



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Rownhams St John’s Church of England Primary School

Address Bakers Drove, Rownhams, Southampton. SO16 8AD

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish

Overall grade **Good**

The impact of collective worship **Good**

School’s vision

To develop loving and joyful children who are prepared to make a positive difference to their own lives, their community and the world around them by being responsible, thoughtful and kind in everything they do.

Key findings

- The values of love, joy and responsibility are deeply embedded and impact on all aspects of school life, but the school’s recently revised vision statement that incorporates the school’s values is less well established.
- Governors’ Church school monitoring and evaluation systems need to be re-established after the impact of COVID.
- This is a welcoming school where staff feel nurtured and well supported which results in a happy place to work.
- The religious education (RE) leader is a highly reflective practitioner who leads the subject knowledgeably and skilfully.
- The approach to spiritual development lacks a sequential and structured approach and pupils are limited in the way that they are involved in the planning and leading of collective worship.

Areas for development

- Develop a more cohesive relationship between the Christian vision and the values so that there is a clear and obvious relationship between them and re-establish Church school governor monitoring to enable this process.
- Involve pupils more actively in collective worship by providing further opportunities for their involvement in its planning, delivery, monitoring and evaluation.
- Identify more curriculum opportunities for pupils to develop their spirituality and to explore the longer-term causes of local and global issues so pupils gain the confidence to enable them to seek change.

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 values of love, joy and responsibility are lived and breathed in all aspects of school life. Pupils are able to relate the school's values to Bible stories. Pupils, staff and all stakeholders relate the school's values to their actions. This is further embedded by value days providing opportunities for pupils to understand a sense of service by helping others. The school's recently revised vision statement incorporates the school's values but is less well articulated in the life of the school community. Therefore, the extent to which the vision drives policy, practice, and pupil flourishing is less obvious. Following the pandemic, governor systems are being re-established to monitor and evaluate the Christian distinctiveness of the school. These processes are intrinsically linked to the school development plan.

Adults and pupils have been well supported during the pandemic. Leaders responsible for pastoral care and the management of additional needs have ensured that pupils and families have been supported appropriately. During the lockdowns, systems were put in place to help parents support daily learning at home. This gave confidence to parents supporting their children and maintained engagement with the school. Senior leaders are approachable and they support staff development within a context of trust, dignity, respect, and honesty. The school was awarded an NHS teacher recognition award in the summer of 2020 for the support it offered families reflecting the school's vision through its core values of love and responsibility.

Under the senior leadership team, the staff create a welcoming and inclusive school community. Everyone is respected and valued and there is a deep sense of belonging. Teachers report how well they are supported by their colleagues, both academically and pastorally. Pupils and adults are treated with dignity and respect, and this in turn is reflected in pupils' behaviour and attitudes. The behaviour policy models strategies for encouraging good conduct through the school's core values of love, joy and responsibility which effectively and positively influence the behaviour of pupils.

Opportunities for the spiritual development of pupils are growing but the application of the understanding of spirituality is inconsistent. Pupils comment on how the reflective areas in their classrooms help them to stop and think but there are missed opportunities to build spirituality into curriculum planning. Classes have spirituality floor books in which pupils are encouraged to reflect and record their thoughts following collective worship or following discussions linked to the core values. These are embryonic but pupils indicate that they find them helpful in encouraging them to think reflectively. The spiritual development of pupils is being supported by a passionate team of parents and volunteers who are working to develop a spiritual garden and other outdoor spaces. Pupils write their own prayers and reflections for collective worship, but invitational opportunities are infrequent.

Rich and exciting extra-curricular opportunities support the learning needs of pupils. They are excited about their learning and their displays reflect progression of skills. Pupils' work is displayed throughout the school and includes work from all year groups. Pupils are able to celebrate their achievements in the way that their work is recognised and displayed. This is positive reinforcement of the school's core values of joy and responsibility. Re-establishing links with a school in Uganda is raising pupils' awareness and understanding of difference and diversity globally. Pupils articulate how they make a difference by raising money to provide chalk boards for their peers in Uganda. Prior to lockdown, the pupils enjoyed writing letters to their partner school in Uganda. However, pupils' depth of appreciation of poverty and inequality is embryonic.

There are varied leadership opportunities for pupils across the school. The school's vision enables pupils to relate their roles to the value of responsibility. One pupil said that she was privileged to have a role of responsibility because she could be a good role model to her friends in the reception classes as they grow up. "Our work will help them to understand what they can do to make a difference." Some local and global issues have impacted on pupils' passions to make a difference to the lives of animals and people. Pupils have engaged in raising awareness of the Australian bushfire by having a Koala Day. They have also engaged in a variety of fund-raising activities and one significant project raised £2000 to support two new beds in the children's ward at a local hospital. However, there are limited opportunities to explore the longer-term causes of local and global issues and to seek change.

RE is very well led. The subject leader's depth of knowledge and understanding enables continual improvement in the delivery of RE. This has a positive impact on pupils' understanding of the core concepts of Christianity. The syllabus also engenders knowledge and understanding of a range of faiths and beliefs. The RE leader accesses training from the local authority and diocese and is given regular opportunities to cascade the information to staff.

Collective worship is invitational and has a central place in the daily life of the school. Pupils look forward to whole school collective worship. One pupil said, "it is an opportunity to be together again after being apart for so long during lockdown." Pupils are proud of their school prayer and for the opportunities they have to write prayers for collective worship. However, there is not sufficient provision in the structure of collective worship for the pupils to be able to express their reflections and prayers spontaneously. Pupils say that they enjoy observing the change of colours corresponding to the liturgical seasons. Although pupils have some part to play in collective worship, none are involved effectively in the planning, monitoring and evaluation of it. Links with the local church are being re-established after the pandemic. A new incumbent was appointed during the COVID pandemic and visits the school most weeks to deliver collective worship. Pupils know and recognise the vicar and how the local church is represented and relates to the school.

Contextual information about the school

Date of inspection	19 November 2021	URN	116311
Date of previous inspection	05 February 2015		
School status	Voluntary controlled primary school	NOR	321
Name of MAT/Federation			
Diocese / Methodist District	Portsmouth & Winchester		
Headteacher	Timothy Woodford		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above the national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	Gillian Morris	No.	N/A