



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Primary School, Weymouth	
Address	Coombe Avenue, Weymouth, DT4 7TP
School vision	
<p>‘Growing and learning together, sharing the love of God.’</p> <p>‘So now I am giving you a new commandment, love each other. Just as I have loved you, you should love each other.’ John 13.34</p>	
School strengths	
<ul style="list-style-type: none"> • The school’s Christian vision is deeply embedded and rooted in biblical teaching. It empowers leaders, staff and volunteers to be united in meeting the needs of the school community. • The vision inspires respectful and caring relationships. These are lived out through the school’s Christian values and supportive alliance with the local church. As a result, adults and pupils flourish in a nurturing environment. • A creative approach to religious education (RE) stimulates interest in the subject. RE is valued and pupils demonstrate a depth of knowledge and understanding. • Inspirational collective worship is well-planned, monitored and evaluated. Moments of reflection, integral within worship, lead to the spiritual development of adults and pupils. • The wellbeing and mental health of all is valued, supported and nurtured. It embraces all, including those with special educational needs and/or disabilities (SEND) or who are considered vulnerable and/or disadvantaged. 	
Areas for development	
<ul style="list-style-type: none"> • Further enhance the coverage of worldviews within the RE curriculum. This is to enrich pupils’ breadth of knowledge and understanding about a range of beliefs and views. • Deepen pupils’ understanding of the language used by the school to express spirituality. This is to strengthen how the curriculum provides opportunities for them to develop spiritually. • Enhance opportunities for pupils to actively support the needs of others in the local and global community. This is to enable them to influence and promote ethical choices as agents of change. 	
Inspection findings	
<p>The deeply embedded Christian vision empowers St John’s to be a highly effective Church school. It underpins all the school does to act with love, giving challenge and opportunity. The vision, represented pictorially as a boat, is accessible. This enables a wide understanding of its importance and meaning. The vision and associated values, lived by the staff and pupils, are faithful to its Christian foundation. Inspired by the Christian vision, deeply committed leaders act with</p>	

compassion and ambition for the good of the whole school community. As a result, the vision impacts daily decisions and long-term strategic planning, which benefits all. The school is a member of the Diocese of Salisbury Academy Trust (DSAT). This has a vision of going 'beyond expectations for all God's children'. This vision is truly lived at St John's. The school is strengthened by its relationship with DSAT who understand the local community's needs. There is a mutually beneficial relationship between DSAT and school. Leaders at St John's support other schools with developing Church school flourishing. DSAT effectively supports staff development, with training and practical support. Opportunities for staff to develop in their careers enable them to flourish professionally. The school's links with the local church have a significant impact. For example, trained volunteers give weekly pastoral coaching to enable pupils to flourish. The meaningful partnership between the school and the local church is enhanced through many shared experiences including clergy speaking at trust events. This inspires staff across DSAT, giving a great sense of purpose as a wider community of Church schools.

The curriculum flows from the school's Christian vision. The biblical foundation is the starting point. This is represented by the lived Christian values, woven throughout. Leaders, including those from DSAT, ensure that subject leaders are supported with high-quality training. This includes mentoring, networking, monitoring and evaluating impact. The curriculum offers enrichment opportunities such as forest school, water sports, residential trips, drama performances and visits. These develop pupils' character and resilience. They also give an insight into a world of opportunity beyond the immediate location, generating excitement and ambition. All activities link back to promoting the Christian vision. High aspirations for all pupils, including those deemed disadvantaged, vulnerable and with SEND, ensures all have opportunities to flourish.

Collective worship is a much-valued part of the school day. Pupils speak with enthusiasm about Bible stories, demonstrating their knowledge. They link these stories to school values, guiding their behaviour towards one another. Consequently, worship inspires pupils in their attitudes and actions to live well together. They are keen to be involved in adult-led worship, writing and sharing prayers, thereby developing their spirituality. Seasonal opportunities to worship together as a whole school at the local church are well attended by family members. They welcome this opportunity, describing its impact as uplifting. The local church is actively involved in weekly worship at the school, creating a strong and supportive link. For example, interactive prayer stations established by the church on the school field, strengthen multi-sensory approaches to prayer. Pupils describe this as having a significant and positive impact on their views about prayer. Thus, opportunities for spiritual growth are enriched. Collective worship floor books capture pupils' reflections. These show the impact of worship in developing spirituality. Governors monitor worship effectively. Consequently, worship lays the foundations for spiritual development, strengthening and sustaining the whole school community. Leaders have recently introduced the school's shared understanding of spirituality. This uses the language of 'mirrors' for self-reflection, 'windows' for looking outwards and 'doors' to look beyond. Pupils are given time for personal reflection and response. Leaders are working to enhance how spirituality is an intrinsic part of the curriculum. Consequently, the extent to which this extends pupils' spiritual development is at an early stage.

Inspired by the vision, a revised whole school behaviour curriculum has been implemented. The impact is shown by clear expectations and the establishment of positive habits and behaviours. Pupils understand that expectations for behaviour are linked to the school values of respect, friendship, compassion, and forgiveness. This is reinforced by the 'spirit of St John' weekly awards for demonstrating school values. Wellbeing is a priority for all with a wide range of practical support and services. As a result of this, pupils thrive. Innovative work, such as 'The Monday Motivator' breakfast, successfully encourages good attendance. The school dog greets pupils encouraging attendance and supporting wellbeing. The school has a robust safeguarding culture that proactively seeks to listen, help and support so that all can flourish.

There is a caring culture of dignity and respect that is lived out at St John's. This is fully shaped by the Christian vision and values. Pupils are actively involved on the student council, as sports ambassadors, playground friends and eco leaders. For example, they participate in litter picking to demonstrate care for the world. They actively encourage others not to waste water or electricity. This shows their concern for the environment and an awareness of their responsibility as stewards of God's earth. As a result, pupils are aware of ethical choices and their environmental responsibilities to look after the planet. A pupil described this as part of the 'circle of life' that people must not destroy. Within the local community, the school supports the food bank at Harvest time. Pupils are aware of fundraising for charity through cake sales, but these tend to be adult-initiated events with charities chosen by adults. Therefore, pupils' impact on influencing and promoting ethical choices and advocating change is in its early stages.

Staff are committed to providing pupils with a challenging and exciting RE curriculum. As a result, and in line with other subjects, RE is currently undergoing a thorough review to streamline content to be more precise and effective. This is to build on prior learning by embedding it more deeply. Learning is made interesting and imaginative through experiences such as the 'RE and arts week'. Pupils are keen to talk about RE and value the subject. There is a clear learning sequence of engagement, enquiry, exploration, evaluation and expressing opinions. This raises the quality of teaching. Pupils respond thoughtfully to enquiries such as 'who played a role in Jesus' death'. Pupils recognise Christianity as a global world faith. Staff training ensures clear and accurate subject knowledge, enhancing pupils' understanding. The impact of teaching and learning in RE is effectively monitored and evaluated through lesson observations, pupil voice and work scrutiny. As a result of this, pupils overall make good progress with RE. However, some pupils confuse key elements of various religions and lack knowledge of non-religious worldviews.

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

Information			
Inspection date	24 April 2024	URN	144550
VC/VA/Academy	Academy	Pupils on roll	207
Diocese	Salisbury		
MAT/Federation	Diocese of Salisbury Academy Trust		
Headteacher	Amanda Aze		
Chair	Vivien Sloan		
Inspector	Amanda Brockway	No.	2214