

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St John's Church of England Primary School

Vision

We strive, shine and aspire to the best we can be along our rainbow path to the future, remembering God's everlasting promise (Genesis 9:16)

Together in love we learn with respect, hope, friendship and forgiveness.

Strengths

- Leaders clearly understand how the context of their community underpins the school's Christian vision and associated values. These are deeply embedded in the fabric of everyday interactions and decisions. Consequently, they enable pupils and adults to flourish at this caring and nurturing school.
- The shared commitment to the Christian vision and associated values creates a sense of togetherness and purpose. This enables pupils and adults to flourish.
- Carefully planned opportunities for reflection are interwoven throughout collective worship and the curriculum, enabling pupils and adults to develop spiritually. It is highly inclusive, including for those pupils with additional needs, and enriched with songs and Bible stories.
- The religious education (RE) curriculum is well-sequenced and balanced. It develops pupils' knowledge and understanding of a range of world religions. Visits to places of worship, alongside visits from faith communities further enhance this provision.

Development Points

- Enhance opportunities for pupils to challenge injustice. This is to extend the way they make a positive difference within, and beyond, the school.
- Extend systems for governors and school partners to monitor collective worship. This is to enhance its impact on the spiritual development of adults and pupils.



Inspection Findings

St John's Church of England school's vision and associated values are deeply embedded in the fabric of daily interactions and decisions in this Church school. A warm, welcoming, nurturing and 'investing in everyone' approach enables members of the school community to flourish. There is a palpable sense of enthusiasm as pupils and adults speak of striving, shining and aspiring to be the best version of themselves. This journey of growth and self-discovery is accurately encapsulated through the 'rainbow path', unique to each individual, vibrant and full of promise. A tailored approach for pupils with additional needs and those considered vulnerable ensures that they receive the assistance they need to thrive academically and socially. As a result of working in partnership with senior leaders, the governing body base their decisions on how best to serve the needs of the community. Leaders, including governors, use a planned programme of monitoring to evaluate the work of the school. However, the impact of governor monitoring on how worship extends the spiritual development of adults and pupils is less clear. The language of 'together in love we learn with respect, hope, friendship and forgiveness' clearly underpins the culture of this Church school. Families value the quality of communication and feel included and welcomed as part of this very special community.

The school's 'rainbow curriculum' reflects its vision and values, with a focus on developing the wholeness of pupils, spiritually, emotionally, physically and academically. Pupils, including those who have special educational needs and/or disabilities (SEND), are given the opportunity to participate in all subjects and activities. The school enables them to flourish providing a wealth of opportunities including becoming playground leaders, singing at Dewsbury Minster and visiting the seaside. The curriculum is further enhanced by a wide range of extracurricular activities that provide pupils with diverse experiences. This includes activities such as skateboarding and martial arts clubs, which they are highly enthusiastic about. An 'aspirations day' celebrates and supports the potential of every pupil, aligning with the words of the vision 'to be the best we can be'. Spiritual development is woven intrinsically into the curriculum allowing pupils and adults to consider their own spiritual journey along their rainbow path. The 'spiritual window' in every classroom and associated reflective questions enable deeper spiritual thinking. Pupils and adults recognise that the 'spiritual window' allows time and space for personal reflection thus supporting their spiritual growth. The use of golden speech bubbles in school encourages pupils to consider big questions in life. Carefully created workshops enhance opportunities for pupils and adults to reflect on the world around them and their individual spirituality journeys.

Collective worship is engaging and provides a valued time of coming together for the whole school community. It is rooted in the vision and is central to the spiritual growth of both pupils and adults. Classes are warmly welcomed into the hall for worship by two pupils carrying candles, creating a sense of reverence and invitation. Collective worship begins with a welcome and the sharing of values, helping to 'brighten the day' and set the tone for a spiritually enriching experience. The inclusion of Christian songs, Bible stories and prayer reflect the Anglican foundation of the school. This provides meaningful opportunities for reflection enabling pupils and adults to develop spiritually. The pupils' 'church group' regularly participates enthusiastically in the acts of worship. The use of sign language and visual aids ensure that collective worship is accessible and engaging for all. Pupils, families and staff value and enjoy time to worship together in church which binds the whole school community together. As a result of working in partnership with senior leaders, the governing body base their decisions on how best to serve the needs of the community. Leaders, including governors, use a planned programme of monitoring to evaluate the work of the school. However the impact of governor monitoring on how worship extends the spiritual development of adults and pupils is less clear.

The purposeful way the vision impacts on relationships enables adults and pupils to thrive. The school leadership team have a deep understanding of proactively supporting staff wellbeing, for example, by taking tasks away and 'checking in' regularly. The low level of staff turnover demonstrates the supportive and nurturing family-like



ethos of the school. Staff feel valued, heard and able to contribute. There is a genuine sense of teamwork and care for one another. As a result of the Christian vision, effective strategies are in place to support pupils, including those deemed to be vulnerable. The school has invested in staff development, including training from the diocese. This strengthens the way they understand and embed the vision and values into their practice. The school council and church group provide effective platforms for pupils to voice their concerns and ideas. A 'worry monster' suggested by pupil leaders has now been implemented in classrooms, allowing teachers to further support pupils' individual needs.

Pupils are supported to explore the concepts of justice, fairness and ethical decision making. They are enthusiastic about initiatives like the plastic pollution project, where they make their own reusable bags to reduce waste. Pupils have opportunities to write letters considering how they act differently to support individuals if they have faced bullying. This empowers them to reflect on their own actions and how they can stand up for others. However, opportunities to enable all pupils to challenge injustice and understand how to become active agents of change are less well-developed.

RE has a high profile throughout the school. The RE curriculum provides opportunities for pupils to study a range of worldviews and religions, including Christianity. This enhances the breadth of their knowledge and understanding. The RE curriculum is carefully planned and sequenced to ensure that pupils' learning builds progressively from one year to the next. The RE lead works closely with the local diocese to ensure that staff receive regular, high-quality continuing professional development. Their guidance regarding the review of the curriculum ensures it is effective. It provides pupils with engaging learning opportunities which are developing their understanding of a range of beliefs and cultures, including an appreciation of Christianity as a global world faith. Strong links with the local church enhance the effectiveness of St John's as a Church school. The school actively develops meaningful relationships with members of the mosque and other community partners which reflect the vision's impact on the wider community. The 'carry my story' initiative extends pupils' understanding of a range of cultures and views. This ensures that the uniqueness of pupils, together with visitors into school, are valued and celebrated in line with the vision.

Information

Address	Boothroyd Lane, Dewsbury, WF13 2LP.		
Date	09 October 2024	URN	107701
Type of school	Maintained Voluntary Controlled	No. of pupils	211
Diocese	Leeds		
MAT/Federation	Learning Accord Trust (associate member)		
Headteacher	Aidan Blackburn		
Chair of Governors	Vicki Nordoff		
Inspector	Yvette Sullivan		