



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

## St John The Baptist Church of England Junior

Address Lower Teddington Road, Hampton Wick, United Kingdom, KT1 4HQ

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**

**The effectiveness of religious education (RE)** **Good**

### School's vision

Our vision is life in all its fullness; for all our children, their families and the whole staff team. This Christian vision is at the heart of everything we do and it inspires us to focus on what is most important - preparing all children to flourish both now and later in life.

### Key findings

- The inspirational leadership of the headteacher has transformed the life of the school. In collaboration with the governors and senior leaders this has led to the development of a fully inclusive, deeply Christian vision that is lived out in every aspect of the school.
- The vision of life in all its fullness leads to a powerful transformational culture of nurture and support that values all. No one is left behind. All are known and loved for the people they are and will become.
- Collective worship is at the heart of the school day and valued by all. It is the time when everyone stops and 'takes a breath' and this leads to full recognition of the fruits of the Holy Spirit in the lives of all. At present there are limited opportunities for pupils to plan or lead these times for reflection.
- Religious Education (RE) is well led, sequenced and designed to provide pupils with a rich knowledge of Christianity and other world faiths. After two years of significant challenge due to the COVID-19 pandemic, children do not always build secure knowledge of world religions. There is a lack of clarity between RE and spiritual development.

### Areas for development

- To develop a shared and explicit understanding of spiritual development so that it is distinct from RE.
- To provide opportunities for pupils to plan and lead collective worship so that they can fully engage in this important time in the life of the school.
- Following the challenges of the pandemic, to ensure effective delivery of the well sequenced curriculum in RE, so that pupils have a secure understanding of the selected world faiths.

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

Since his arrival in 2018 the inspirational leadership of the headteacher has taken the school on a journey of transformation. This process started with the development of the clear vision that is known and fully embraced by all members of the school community. 'Life in all its fullness' runs through this school like the lettering in a stick of rock and every decision, relationship and interaction is based upon on it. In order to support the flourishing of the pupils, the headteacher and governors have worked hard to create a strong relationship with the local, community infant school. The schools share a combined website which makes it clear that they are 'two schools, one journey' with the child at the centre. Staff are supported to live out the vision because of the way the leadership team values them as individuals. Many of the teaching staff completed their training at the school, whilst others are in the process of being trained currently.

Governors begin their meetings by reading the vision of the school and it is from this deeply theologically-based starting point that they consider all aspects of the strategic leadership of the school. The challenges of falling pupil numbers has been faced with a determination to be creative and ensure that flourishing is still fundamental to all the school does. For example, a section of the building has been closed to reduce service costs and this money is now used to provide additional support for those who are most vulnerable. Staff development is a priority and seeks to ensure confident delivery of the broad and balanced curriculum. Pupils are fascinated by the areas of study and the use of a diverse range of carefully selected class reading texts ensures that difference is celebrated.

The school chooses to call collective worship 'assembly' in order to ease the transition between the infant and junior schools. It is collective worship. It is at the heart the day. Indeed, the headteacher chose to move these events to the middle of the morning to ensure that they are given high priority. This is the time when the whole school, pupils, teaching and non-teaching staff, stop and 'breathe'. The school values, that are based on the fruits of the Holy Spirit, allow all to reflect on personal growth and community development. It is invitational and the school value of integrity is celebrated so that those of all faiths and none can gain insight and spiritual nourishment through song, story and reflection. Pupils and staff routinely discuss wider world issues in these times and this informs their understanding of local and global citizenship. Pupils delight in taking part in the dramatic retelling of stories and events, and having other positions of responsibility within the school. At present there are very limited opportunities for pupils to plan and lead collective worship, though they do evaluate some aspects of the programme.

Relationships between the school and the two local Anglican church communities is strong. The incumbents of both churches take an active role on the governing body (one is the chair of governors) and they all contribute to the rich pattern of collective worship and strategic review. As a response to the COVID-19 pandemic one church has started to provide chaplaincy support for staff and have made changes to their staff team to enable this. Although this is in its infancy, it is clear that this valued relationship underpins the flourishing of the adults within the school.

The highly skilled special educational needs and disabilities co-ordinator and her team work with diligence and tenacity to secure expert help for those who need it most. The 'Nurture Room' is a beautiful haven where pupils can come and express their worries, focus on their strengths and then return to their classroom learning. They do this every day because of the creative and resourceful staff. Whole school training on bereavement has been particularly helpful to key pupils and their families, but it has also led to changes in the way that loss and trauma is considered by all.

Pupils flourish at St John The Baptist Junior School because they are fully known. Every day, for every child starts with eye contact from their teacher at the point of registration. The leaders are unequivocal that in order to have 'life in all its fullness' every child must know how much they are valued by everyone in the school community. The school undertakes careful analysis of the needs of those pupils who are vulnerable and each has a 'staff champion' and their role is to advocate for the child and promote full inclusion. The creativity that this approach allows can be seen in the wild flower meadow planted by vulnerable pupils to add beauty to the site and add habitat for bees. This approach has a transformational impact on the lives of pupils that extends far beyond the school.

Behaviour is good. The school has clear policies which focus on restorative practices and the use of zones of regulations. Staff are role models of positive language and behaviour and this starts from the moment a visitor enters

the school. Empathy from staff is valued by parents and this supports the flourishing of families. The behaviour ladder is consistently applied by staff and understood by pupils, but key to this is that there is 'a fresh start with every new day'. Reflection spaces in every classroom allow pupils to express both gratitude and concerns. Pupils understand that worries posted to the 'worry monster' in the reflection space will be addressed by the teacher.

RE is carefully planned to enable an ambitious curriculum to be delivered by well-trained class teachers. Pupils enjoy the respectful culture of debate and exploration of diverse worldviews. In some classrooms pupils find it hard to differentiate between the spaces for reflection and the working wall for RE. This causes confusion between spiritual development and the study of world faiths.

St John the Baptist is a school where all can truly encounter and embrace 'life in all its fullness'.



**The effectiveness of RE is**

Good

All pupils make good progress through the increasingly challenging enquiry based RE curriculum. It is well led and valued by pupils. Rigorous approaches and rich, varied experiences challenge their thinking. Across the school pupils make good progress. Standards are consistent due to the good level of support provided for staff. The challenges of the COVID-19 pandemic means that pupils do not always make secure links in their learning about faiths and worldviews.

**Contextual information about the school**

|  |   |     |        |
|--|---|-----|--------|
| Date of inspection                             | 04/03/2022  | URN | 102911 |
| Date of previous inspection                    | 12/02/2015  |     |        |
| School status                                  | Voluntary Aided   | NOR | 226    |
| Name of MAT/Federation                         |   |     |        |
| Diocese / Methodist District                   | London  |     |        |
| Headteacher                                    | Mr Joshua Chamberlin  |     |        |
| Pupil profile                                  | 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. |     |        |
| Additional significant information (if needed) |   |     |        |
| Inspector's name                               | Elizabeth Jeanes  | No. | 0981   |