupils annually, at the start of each school year. On a day-to-day basis it is exemplified by the character values, in each pupil's planner. These are the focus of all the work of the school, and have an impact both on relationships and behaviour. Pupils show perseverance and resilience, as shown in performance data. Pupils generally begin with lower attainment than the national average, and are still below average at age seven. However, by the time they leave most are equal or above national averages. Each child is valued as a gift from God, so that pupils with additional support perform well. Hard questions are set each week to stimulate the more able pupils.

The education of each individual pupil is an aim of the school. Attendance is consistently high, relationships at all levels are a strength of the school. No child described incidents of bullying and staff sort out squabbles sensitively and with reference to the school's value system. Pupils take to heart the character values and will discuss effectively how forgiveness and reconciliation resolve disputes. Hence incidents of bad behaviour are decreasing and exclusions practically unknown.

The curriculum stimulates all pupils with a sense of wonder, with an integrated approach which nurtures all talents. As yet, some children do not see these talents as God given, but nevertheless know that the community is improved by their contribution. They sometimes link their spiritual growth with well-known Bible characters. However, more often it is with the role models provided by contemporary figures, seven of whom are adopted in the house system. Pupils say they feel safe because adults love them. Despite some pupils having modest economic means, the pupils have contributed to over thirty local, national and international charities. These include the British Legion, Rotary Foundation and the provision of toilet facilities in Africa.

The 100 club is a powerful motivator for life skills. Various activities from creative thinking to outdoor education gain rewards exemplifying the vision of life in all its fullness. One activity strand is citizenship, so pupils are passionate advocates of ways to act as good stewards of the planet. The school council are responding to the plight of plastic in the oceans, and are in correspondence with local and national organisations. For example pupils are being well prepared for their future as global citizens, and talk coherently about challenging inequality, pollution and injustice.

The RE curriculum integrates *Understanding Christianity* with the statutory requirements for RE. All staff teach it and team-teaching helps to foster a sense of confidence in non RE specialists. Teaching a range of religions and world views focuses on respect and acceptance of alternative beliefs, so reinforcing the spiritual, moral, social and cultural (SMSC) development of all learners. Pupils of diverse faiths say they feel safe to express differences of culture and belief, without fear of disrespect. The school's approach to relationships and sex education is effectively shared with parents. This reflects the Christian vision and values, and promotes healthy and safe relationships.

There is a well-planned programme of collective worship which is a central activity of the school. Creative approaches, based on the Christian vision, are co-ordinated and ensure many occasions for pupils and adults to grow spiritually. School Christian values, such as thankfulness and resilience, are familiar to all and are becoming linked to Bible stories in pupils' minds. Music and lively singing enhance worship, particularly when led by the choir. Pupils recall these songs during the day so that the words challenge them to adhere to the Christian values of the school. Collective worship uses invitation and responses and pupils are familiar with liturgy. Set prayers mark key points in the day and white boards in each class are extensively used so that pupils see prayer as personal and intercessional. Some pupils affirm the use of prayer in their daily lives. For example they outline circumstances in which collective worship and prayer alters attitudes or actions. There is regular feedback through a book of pupil responses to some worship. However, the school improvement plan does not show how this has changed the programme of worship. The divine nature of Jesus is understood. For example, a recent worship session on the trinitarian nature of God is readily recalled. This was led by the priest-in-charge, who is very active and committed to the school. This provides an excellent link with the local Christian community, with visits to the two Anglican churches for learning and worship. Pupils talk enthusiastically about links with the church and can recite the major Christian festivals and their significance to the life and teaching of Jesus. Parents join collective worship for weekly awards and key festivals and are happy that the school is based on faith, but inclusive of all.

Governors, particularly parent and foundation governors, are frequent visitors to the school. They get involved in supporting staff, and the designated governor visits RE and collective worship. In tandem with the RE co-ordinator, she produces an annual report to governors. The latest report available identifies the need for

collective worship to link more effectively with the character education values, to promote an individual response from each pupil.

The well-established staff are dedicated to the distinctiveness of the school. They foster it by their care of every child, including concern that those in Key Stage 1 are well fed by accepting the free cooked lunch. Staff 'go the extra mile' on the children's behalf and are commended in collective worship for further training they have completed.

St John the Baptist is a lively and happy school, promoting learning for all in a loving and Christ-like way. Servant leadership is key to its rating as good, because adults live out daily the values of service to others, humility and forgiveness. By this, they remind pupils of the character values affirmed by the school.



#### **The effectiveness of RE is Good**

The programme for RE is well led, including staff training on the *Understanding Christianity* resource. This has made a useful distinction between the values many people hold and the Christian responsibility to follow the example and teaching of Jesus. Pupils talk enthusiastically about their learning but do not always apply it to their own personal spiritual journey. The RE co-ordinator recognises that the current system for assessment gives summative rather than formative data on pupil progress. It does establish, however, that vulnerable pupils make good progress in the subject. Those considered to be disadvantaged make progress above the national average. The result of a questionnaire to pupils shows a real enthusiasm for the subject. It offers a chance to develop your own point of view, in a lively and stimulating atmosphere.

Headteacher

Chris Belton

Inspector's name and number

David Shannon 617