

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St James' Church of England Aided Junior School, Derby	
Address	Reginald Street, Derby, DE23 8FQ
School vision	
<p>Every child, Every Chance, Every Day. 'You have planted them, they have taken root, watch them GROW and bear fruit' Jeremiah 12 v2</p>	
School strengths	
<ul style="list-style-type: none"> • This richly diverse school community is deeply inspired by its Christian vision, ensuring that 'every child' has 'every chance, every day'. • Pupils and adults flourish at St James' because they are given opportunities to 'grow', developing their unique skills and talents, to 'bear fruit'. • Loving relationships are a palpable strength of the school. This is because the values are lived out by everyone. As a result, pupils and adults are treated with compassion and kindness and supported in both good and challenging times. • There is a shared understanding of spirituality. Through collective worship and the curriculum, all have opportunities to flourish spiritually. • An effective religious education (RE) curriculum enables pupils to explore religion and worldviews in a relevant way, drawing on the rich cultural and religious backgrounds of many in the school community. 	
Areas for development	
<ul style="list-style-type: none"> • Ensure that areas relating to the school's work as a Church school are itemised on all governing body agendas. This is so that the whole governing body can be fully involved in monitoring and evaluating this aspect of the school's work. • Explore partnerships more locally, beyond schools and faith groups. This is to enrich opportunities for pupils to engage in actions to be agents of change in their local community. • Establish creative ways for pupils to record their formally assessed learning in RE. This is to help them express their achievements and learning in ways more appropriate for them. 	
Inspection findings	
<p>All are treasured within this culturally diverse school. Leaders clearly articulate that this is inspired by the vision, with 'every child' being given 'every chance, every day'. Regardless of culture or religion, all are 'planted' securely at St James. Leaders are relentless in their drive that the school should enhance the lives of pupils and adults. Procedures for monitoring the impact of the vision across the school are well established. These lead to positive change. Highly supportive governors are equally emphatic that the school's vision should be the foundation and inspiration for the flourishing of all. The wider governing body do not currently evaluate this formally in their meetings. The words of the vision are a living reality for many. A carefully planned set of active values, known</p>	



as 'GROW values', are an integral part of the vision. By being grateful, respectful, outstanding and welcoming pupils and adults flourish. All learn to live together in this diverse community where 80% of pupils have English as an additional language (EAL).

The carefully constructed curriculum inspires pupils. Through age related challenges and high-level questioning, pupils flourish. A focus on developing their language is key. Those with special educational needs and/or disabilities (SEND) and those who are new to learning English are well supported. This impacts their learning positively. Leaders are passionate that 'every child' should have 'every chance, every day' to learn. Enrichment to the taught and wider curriculum is effective through a range of clubs, and engagement with 'St James 40'. Activities range from learning a new sport, a visit to Santa and a trip to the seaside. The school's approach to spiritual development is effective. Opportunities for reflection are woven into all aspects of the curriculum and extra curricular activities. Pupils and adults talk about windows, mirrors and doors. This approach enables them to look outwards, reflect on their own lives and, 'open the door to new opportunities'. In learning about climate change in geography pupils and adults asked questions about why this was happening and decided on action they might take to reduce its effects. Learning new skills in a computer club has brought new opportunities to some pupils to engage with technology.

Nurturing pastoral care enriches lives. The vision and 'GROW values' directly inspire actions. Relationships are strong. They underpin the effectiveness of the work of the school in supporting pupils and their families. Parents speak of the school as a 'place of refuge' when facing personal challenges. Pupils know, 'there is always someone to go to'. They describe the school as a 'kind school' where people will 'treat others as they want to be treated'. In living out the values, pupils learn to be respectful and welcoming of all. Leaders and governors work tirelessly to ensure that relationships with all families are enriching. Opportunities to meet with parents in a range of circumstances, alongside other agencies, ensures problems can be resolved quickly. Provision of breakfast club, school uniform for those who need it, and a computer for every pupil ensures that, 'no one need be left behind'. This highly inclusive culture of the school is rooted in the Christian vision. Staff are equally valued. Their wellbeing is a priority. Leaders support staff workload and wellbeing through practical actions. An 'open door' policy is appreciated and staff have access to support when required. They benefit from professional development opportunities. This creates a sense of togetherness which, 'feels like team'.

Collective worship invigorates and enriches every day. It includes everyone, and all are invited to participate. Staff and pupils value these times. Meaningful opportunities to engage with one another and reflect on their own spirituality are provided. Close partnerships with the local Anglican and Baptist churches strengthen worship. Weekly contributions from church leaders provide a range of insights on Bible stories, themes and celebrations. This supports the spiritual flourishing of all. Visits to local churches for services and as a resource for RE enrich community life. Pupils are fully engaged in all that is offered in worship. One commented that worship, 'always gives me something to take with me through the day.' Discussion, and the developing of ideas on the theme during worship, enhances understanding. This also supports pupils in developing spoken language. In spiritual journals pupils record their reflections. After reflecting on the biblical story of the wise and foolish builders one pupil recorded that, 'I've learnt about making good choices and building my life on good foundations'.

The Christian vision impacts on pupils' understanding of how they can 'bear fruit'. They recognise their responsibility towards one another in the school community. Pupils show a deep level of respect for the different cultures and traditions represented in the school. They make ethical choices to improve the lives of others. With support from staff, they consider what is fair and unjust in the world. In considering the effects of an earthquake, pupils responded by raising funds for a national appeal. They do not yet however, recognise the possibilities of being agents of change in their own

community.

Strong and effective partnerships with the diocese and the Derby Diocesan Academy Trust (DDAT) provides valued support for the school. The trust fully upholds the school living out its distinctive Christian vision. This is seen in support for governors and in the creation of hubs to support teachers and leaders. The relationships and health education (RHE) policy has been effectively implemented because DDAT facilitated work across the hub. This included consulting with mosque and church leaders to ensure provision of RHE is of benefit to all. Trust wide events for pupils provide them with opportunities to collaborate with others in different contexts to St James'. This supports the school vision to give all pupils every opportunity to 'grow'. The schools work with SEND and vulnerable pupils is profiled across the trust as an example of good practice.

RE is highly valued by pupils. This is because curriculum planning is effective. It is a vital part of the curriculum. Each week it is taught at the same time across the school and forms a key part of 'Fun Friday'. Effective monitoring ensures pupils make consistently good progress. Clear systems for assessing pupils' learning are in place. Gaps in learning are addressed. Achievement is high because teaching is engaging, purposeful and collaborative. Pupils learn from and support one another in understanding a range of religions or worldviews. Currently methods for pupils to formally record assessed learning are limited. Effective training for developing RE is provided by the diocese.

The inspection findings indicate that St James' Church of England Junior School is living up to its foundation as a Church school.

Information			
Inspection date	8 February 2024	URN	148368
VC/VA/Academy	Academy	Pupils on roll	301
Diocese	Derby		
MAT/Federation	Derby Diocesan Academy Trust		
Head of School	Dan Walls		
Chair	Ann Cruickshank		
Inspector	Jane Lewis	No.	27